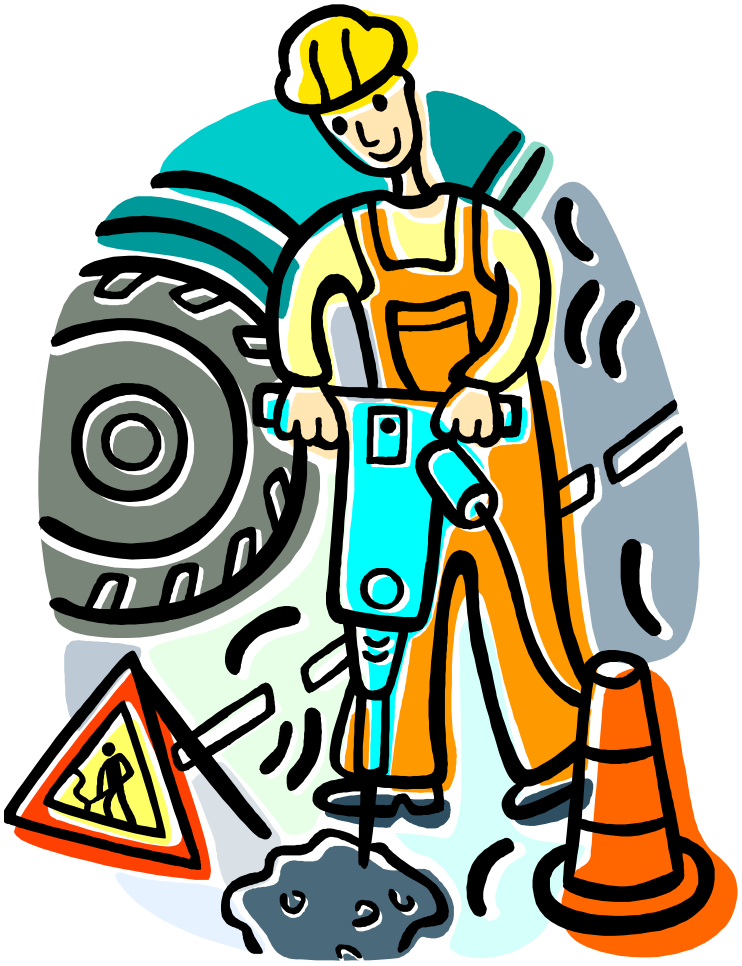
Kentucky Leadership Academy

January 24, 2010

Standards Deconstruction: Where are we now?



Instructional Resources

Curriculum Documents & Resources

- Academic Expectations
- Program of Studies
- Core Content for Assessment
- Connecting Curriculum, Instruction & Assessment
- Kentucky Virtual High School
- Released Test Items
- Student Performance Standards

Mathematics DRAFT Deconstructed Standards

Last Updated on Saturday, January 08, 2011 at 10:00 PM

1.G.3 Geometry Gr Kindergarten

2.G.3 Geometry Gr 2

1.NBT.1 Numbers Operations Gr 1

1.NBT.2abc Numbers Operations Gr 1

2.NBT.1ab Numbers Operations Gr 2

2.NBT.3 Numbers Operations Gr 2

2.NBT.4 Numbers Operations Gr 2

Rules of Thumb for Deconstruction

Criteria for reviewing deconstructed standards

- Are the targets clear as written?
- Do the targets collectively reach the intent of the standard?
- Are the targets categorized correctly? (Knowledge, Reasoning, Performance, Product)
  - **Feedback is open to participants, selected groups, and Kentucky educators.**

Grade Level/ Course (HS): 3	
Standard with code:	3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Domain:	**Geometry**
Cluster:	**Reason with shapes and their attributes.**
Type:	**_____Knowledge _____Reasoning _____Performance Skill __X___Product**

Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets
- Identify and define rhombuses, rectangles, and squares as examples of quadrilaterals based on their attributes.	- Categorize shapes by attributes. - Group shapes with shared attributes to define a larger category (e.g., quadrilaterals)		-Draw examples of quadrilaterals that do and do not belong to any of the subcategories.

Feedback: The wording on this is effective and relevant to the standard. The addition of the word "do" in the product target is good since the standard only specified the non-examples.

Mathematics | Grade 3

(4) Students describe, analyze, and compare properties of two dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade Level/ Course (HS): 3	
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Students describe, analyze, and compare properties of two dimensional shapes.

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Kentucky Content Leadership Network

KCAS Deconstruction Feedback Form

Ed. Coop/Institution	District	School
Person Submitting Request	**Date Submitted**	**Standard**

Before submitting feedback on a standard, please ask yourself/group the following questions.

1. Are the targets clear as written?
2. Do the targets *collectively* reach the intended learning of the standard?
3. Are the targets categorized appropriately (Knowledge, Reasoning, Performance, Product)?

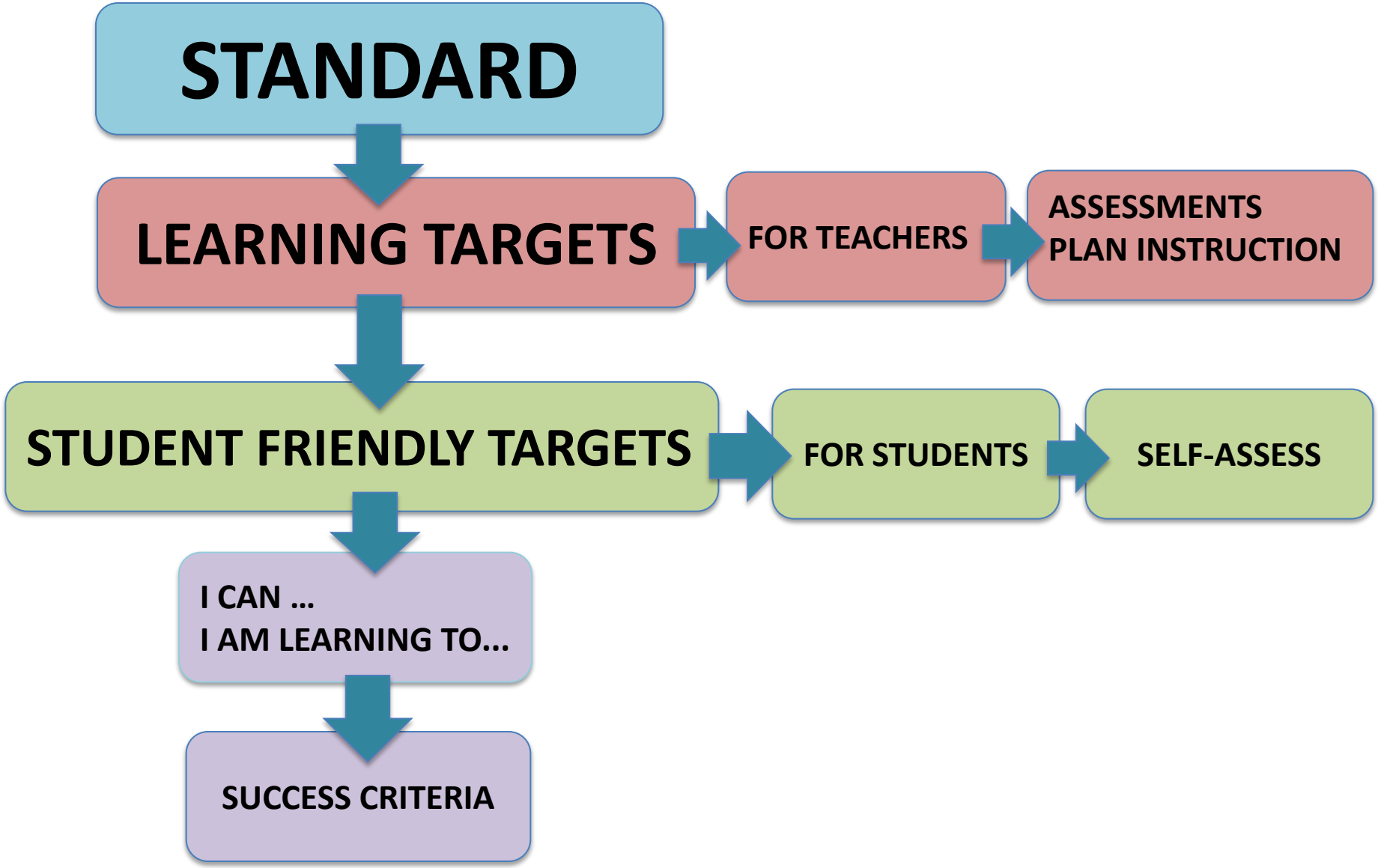
If you answered **yes to all of these questions it is not necessary to submit a feedback form. If you answered **no** to one or more of these questions then fill out the remainder of this document.*

I. Briefly describe the changes you suggest.
II. Provide reasoning and/or support for your suggested change.

So, we have standards deconstructed. What's next?

Student Friendly

Learning Targets


STANDARD
LEARNING TARGETS
FOR TEACHERS
ASSESSMENTS
PLAN INSTRUCTION
STUDENT FRIENDLY TARGETS
FOR STUDENTS
SELF-ASSESS
I CAN …
I AM LEARNING TO…
SUCCESS CRITERIA

Converting Learning Targets to Student-friendly Language

1. Identify important or difficult learning goal.
2. Identify word(s) needing clarification.
3. Define the word(s).
4. Rewrite the definition as an “I can” statement, in terms that your students will understand.
5. Try it out and refine as needed.
6. Have students try this process.

CASL p. 58

Grade Level/ Course (HS): 2nd Grade Math	
Standard with code:	2.OA.2 Fluently add and subtract within 20 using mental strategies[2]. By end of Grade 2, know from memory all sums of two one-digit numbers. [2]See standard 1.OA.6 for list of mental strategies.
Domain:	Operations and Algebraic Thinking
Cluster:	Add and Subtract within 20
Type: _____Knowledge __X___Reasoning _____Performance Skill _____Product	

Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets
Know mental strategies for addition and subtraction	Apply mental strategies to add and subtract fluently within 20.		

Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

Know mental strategies for addition and subtraction.

- I can know mental strategies for addition and subtraction.
- I can know mental strategies for addition and subtraction.
- I know some ways to add and subtract in my head, without using a pencil and paper, objects, or my fingers.
- I know some ways to add (put together) and subtract (take away) in my head, without using a pencil and paper, objects, or my fingers.
- I know some mental strategies. These are ways to add and subtract in my head, without using a pencil and paper, objects, or my fingers.

Apply mental strategies to add and subtract fluently within 20.

- I can apply mental strategies to add and subtract fluently within 20.
- I can apply mental strategies to add and subtract fluently within 20.
- I can use some ways to add and subtract in my head to quickly tell the answer to problems.
- I can use my mental strategies to quickly add and subtract problems with numbers up to 20.

Success Criteria

(Shirley Clark, 2005)

- Success criteria describe how students will know if they have learned or achieved the target.
- The purpose of success criteria is to make students absolutely sure of what is in the teacher's mind as the criteria for judging the work.
- Success criteria answers the questions, "How will we know?" and "What am I looking for?"
- Success criteria should be developed with the student whenever possible.
- You don't have to have success criteria for every single learning target.

2 Strategies for Developing Success Criteria:

- Strategy 1- Provide students with a clear and understandable vision of the learning target.
- Strategy 2- Use examples and models of strong and weak work.

FOR EXAMPLE:

Justify that equal shares of identical wholes need not have the same shape.

Justify

I think the red shape is a rectangle.

It has four sides. The top and bottom sides are parallel and the right and left sides are parallel. It has four right angles. All of these are properties of a rectangle.

I think the red shape is a square.

I think it is shaped like a square.

Justify means to….

- Give reasons why you think something.
- Back up your ideas with reasons.
- Tell facts that support your thinking.
- Tell why you think something is true with facts.

Rule of Thumb

- Before converting to SFL ask:
  - Do they understand what the intended learning is before they start independently working?

Take Home Message

- Making targets clear to students at the outset of learning is *the* fundamental underpinning to any assessment *for* learning practices we will implement.

- "I can" statements are the statements of the intended learning.

- Success criteria describe how students will know if they have learned or achieved the target.

Where Are We Now?

(What your teacher leaders are ready to do.)

- Leading PLC's or Learning Teams in your buildings/districts
- Study of CASL chapters 1-4.
- Planning for gaps in learning.
- Look closely at and give feedback on deconstructed standards.
- Begin making student friendly learning targets.
- Begin matching assessment methods with targets.
- Begin looking critically at tests to see if they indeed match targets.

Where to next?

- Test Plans
- Student Self-Assessment
- More formative assessment
- Performance Assessments
- Product Assessments
- Developing Quality Rubrics

KDE Content Specialists can assist you and your school by:

- Navigating Kentucky's Core Academic Standards (KCAS)
- Developing assessment literacy among all stakeholders
- Creating and analyzing assessments
- Implementing rigorous and congruent learning experiences
- Assisting with deconstructing the standards and developing targets
- Incorporating HETL (Highly Effective Teaching and Learning) in the classroom
- Planning and facilitating meetings: grade levels, content teams, common planning
- Growing the leadership skills of staff and administration
- Leading teams through CASL (Classroom Assessment for Student Learning)
- Supporting the development and revision of school/district plans and policies
- Bringing free service and professional development to your school and district

Contact Information

Katrina Slone, Ed. D

KDE Mathematics Content Specialist,

KVEC Region

606-497-5456

Katrina.slone@education.ky.gov