Figure 2.4: Team Protocol to Unwrap and Make Sense of Mathematics Standards

Directions: Identify mathematics state standards students will be learning in a unit. Complete the protocol for each mathematics standard to build a shared team understanding of what students must know and be able to do for each.

Complete the template on the following page using the following directions to make sense of each team mathematics standard and generate the information needed to more intentionally plan for student learning in the unit.

1. Write the mathematics state standard.
2. Circle the verbs in the state standard that identify student actions and underline the content in noun phrases.
3. List the underlined phrases and add any clarification as needed in the following table under the heading Conceptual Understanding: What Do Students Need to Know?
4. Pair verbs with the content list in the table under the heading Procedural Knowledge and Skills: What Do Students Need to Do? Both of these lists become daily learning targets to consider when designing lessons and assessing student knowledge.
5. Identify any academic mathematics vocabulary and notations students will need in order to read, write, and become proficient with each standard.
6. Generate student-friendly essential learning standards (*I can* statements) for student assessment analysis and reflection.
7. Determine what a student must do to be proficient with the standard, as well as how a student might show a minimal, partial, or advanced understanding of the standard.
8. Determine exemplar mathematics tasks that show the complexity of reasoning required when students demonstrate proficiency with the essential mathematics standard.

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Unit:	
State Standard in the Unit:	
Conceptual Understanding: What Do Students Need to Know?	**Procedural Knowledge and Skills: What Do Students Need to Do?**
Academic Vocabulary and Notations	
Essential Learning Standards (in Student-Friendly Language—I can . . .)	
Proficiency Level of Understanding	
4 Advanced	
3 Proficient	
2 Partial	
1 Minimal	
Exemplar Tasks to Meet Standard:	

Source: Adapted from Kramer, S. V., & Schuhl, S. (2017). School improvement for all: A how-to guide for doing the right work. *Bloomington, IN: Solution Tree Press.*

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