


Tool 16: Analyzing a Standard

Use this chart to determine the expectations of a standard.

Choose one of your state standards. Analyze the standard by underlining the verbs. Verbs such as *know*, *understand*, or *identify* indicate that the standard is calling for essential knowledge or understanding. Standards that ask students to apply their knowledge will have more active verbs, such as *use*, *determine*, *write*, or *read*. The third layer of learning expects students to use complex-thinking skills and will have verbs such as *analyze*, *synthesize*, and *make judgments*. Try analyzing one of your current standards in order to 1) ensure that you are teaching to the expected level of understanding, and 2) differentiate the learning.

	<p>Standard:</p> <hr/> <hr/> <hr/>
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Now, think about how you would differentiate the learning for students of varying readiness levels. All students would be expected to eventually meet the expectations of the grade-level standard, but some would need a jumpstart with a standard that asks for essential knowledge, while others may need a more challenging level of expectation. How would you modify the standard that you listed above for your diverse group of students?

Layer 1: Essential Knowledge	Layer 2: Application	Layer 3: Complex Thinking