

## CASL Point #2: All Learning Targets are NOT Created Equal

Kentucky has opted to use the *Classroom Assessment for Student Learning: Using it Right, Doing it Well* framework for deconstructing Kentucky's Core Academic Standards **IN ORDER TO** design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences. This approach first requires an in-depth analysis and discussion of the standard as a whole—reaching consensus on the true intent of the standard with respect to what students must know or be able to do to demonstrate mastery or proficiency. Once this occurs, the **STANDARD** is classified in one of 4 ways:

**Knowledge/Understanding** –some knowledge/facts/concepts TO BE LEARNED OUTRIGHT; some TO BE RETRIEVED using reference materials; includes PROCEDURAL KNOWLEDGE—know how to do something (e.g., uses scientific notation to represent very large numbers)

**Reasoning** – THINKING PROFICIENCIES-using knowledge to SOLVE A PROBLEM, MAKE A DECISION, PLAN, etc.

**Performance Skill** –behavioral demonstrations; where the DOING is what is important; USING KNOWLEDGE AND REASONING to PERFORM SKILLFULLY (*if a 'skill' doesn't really require using both some knowledge and some reasoning, it is probably PROCEDURAL KNOWLEDGE and would be classified as Knowledge/Understanding*)

**Product** –where the characteristics of the final PRODUCT are important; using knowledge, reasoning, and skills to PRODUCE A FINAL PRODUCT

The important thing is to consider the overall standard as a whole, first and foremost. Once that determination is made, then the 'deconstruction' begins. **4 questions drive the process:**

1. What **knowledge** will students need to demonstrate the intended learning?
2. What **patterns of reasoning** will they need to master, if any?
3. What **skills** are required, if any?
4. What **product development capabilities** must they acquire, if any?

**The resulting TYPES of TARGETS are DEPENDENT on the overall TYPE of STANDARD.**

STANDARD TYPE	UNDERPINNING LEARNING TARGETS
Knowledge	Knowledge
Reasoning	Knowledge + Reasoning
Skill	Knowledge + Reasoning + Skill
Product	Knowledge + Reasoning + Skill* + Product

\*This type of underpinning target may or may not be present, depending on the product itself.

This careful analysis and classification ensures that we maintain the intention and cognitive demand of the standard in scaffolding the learning. It keeps us from segmenting or reducing every standard down to just a series of 'knows' without ever connecting the pieces back together to honor the integrity of the standard. It also allows us to select/design the most efficient, effective, valid, and reliable FORMS of assessment to measure students' progress toward mastering the standard.

Reference: *Classroom Assessment For Student Learning: Doing it Well, Using it Right*, Stiggins, Chappuis, et al, 2004