



## Quick Guide: Four-Steps to Unpacking Standards

### Template:

Grade Level and Subject: Standard:	
<b>Step 1: Standard Analysis</b>	
Knowledge	Skills
<b>Step 2: Assessment Analysis</b>	
Knowledge	Skills
<b>Identifying the Cognitive Rigor of the Standard</b>	
<p style="text-align: center;">Bloom's Level</p> <input type="checkbox"/> Remember <input type="checkbox"/> Understand <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create	<p style="text-align: center;">DoK Level</p> <input type="checkbox"/> Level 1: Recall & Reproduction <input type="checkbox"/> Level 2: Skills & Concepts <input type="checkbox"/> Level 3: Strategic Thinking & Reasoning <input type="checkbox"/> Level 4: Extended Thinking
<b>Step 3: Student Friendly Learning Targets</b>	<b>Step 4: Success Criteria</b>

### Overview:

Step 1: Standards Analysis	The first step requires teachers to use the standard <b>directly</b> to identify the <b>knowledge</b> and <b>skills</b> that need to be taught.
Step 2: Assessment Analysis	The second step requires teachers to use assessment items, <b>aligned to the standard</b> , to develop a deeper understanding of the <b>knowledge</b> and <b>skills</b> , and the <b>rigor</b> the standard will be assessed.
Step 3: Developing Student Friendly Learning Targets	Teachers create <b>statements</b> that reflect the knowledge and skills necessary for students to be proficient in the standard, in a way that students can understand.
Step 4: Developing Success Criteria	Teachers consider the question “how will I know they’ve learned it?” to create success criteria. Success criteria always relate back to the learning target, and describe anything a student can say, do, produce, create or <b>show that they have met the learning target</b> .



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### **Step 1: Standards Analysis**

Teachers use the language of the standard **directly** to identify the **knowledge** (nouns) and **skills** (verbs) that need to be learned. Teachers must use the academic content standards for their grade level(s) and cannot substitute other prepared curriculum documents, unless the standard is fully intact.

Content standards can be accessed on the Arizona Department of Education's webpage-  
<http://www.azed.gov/standards-practices/>

### **Step 2: Assessment Analysis**

Teachers use assessment items, **aligned to the standard**, and the item specifications document\* to develop a deeper understanding of the knowledge (**nouns**) and skills (**verbs**), and to determine the level of **rigor** the standard will be assessed.

\*AzMERIT Item Specifications documents (ELA and math) instead of the content standards as they provide more detailed information needed to unpack the standards. These are available online at: <http://www.azed.gov/assessment//azmerit/>

Accessing test items to review additional knowledge and skills:

- AzMERIT practice items <http://www.azed.gov/assessment//azmerit/>
- Benchmark assessment item banks
- Achieve the Core assessment resources:  
<https://achievethecore.org/category/415/ela-literacy-assessments>  
<https://achievethecore.org/category/1020/mathematics-assessments>
- Instructional resources/materials

Use the Hess Matrix to identify the highest level of cognitive rigor required by the standard and assessments.

### **Step 3: Developing Student Friendly Learning Targets**

Teachers create **statements** that reflect the knowledge and skills necessary for students to be proficient in the standard, in a way that students can understand.

Tips for creating learning targets:

- Using the Performance Level Descriptors (found in the standards) as a guide, create statements from the embedded knowledge and procedural underpinnings of the standard.
- Describe the knowledge and skills in a way that makes sense to the teacher and student.



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Learning targets are:

- Able to be accomplished in a few days (turned into daily objectives)
- Specific to what and how
- Consists of concept, skill and often a specified context
- Teachable/learnable using a variety of instructional activities, methods, strategies, tools, etc.; can apply to multiple contexts
- One component in a sequence of scaffolded accomplishments- focused on what is to be learned

### **Step: Developing Success Criteria**

Teachers must describe **specific performance** that demonstrates meeting the learning target; they are concrete representations of the target; they represent a clear pathway for students; are a guide for students and teachers to determine if students are doing well. Describes anything a student can say, do, produce, create or **show that they have met the learning target**.

What are they?

- Guidelines that teachers and students can use to determine progress toward the goal
- Criteria students can use to assess how closely their work matches their teacher's expectations
- Exemplars of excellence

Why are they important?

- Improves teacher and student understanding of the target
- Empowers students to monitor their own learning
- Encourages independent learning
- Enables accurate feedback

Questions to consider:

- What would the standard, if mastered, look like in terms of student work?
- What is the evidence we expect students to generate to demonstrate proficiency?
- What will a proficient student look like?



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<p><b>Grade Level and Subject:</b> 4<sup>th</sup> ELA</p> <p><b>Standard:</b> 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	
<p><b>Step 1: Standard Analysis</b></p>	
<p><b>Knowledge</b></p> <p>Firsthand Account Secondhand Account Event Topic Focus Differences</p>	<p><b>Skills</b></p> <p>Compare Contrast Describe</p>
<p><b>Step 2: Assessment Analysis</b></p>	
<p><b>Knowledge</b></p> <p>Key details Main idea Plot Similarities/Differences Primary/Secondary sources Same text Multiple text Evidence- words or phrases</p>	<p><b>Skills</b></p> <p>Determine Identify Explain Support Analyze Select, Multiple choices Write/type response</p>
<p><b>Identifying the Cognitive Rigor of the Standard</b></p>	
<p style="text-align: center;"><b>Bloom's Level</b></p> <p><input type="checkbox"/> Remember <input type="checkbox"/> Understand <input type="checkbox"/> Apply <input checked="" type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create</p>	<p style="text-align: center;"><b>DoK Level</b></p> <p><input type="checkbox"/> Level 1: Recall &amp; Reproduction <input checked="" type="checkbox"/> Level 2: Skills &amp; Concepts <input type="checkbox"/> Level 3: Strategic Thinking &amp; Reasoning <input type="checkbox"/> Level 4: Extended Thinking</p>
<p><b>Step 3: Student Friendly Learning Targets</b></p>	
<p><b>Step 4: Success Criteria</b></p>	
I know a firsthand account, or primary source, is told from the perspective of someone who participated in the event.	I can identify the firsthand account and provide evidence from the text.
I know a secondhand account, or secondary source, is told from the perspective of someone who did not participate in the event.	I can identify the secondhand account and provide evidence from the text.
I can identify the important details in the text that indicate the author's focus or point of view.	I can write a statement that explains the central idea, or focus, of a text.
I can compare and contrast the details of different accounts of the same event.	I can identify examples of similar and differing details from two texts about the same event.
I can compare and contrast a firsthand and secondhand account of the same event.	I can explain, using evidence from the text, how different details change the focus of a text about the same event.
I can explain how the author's perspective affects how (s)he explains the details of an event.	I can write, using evidence from the text, about why one author explains the same thing in a different way than another author.
I can explain why both types of accounts are important to our understanding of events.	I can explain why learning about the same event from more than one person is important.



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<p>Grade Level and Subject: 7 Math</p> <p>Standard: 7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.</p>	
<b>Step 1: Standard Analysis</b>	
<p><b>Knowledge</b></p> <p>Proportional relationships Multistep Ratio problems Percent problem</p>	<p><b>Skills</b></p> <p>Use Solve</p>
<b>Step 2: Assessment Analysis</b>	
<p><b>Knowledge</b></p> <p>Representation: number, words, physical objects, equations Models Parts of a problem Related values Percent increase and decrease Starting value Difference Solution Expression Multiple quantities Real world context Proportional pattern Graph</p>	<p><b>Skills</b></p> <p>Explain Show work Verify Identify Determine Reasonable Calculate Create Compare Find a specified Interpret</p>
<b>Identifying the Cognitive Rigor of the Standard</b>	
<p style="text-align: center;">Bloom's Level</p> <p><input type="checkbox"/> Remember <input type="checkbox"/> Understand <input checked="" type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create</p>	<p style="text-align: center;">DoK Level</p> <p><input type="checkbox"/> Level 1: Recall &amp; Reproduction <input checked="" type="checkbox"/> Level 2: Skills &amp; Concepts <input type="checkbox"/> Level 3: Strategic Thinking &amp; Reasoning <input type="checkbox"/> Level 4: Extended Thinking</p>
<b>Step 3: Student Friendly Learning Targets</b>	<b>Step 4: Success Criteria</b>
I can solve percent problems.	I can calculate gratuities and commissions.
I can solve problems involving percent of change.	Calculate discount or markup, calculate final price, and calculate increase or decrease.
I can solve simple interest problems.	Calculate amount of tax on an item, calculating total price, and determining the tax rate.
I can create a proportion to solve ratio, percent, & rate of change in real world contexts.	Find a fractional amount of a quantity and reason about what to do with the value using the context of the problem.



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<p>Grade Level and Subject: 11-12 ELA</p> <p>Standard: 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	
<p><b>Step 1: Standard Analysis</b></p>	
<p>Knowledge</p> <p>Meaning of words and phrases</p> <p>Figurative</p> <p>Connotative</p> <p>Denotative (used in text)</p> <p>Technical</p> <p>Key terms</p>	<p>Skills</p> <p>Determine</p> <p>Analyze</p> <p>Refine</p>
<p><b>Step 2: Assessment Analysis</b></p>	
<p>Knowledge</p> <p>How phrases function</p> <p>Evocative meaning</p> <p>Central meaning</p> <p>Isolated/incidental vocabulary</p> <p>Multiple meanings</p> <p>Aesthetic value</p> <p>Tone</p>	<p>Skills</p> <p>Define</p> <p>Identify</p> <p>Infer</p> <p>Cite</p> <p>Differentiate</p> <p>Compare and Contrast</p>
<p><b>Identifying the Cognitive Rigor of the Standard</b></p>	
<p style="text-align: center;">Bloom's Level</p> <p><input type="checkbox"/> Remember</p> <p><input type="checkbox"/> Understand</p> <p><input type="checkbox"/> Apply</p> <p><input checked="" type="checkbox"/> Analyze</p> <p><input type="checkbox"/> Evaluate</p> <p><input type="checkbox"/> Create</p>	<p style="text-align: center;">DoK Level</p> <p><input type="checkbox"/> Level 1: Recall &amp; Reproduction</p> <p><input type="checkbox"/> Level 2: Skills &amp; Concepts</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking &amp; Reasoning</p> <p><input type="checkbox"/> Level 4: Extended Thinking</p>
<p><b>Step 3: Student Friendly Learning Targets</b></p>	<p><b>Step 4: Success Criteria</b></p>
<p>Using inferences, determine the definitions of concepts as they've been used in the text, even if they contradict our understanding of a word's meaning.</p>	<ul style="list-style-type: none"> <li>Identify context clues around the word(s) being defined.</li> <li>Assign a definition to the word in question, both picking it from a list and writing it myself.</li> <li>Include how my own experiences and prior knowledge aided my interpretation of a word.</li> </ul>
<p>Cite evidence from the text to support a connotative, denotative or technical definition of a word.</p>	<ul style="list-style-type: none"> <li>Know how to construct a logical written and verbal explanation for how words, phrases, or images that refer to the undefined word help to define it for the reader.</li> </ul>
<p>Draw connections between the meaning of words over the course of a text and how those changes affect their meaning.</p>	<ul style="list-style-type: none"> <li>Identify important words and recognize when they're being repeated (annotate, write out).</li> <li>Compare and contrast the meaning of the same word using a Venn diagram and including evidence.</li> <li>Construct a logical explanation for how a change in a word or phrase definition affects other devices, including tone or main idea, in paragraph form.</li> </ul>



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### **Next Steps:**

Create a SMART goal to complete the unpacking process for your content standards.

SMART Goal Planning Guide	
By (date):	
How many standards will you unpack:	
In which content area(s):	
As measured by:	
SMART Goal:	

Lingering Questions	Resources/Support Needed