**Deconstruct Standards Protocol**

Based on models designed by Doug Reeves and Larry Ainsworth

Toronto Intermediate School Power Standards and Formative Assessment Protocols 2

1. **Deconstructing Standards**
2. Start with the *standards* that you will teach first (*i.e.,* the standards for the next quarter).
3. Underline the *concepts*.
4. Circle the *verbs*.
5. The concepts are the things that students will “know/understand.”
6. The verbs are the things that students will “be able to do.”
7. Write student-friendly learning targets. (*I can* statements)

 “*I can* statements are necessary to appropriately focus assessment questions and tasks.

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| **Standard:** |
| **Students will know/understand:** | **Students will be able to:** |
| ***I can* statement/s:** |

1. **Proficiency Indicators**
2. What must the student work sample look like if the student is proficient? Write a general statement of proficiency.
3. Write a general misconception for the standard or a mistake that is often made.
4. **Develop Assessments and Measures**
* How will we know if our students have learned the content? How can we assess?
* *The assessment must match the verb in the standard.* In other words, if the standard is expecting the student to *identify*, then the assessment must require an *identification* instead of an *explanation*. If the standard refers to multi-paragraph text, one paragraph is insufficient for the assessment.
1. Write individual assessment style questions or activities/tasks that can demonstrate proficiency on post-it notes.
2. PLC of 5 or more people: 1-2 notes/person
3. PLC of 2-4 people: 2-3 notes/person
4. Arrange (through discussion) the post-it notes on a continuum from least rigorous to most rigorous.
5. Identify questions or tasks that align with the level of rigor targeted through instruction (aka remove questions that are not rigorous enough for that standard).
6. Construct the assessment tool and identify administration window for all PLC members to implement.
7. Create a question/test bank from remaining questions and tasks to be utilized for re-assessment purposes or for laddering up or down.