

## Deconstructing Standards Worksheet:

<b>Standard</b>				
<b>Step 1: Identify the key concepts (noun or noun phrases):</b> List what students need to know.				
<b>Step 3: Place the targets into one or more categories:</b>				
<b>Step 2: Determine the skills(s) (verbs):</b> List what students need to do	Knowledge	Reasoning	Demonstration	Product
<b>Step 4: Identify Securely Held Content</b>				
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
<b>Step 5: Clarify terms that may lead to multiple interpretations</b>				
<ul style="list-style-type: none"> <li>•</li> </ul>				

<b>Step 8: Write a learning progression</b>	<b>Step 6 : Construct specific skill statements</b>		Skill Types	Level of Rigor	<b>Step 7 : Identify the types of skill(s) (K, R, D, P) and the Level of Rigor</b>
	(Example: Identify the main idea in a specific piece of text)		<b>R</b>	<b>2*</b>	
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**The Cognitive Demand/Level of Rigor: Language Arts** (add any specific relevant details below)

Level I	Level II	Level III	Level IV	Level V	Level VI
Remembering:	Understanding:	Applying:	Analyzing:	Evaluating:	Create:
Define, Duplicate, List, Memorize, Recall, Repeat, Reproduce, State	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Schedule, Sketch, Solve, Use, Write	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Appraise, Argue, Defend, Judge, Select, Support, Value, Evaluate	Assemble, Construct, Create, Design, Develop, Formulate, Invent, Innovate, Synthesize, Write

