

## Steps for Deconstructing Standards – SREB

1. Begin with the West Virginia CCR standard. Use the standard word for word – no added or deleted language. Do not change the language or interpret parts of the standard.
2. Using the standard, identify the key understandings by identifying the concepts (key nouns), measurable behaviors (verbs), and context. You are looking for bite-sized chunks of the standard that can be taught and assessed individually.  
\*There will most often be multiple key understandings in one standard
3. Turn the key understandings into learning targets. The nouns, verbs, and context (key understandings) must be in the learning targets. This provides coherence and alignment to the standard.
4. Decide which category each target belongs in: Knowledge, Reasonings, Performance/Skills, or Products. This will help inform how the target will be assessed. THIS IS THE MOST IMPORTANT STEP! If this doesn't happen, it may cause issues related to how the standard is taught and how assessments are designed.  
NOTE: You will use this information to populate the spreadsheet with columns labeled Knowledge, Reasoning, Skills, or Product. The type of target must be identified.

### 4 Categories of Learning Targets

1. Knowledge Targets: Require mastery of subject content – student knowing the content is the goal. These targets are usually assessed at a lower-level assessment method.
2. Reasoning Targets: Require the student to use knowledge and understanding to examine a problem, formulate a strategy, and problem solve. Students are required to apply the content. Typically assessed with higher-order thinking questions.
3. Skills Targets: Require the development of proficiency in doing something where the process is most important. These targets are usually assessed by an assessment item that contains performance criteria.
4. Products Targets: Require students to create tangible products that meet standards of quality and present evidence of academic proficiency. These targets are usually assessed with an assessment instrument that identifies key components and rates the level of proficiency based on the product.

### Identifying the categories for targets:

- Informs the unit assessment and item types
- Provides clarity about how deeply the standard must be taught

5. Foundational Targets – These targets identify the prerequisite knowledge and skills that students need to have before they can master the WVCCR grade level standard. These targets do not have to be formally assessed, but are needed to gauge how well the students are prepared to master the grade level standards.  
NOTE: These foundational targets should be one-step below what is required of the grade level standard and must be identified. Identifying foundational targets is vital. They can often be found in the same standard cluster in the grade below.
6. Separate the targets into 3 categories:
  - Primary targets – the most important targets your students will need to show mastery of within the unit. Unit assessments will be selected/created around these targets. These items would be assessed on common assessments to provide data for structured analysis as a professional community. Are students providing evidence of standard mastery?
  - Secondary targets – these represent reflect a core part of the standard and must be mastered by students but may not be part of the unit assessment. These targets can be formally assessed, task based assessed, or assessed within your classroom periodically using exit tickets, quizzes, rubrics, etc. How are students providing evidence of standard mastery?
  - Foundational targets – these targets are used to informally assess readiness. Provides knowledge of how ready your students are to master the primary and secondary targets. Are students prepared to engage in grade level standard?
7. Create unit assessment by creating/re-creating questions that align to the primary targets. Questions should assess the primary target by requiring students to perform the same measurable behavior (verb), show knowledge of the same concept (noun), and work within the same context you identified in the standard and the learning targets.

Assessment questions must also assess the target at the correct level according to the category identified. A question aligned to a knowledge target is lower level and simply requires content knowledge, while a question aligned to a reasoning target requires application of the content knowledge.

**Figure 2.8** Types of Achievement Targets: Key Words

Target Type	Explanation	Content Standards/ Benchmark Key Words	Examples
<b>Knowledge/ Understanding</b>	Some knowledge/ facts/concepts to be learned outright; some to be retrieved using reference materials	Explain, understand, describe, identify, recognize, tell, name, list, identify, give examples, define, label, match, choose, recall, recognize, select	Vocabulary Measurement concepts U.S. government structure
<b>Reasoning</b>	Thinking proficiencies; using one's knowledge to solve a problem, make a decision, plan, and so on	<i>Analyze:</i> components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order  <i>Compare/contrast:</i> discriminate between/ among; alike and different, relate, distinguish between  <i>Synthesize:</i> combine into, blend, formulate, organize, adapt, modify  <i>Classify:</i> categorize, sort, group  <i>Infer/deduce:</i> interpret, implications, predict/draw conclusions  <i>Evaluate:</i> justify, support opinion, think critically, debate, defend, dispute, evaluate, judge, prove	Think critically Analyze authors' use of language Solve problems Compare forms of government Self-evaluation Analyze health information
<b>Skills</b>	Behavioral demonstrations; where the doing is what is important; using one's knowledge and reasoning to perform skillfully	Observe, focus attention, listen, perform, do, question, conduct, work, read, speak, assemble, operate, use, demonstrate, measure, investigate, model, collect, dramatize	Read fluently Oral presentations Play an instrument Use laboratory equipment Conduct investigations
<b>Products</b>	Where the characteristics of the final product are important; using one's knowledge, reasoning, and skills to produce a final product	Design, produce, create, develop, make, write, draw, represent, display, model, construct	Writing Artistic products Research reports Make a map Personal fitness plan Make a model that represents a scientific principle

Source: Chappuis, Jan; Stiggins, Rick J.; Chappuis, Steve; Arter, Judith A., *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd Ed., © 2012, pp. 27, 64. Reprinted by permission of Pearson Education, Inc., New York, New York.