

Unpacking an Essential Standard with Assessment Map Steps

Unpacking the Standard

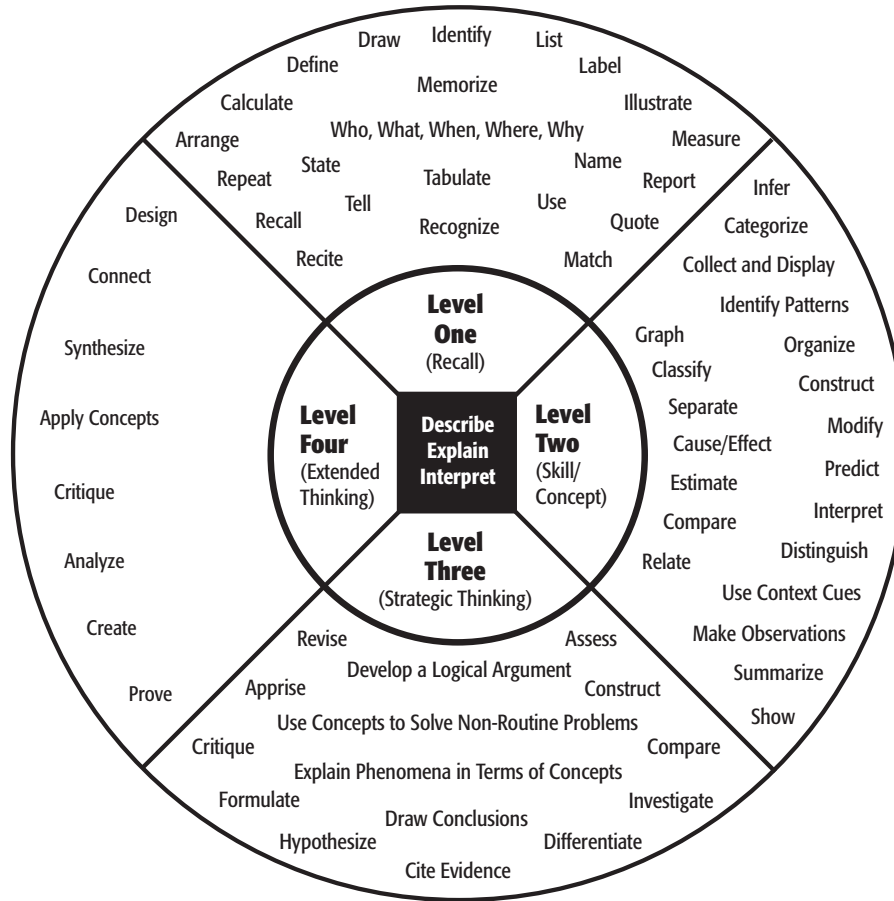
- A. Read the essential standard as a team.
- B. Circle the verbs or list them in one color.
- C. Underline the nouns and noun phrases or list them in a different color.
- D. Determine the number of targets found within the standards.
- E. Write as separate learning targets.
 - A. Remember to keep the core language intact at all times.
 - B. Do not omit any part of the standard.
- F. Determine the depth of knowledge required of the standard.
- G. Pull the academic vocabulary from the standard.

Assessment Map

- Insert essential standard including the percent of expected proficiency level.
 - Consider the Depth of Knowledge level for the overall standard.
- Insert targets separately into the boxes of the indicated row including percent of expected proficiency for each.
 - Consider Depth of Knowledge levels of each target
 - Indicate the vocabulary that will be focused on.
- Decide on a summative assessment (pre/mid/post) and determine dates that all members of the team will administer the pre, mid, and post assessment.
 - Determine DOK level of each question.
 - Incorporate scoring guides, proficiency scales, or rubrics.
- Determine strategies and materials for initial instruction of each target.
 - Insert the date range in which each target will be taught
- Create a common formative assessment for each target. Determine the DOK of the questions.
 - Incorporate scoring guides, proficiency scales, or rubrics.
 - Determine the date that all members of the team will administer the CFA for each target.
 - Include PARCC and iStation “like” questions to include guaranteed vocabulary, format and rigor.

Tom Schimmer reminds us that unpacking alone is not enough; we must repack, “With all of that, far too many teachers stop short of completing the process, which involves the repacking of standards when the verification of learning (summative assessment) is the primary purpose. Once a standard has been unpacked, the standard itself no longer exists unless the learners are asked to demonstrate their learning against the standard as a whole and not just the isolated skills that make up the standard. When it comes to meeting standards, the whole really is greater than the sum of its parts.”

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.

Monday, January 29, 2018