

## Figure 2.2: Break Down a Standard Into Learning Targets With an Unpacking Protocol

<p>Step 1: Read the entire standard, and come to agreement on what it means when everything is put together. What evidence would students have to produce and at what level of rigor would the assessment tasks need to be in order to meet the entirety of the standard?</p>	
<p>Step 2: Highlight (or circle if on paper) all the verbs. What will students need to do to complete this standard?</p>	
<p>Step 3: Underline any part of the standard that will require direct instruction in order for students to be successful.</p>	
<p>Step 4: Bold (or star if on paper) any skills that require direct observation. You will specifically watch or listen for these items with each student during a performance task.</p> <p><i>Note: You may find standards that do not fit this criterion.</i></p>	

Step 5: Italicize (or box if on paper) any items or quality indicators that need to be part of the required products for standard completion.

*Note: Many standards do not delineate the specific products that students must develop.*

Step 6: Identify the context and the content that you will use to teach and assess the standard.

Step 7: Create a student-friendly progression of learning targets for the content and process standard.

*Note: It is helpful to list and rank the targets from simplest to most complex.*

Step 8: Develop a brief description of a summative assessment needed to measure student learning on the standards selected.

*Adapted from Erkens, C. (2019). The handbook for collaborative common assessments: Tools for design, delivery, and data analysis. Bloomington, IN: Solution Tree Press.*