


**Figure 3.4: Unpacked Standard Template**

|   |  |
|---|--|
| <b>Grade and Subject or Course</b>                    | <b>Time When Teachers Expect Proficiency</b>                             |
| <b>Priority Standard</b>                              |  |
| <b>Prior-Year Standard Connection</b>                 | <b>Next-Year Standard Connection</b>                                     |
| <b>Content (Nouns)<br/>What Students Need to Know</b> | <b>Skills (Verbs With Nouns)<br/>What Students Need to Be Able to Do</b> |
|   |  |
| <b>Academic Language</b>                              |  |
|   |  |

| Learning Ladder   |  | Scaffolding Strategies |
|---|--|------------------------|
| <b>Extensions</b>   |  |                        |
| <b>Grade-Level Standard</b><br>Most Complex<br><br>Least Complex |  |                        |
| <b>Prior Knowledge Standards</b>  |  |                        |
| <b>Grade-Level Student Learning Targets for Assessment and Reflection (Bundled Targets)</b>   |  |                        |
|   |  |                        |
| <b>Exemplars at Grade Level</b>   |  |                        |
|   |  |                        |

Source: Adapted from Ainsworth, L. (2003). “Unwrapping” the standards: A simple process to make standards manageable. Englewood, CO: Advanced Learning Press; Dimich, N. (2015). Design in 5: Essential phases to create engaging assessment practice. Bloomington, IN: Solution Tree Press; Kramer, S. V., & Schuhl, S. (2017). School improvement for all: A how-to guide for doing the right work. Bloomington, IN: Solution Tree Press.