

Portland Public Schools

Common Definitions for Prioritized and Deconstructed Standards (April 2017)

Term	Definition	Intended Use	Potential Misuse or Misunderstanding
Priority Standards	<p>Priority standards are "a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course" (Ainsworth, 2013).</p>	<p>Supports understanding of minimal expectations for what is taught and assessed</p> <p>Identifies which standards should offer multiple opportunities for proficiency</p> <p>Lens through which to filter the curricular resources and prioritize the focus of instructional time.</p> <p>Anchors classroom assessment for student learning practices</p> <p>Consideration for how they are delivered might vary by content area or level.</p>	<p>Placing priority standards in a day by day pacing guide</p> <p>Posting a priority standard as a learning target or daily objective</p> <p>Using a priority standard for instruction without deconstructing it</p> <p>Assuming that priority standards can only be delivered in a specific sequence.</p>
Supporting Standards	<p>Supporting standards are "those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards" (Ainsworth, 2013).</p>	<p>Are in service of priority standards</p> <p>Use as an instructional scaffold to help students attain proficiency of priority standard</p>	<p>Over-emphasis in assessment and grading practices of supporting standards</p> <p>Not addressing supporting standards in planning or instruction</p>
Learning Progression	<p>A learning progression is "a description of skills, understanding and knowledge in the sequence in which they typically develop: a picture of what it means to 'improve' in an area of learning" (Masters & Forster, 1997).</p> <p>Learning progressions provide "descriptions of the successively more sophisticated ways of thinking about a topic that can follow one another as children learn about and investigate a topic over a broad span of time" (Duschl, Schweingruber, & Shouse, 2007).</p>	<p>Supports understanding of how learning goals fit together for students</p> <p>Helps identify where a student may be entering into their learning</p>	<p>Expecting student learning to be a linear process within a learning progression</p>

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<p>Learning Target</p>	<p>“Learning targets are...what you intend students to learn or accomplish in a given [learning progression]. When shared meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, assess, and improve the quality of learning opportunities to raise the achievement of <i>all</i> students.” (Moss & Brookhart, 2012)</p> <p>Learning targets “state what students should learn over the course of a unit (or a lesson or an entire semester).” (Marzano & Brown, 2009)</p>	<p>Broader explanation of what a student should be able to know and do that is derived from priority standards</p> <p>Provides clear distinction of what is to be learned and assessed (could be over a series of lessons, unit, course)</p> <p>Student-friendly definitions are created with students in the classroom in order to support students internalize what they are supposed to know and be able to do</p>	<p>Expecting for a learning target to be mastered in a day, single lesson, or class period in every instance</p> <p>Assuming this would be a discrete chunk of information that every student should be able to recall and master in one day</p> <p>Acting as a checklist for what should be taught</p>
<p>Success Criteria</p>	<p>Success criteria are observable and measurable outcomes that are aligned to a learning target and provide strong evidence of student learning (Moss & Brookhart, 2009).</p> <p>Dr. John Hattie states that teachers and students must have a “clear understanding of what success looks like [in relation to the learning target]” (Leaders in Educational Thought, 2012) Hattie notes it is imperative that success criteria is constructed by what students are supposed to <i>learn</i>, not do, throughout the lesson or unit.</p>	<p>Creating a rubric to identify quality levels of work and establish what demonstrating proficiency of the target looks like.</p> <p>Sharing a rubric to ensure students understand success criteria and can articulate in their own words what demonstrating proficiency looks like.</p> <p>Teachers and students using examples of work to precisely identify levels of quality.</p> <p>Students should be able to articulate how they know they’ve met proficiency based on success criteria</p>	<p>Creating success criteria based on an assignment or activity (absent of the learning target)</p> <p>Withholding success criteria from students</p> <p>Planning a lesson or unit without clear success criteria that are aligned to a learning target.</p>

Ainsworth, L. (2013). *Prioritizing the common core: identifying specific standards to emphasize the most*. Englewood, CO: Lead Learn Press.

Duschl, R. A., Schweingruber, H. A., Shouse, A.W. (2007). *Taking science to school: learning and teaching science in grades K-8*. Committee on Science Learning, Kindergarten through Eighth Grade, Board of Science Education, Center for Education, & Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

Marzano, R. J., & Brown, J. L. (2009). *A handbook for the art and science of teaching*. Alexandria, VA: ASCD.

Masters, G., & Forster, M. (1997). *Developmental assessment*. Victoria, AU: The Australian Council for Educational Research Ltd. 26, 40, 56, 70 & 86.

Moss, C. M. & Brookhart, S. M., (2012). *Learning targets: helping students aim for understanding in today's lesson*. ASCD.

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Leaders in Educational Thought. (2012). Learning intentions and success criteria. Retrieved from <http://curriculum.org/secretariat/leaders/john.html>.