Deconstructing/Unpacking Standards
Clarifying Learning Targets

When deconstructing or clarifying learning targets we take a broad and/or unclear standard or objective and break it into smaller more explicit learning targets. We break a larger standard or objective into its component parts.

What do my students need to <u>know, understand</u> or <u>be able to do,</u> to demonstrate mastery of this goal or objective?

- What knowledge will students need to demonstrate the intended learning?

- What patterns of reasoning will they need to master?

- What skills are required, if any?

- What product or capabilities must they create or acquire, if any?

When de-constructing standards, you are looking at what the content standard requires students to know and be able to do, **not how you will assess it.** We must be vigilant in distinguishing between learning targets-statements of *what we want students know and be able to do*-and the manner in which we will teach or assess them-the tasks and assignments we will give students to do.

<u>Knowledge Targets-</u>The facts and concepts we want students to know.
Knowledge targets represent the factual underpinnings in each discipline. They are often stated using verbs such as *knows, lists, names, identifies, and recalls.* We know there is not enough time to teach everything of importance so we determine which knowledge learning targets students are required to know outright and which they will be required to know via reference. This professional judgment is best conducted with a group of colleagues.
Ex. Know multiplication facts to 10

<u>Reasoning Targets-</u>Students use what they know to reason and solve problems.
Reasoning targets represent mental processes such as predicts, infers, classifies, hypothesizes, compares, concludes, summarizes, analyzes, evaluates, and generalizes.

<u>Skill Targets-</u>Students use their knowledge and reasoning to act skillfully. When we speak of skill targets, we are referring to those performances that must be demonstrated and observed, heard or seen, to be assessed. Knowledge targets always precede skill targets. In many cases reasoning targets do also. Ex. Oral fluency in reading, driving with skill, playing a musical instrument.

<u>Product Targets-</u> Students use their knowledge, reasoning, and skills to create a concrete product such as "creates tables, graphs, scatter plots, and box plots to display data, notates music, or creates a personal wellness plan." There are usually fewer product targets than knowledge and reasoning targets.

Steps for Deconstructing

1. **Select standard or objective to unpack.**
   - Highlight all of the verbs in the standard (circling or underlining works too)
   - Highlight all of the nouns in the standard

2. Look at the verbs and place each one in the appropriate category on the Deconstructing/Unpacking Standards Worksheet:
   - Knowledge
   - Patterns of reasoning
   - Skills
   - Products

   What targets are in this standard? What key vocabulary do students need to know? What key understandings do students need to have?

3. Use the nouns with the verbs to write learning targets.
   What targets are in this standard? What key vocabulary do students need to know? What key understandings do students need to have?

4. Stop and Reflect
   Are all of the knowledge, reasoning, skills and products that students need to be successful from the standard listed on the chart? What else do students need to know, understand or be able to do to master this standard?

5. Write each target in student friendly "I Can" language on the *Learning Targets in Student Friendly Language* worksheet. Beside of each "I can" statement, identify the target as knowledge, reasoning, skills, or products.