

As stated in Chapter 3, even if your curriculum is in good shape, some learning targets may be unclear to students. The attached worksheets present a technique for clarifying learning targets—whether for content standards that just need a little fine tuning, or for situations in which you have to translate state or district standards on your own.

When you deconstruct a statement of intended learning, you break it into its component parts by asking a series of questions:

- What knowledge will students need to demonstrate the intended learning?
- What patterns of reasoning will they need to master?
- What skills are required?
- What product development capabilities must they acquire?

This process is illustrated in Chapter 3 by several examples, including “drives with skill.”

In general, if a target is at the knowledge level, it will have no reasoning, skill, or product components. Reasoning targets do have knowledge components, but they do not require skill or product components. Skills targets require underlying knowledge and reasoning, but not products. Product targets will require knowledge and reasoning, and might be underpinned by skill targets as well.

When deconstructing standards, remember you are looking at what the content standard requires students to know and be able to do, not how you will assess it. Because the significance of this statement might not be immediately obvious, consider the standard, “compare and contrast democracies with other forms of government,” a reasoning target. This standard requires knowledge of democracy and other forms of government and how government can affect people. It also requires practice in comparing and contrasting—a reasoning proficiency—using the knowledge of different forms of government. So, there are two, and only two, parts to the content standard—knowledge and reasoning.

Now, you might assess these knowledge and reasoning portions through an oral presentation (a skill), or a report (a product). These presentations or reports require a lot of other proficiencies, such as writing and delivery. Because of the other proficiencies needed in an oral presentation or a written product, you might be tempted to list them all as you deconstruct the standard, *but don't*. The standard only requires knowledge and reasoning. *Deconstruct only the content standard, rather than all possible ways to assess it or all possible ways to teach it.* You must be vigilant in distinguishing between learning targets—statements of what you want students to know and be able to do—and the manner in which you will teach or assess them—the tasks and assignments you give students to do.

Use the following worksheets to deconstruct standards and then put them into student-friendly language.

Deconstructing Standards Worksheet

Content Standards → Classroom Learning Targets

Subject: _____ Standard: _____

Instructions: Identify the Knowledge, Reasoning, Skill, and Product learning targets underpinning the standard. Remember, not all standards have all of these as underpinnings.

What **knowledge** or **understanding** is required to become competent on this standard?

What **reasoning** (if any) is required to be competent on this standard?

What **performance skills** (if any) are required to demonstrate competence on this standard?

What **product** competencies (if any) are required by this standard?

Classroom Learning Targets in Student-Friendly Language

Subject: _____ Standard: _____

Instructions: After deconstructing a standard, decide which target statements students would not understand. Convert these to language students will understand. One idea is to convert the language to “I can” statements.

Knowledge or **understanding** student-friendly statements:

Reasoning (if any) student-friendly statements:

Performance skills (if any) student-friendly statements:

Product competency (if any) student-friendly statements: