

Unpacking Standards Help Document

Materials needed:

- Progression document for standards
- Graphic Organizer for unpacking
- Lightbulb (Bloom's) document
- Highlighters (optional)

Steps:

1. Read the standard
2. Circle or highlight the concepts
 - a. These are big ideas of content that students need to deeply understand
 - b. Work to help colleagues understand it's not just the nouns in the benchmark
3. Circle or highlight the skills
 - a. These are the actions students will do
 - b. Work to help colleagues understand it's not just the verbs in the benchmark
4. Put partnered skills/ concepts into the graphic organizer
 - a. Please make sure to begin by using the hard copy graphic organizer – don't provide access to the online organizer until later
 - b. One concept and one skill = partnered skill and concept
 - c. Use as many rows as necessary to break apart the benchmark
 - d. Some skills will repeat with multiple concepts
5. Determine the level of cognitive demand
 - a. What's the level of rigor that's intended in the benchmark
 - b. Review both the benchmark and the standard
6. Determine evidence of mastery
 - a. This is not a product – it's a description of the qualities you'd look for in any product generated by students that meets mastery
 - b. Consider this like rubric language – whether it's a piece of writing, a discussion or some other product, what will be common characteristics of mastery?
7. Determine evidence for beginning, developing, and approaching
 - a. Look at these as gradations leading to mastery
 - b. Keep focus on what it looks like to be beginning, developing and approaching in your grade level (not the grade level below – or multiple grade levels below)
8. Write learning targets for different levels
 - a. Focus on the evidence expectations for the levels to craft learning targets
9. Reflect using discussion questions provided:
 - a. What learning was meaningful for you with this process?
 - b. What benefits did you experience with your team as you worked on learning targets for the different levels?
 - c. What challenged your thinking in this activity?
 - d. In what ways does the graphic organizer help support your thinking?
 - e. In what ways does the graphic organizer limit your process?
 - f. Please jot down notes that are important to influence this ongoing process
10. Wrap up
 - a. Reiterate that there's NO completion goal or timeline – it's about the process
 - b. Round 2 – please do the second standard
 - c. Round 3 – can do the third standard or another standard that may be one you're planning to address in an upcoming unit