

Protocol for Team Review of Unwrapped Standards

Purpose: This team protocol is to collectively examine standards that have already been unwrapped. The goal of this examination is to build common clarity of the skills and concepts teams identified for teaching and assessment in the unwrapped version, and provide an opportunity for modification or adjustments of those learning targets based on the professional experiences of the group.

Materials: Copies of unwrapped standards for a unit of study (one copy per participant)

Time: Approximately twenty minutes

Roles: Facilitator, notetaker, and timekeeper

Process

Step One

(Two to five minutes) Please note that there are optional structures provided within this step which may be selected depending on the desire of your team or structure of your meeting.

Option one: Each member of the team reads the standards to examine and quickly circles the verbs, underlines the nouns, and places brackets around any information related to how well or in what context students will be expected to demonstrate their knowledge and skills.

Option two: Teams work in small groups using a document camera or chart paper. Participants will engage in identifying key words while one member circles, underlines, and brackets the standard.

Step Two

(Five minutes)

1. Members examine the unwrapped standards, what they've written for the knowledge or concepts students need to know, and the underlined nouns. They pose the following questions. "Are all of the critical pieces of knowledge or concepts that we need to develop in this standard addressed in the unwrapped version? Do we see any that are missing? Any we might add? Are we all clear on the terminology the standards use?"
2. Members note any additional concepts or pieces of knowledge they would want their students to have and discuss work to clarify any confusing elements.

Step Three

(Five minutes)

1. Members examine the unwrapped standards, what they've written for the skills students will do, and the verbs they have circled. They pose the following questions. "Are all of the critical skills that we need to develop in this standard addressed in the unwrapped version? Do we see any that are missing? Any we might add? Are we all clear on the terminology the standards use?"
2. Members note any additional skills they would want their students to have and discuss work to clarify any confusing elements.

Step Four

(Five minutes)

1. Members discuss the context or criteria the standard implies. If they are unable to extract this information from the language of the standard, they examine the previous grade's standards or those in subsequent grades. Teams can also examine the CCSS appendices and the exemplars they provide to gain further information and build clarity about the intent of the standards. Some unwrapped standards also provide sample guiding questions and big ideas that can be used to frame instruction. If available, teams can examine them during this process to gain information about the context for learning and assessment.
2. What is our picture of success for our students? In what context will they be required to perform this task? With what level of complexity or rigor? Are there exemplars that we might find to inform our team of the picture of success?

Step Five

(Two minutes)

1. Members discuss the academic language or vocabulary that would be critical to emphasize within instruction and assessment.