**Deconstruct Standards Protocol for Math**

Based on models designed by Doug Reeves and Larry Ainsworth

Toronto Intermediate School Power Standards and Formative Assessment Protocols 2

Updated by Jeff Merithew, Jeff White, and Julie Thompson for Chaloner Middle School

1. **Deconstructing Standards**
2. Start with the *standard(s)* that you will teach this lesson.
3. Determine what part of the standard(s) is conceptual understanding.
4. Determine what part of the standard(s) is procedural skills and fluency.
5. Determine what part of the standard(s) is application.
6. Write the learning goals (what the student will be able to do).
7. Write the lesson framing question.

|  |
| --- |
| **Standard(s):** |
| **Conceptual Understanding:**  | **Procedural Skills and Fluency:**  |
| **Application:**  | **Lesson Framing Question:**  |
| **Learning Goals:** The student will be able to… |

1. **Proficiency Indicators**
2. What would be an exemplar task to demonstrate the mathematics of every item for conceptual understanding? Procedural skills and fluency? Application?

|  |  |  |
| --- | --- | --- |
| **Conceptual Understanding** | **Procedural Skills and Fluency** | **Application** |

1. What are general misconceptions or gaps for the standard or mistakes that students often make.
2. **Develop Lessons**
3. What will be the introductory activity for this lesson?
4. What class discussion will occur in this lesson?

1. What will be the student practice in this lesson?