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**Identify Underpinning Targets**

**Ask:**

1. **What will students need to know to master the PE?**
2. **What key skills (reasoning and/or performance) are needed?**
3. **Is some student generated product needed to ascertain competency?**

**NO**

**YES**

**Is there agreement on the meaning/intent of the PE?**

**Ask:**

**What is the intent of the PE/learning? What depth is intended?**

**What are the key concepts for learning?**

**What will students need to know or do to show mastery?**

**Read the Performance Expectation (PE)**

**Discuss the PE; refer to the foundation boxes related to the practices, DCI’s and XCC for the PE; Refer to the NGSS progression matrices (Appendices E-J).**

**Deconstructing Science Performance Expectations**

**Kentucky Department of Education**

**Office of Next Generation Learners**

**Discuss the PE further; engage in additional research; consider seeking the advice of a content ‘expert.’**

**Add “I can” or “I will be able to”**

**Work with students to identify words that need to be defined or translated into more appropriate language; identify success criteria when needed**

**NO**

**YES**

**Is the targ**et **basically in “student friendly” terms?**

**NO**

**YES**

**Review all targets collectively; will they move students toward mastery of the PE as intended by the Framework and the NGSS?**