Focus Teacher Teams and Students using Learning Targets

Oklahoma City Public Schools
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A Solution Tree Event

Sarah Schuhl
sarahschuhl@yahoo.com

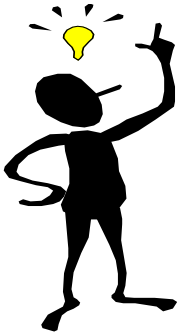
Learning Targets:
Here's What! So What? Now What?

1. What has been my **experience** with writing and using learning targets?

2. So what?

So what do I **know** the research says about writing and using learning targets?	So what have I personally **learned** about writing and using learning targets?	So what do I **feel** about writing and using learning targets?

3. Now what am I **hoping I will learn** in this session?



Track Your Progress

Learning Targets – *So Much More Than a Sentence on the Board*

Shade each rectangle to show your current understanding of each learning target.

- I can write student learning targets. | Starting … | Getting There … | Got It!
- I can use learning targets to involve students in their learning. | Starting … | Getting There … | Got It!
- I can create and analyze tests using learning targets. | Starting … | Getting There … | Got It!

1. What I understand and can do:

2. Questions I still have:

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Four PLC Questions

- What do we expect students to learn?
- How will we know students learned?
- What will we do when students do not learn?
- What will we do when students do learn?

(DuFour, DuFour, Eaker, & Many, 2010, p. 119)

What Do We Want Students to Learn?

A guaranteed and viable curriculum:

- **Intended:** what we want them to learn
- **Implemented:** what actually gets taught
- **Attained:** what they actually learn

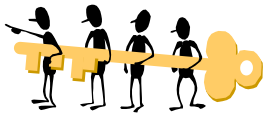
What Is a Common Assessment?

"Common assessment means student learning will be assessed using the same instrument or process and according to the same criteria."

—DuFour, DuFour, Eaker, & Many, 2010, p. 63

Keys to Quality Classroom Assessment

- Clear purpose
- **Clear targets**
- Sound design
- Effective communication
- Student involvement



(Stiggins, Arter, Chappuis, & Chappuis, 2006)

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

—Covey, 1994

Unwrapping a Standard

What does *unwrap* mean?

In "*Unwrapping" the Standards: A Simple Process to Make Standards Manageable* (2003), Larry Ainsworth notes that to unwrap standards, one must:

- Identify the concepts and skills found in the standards.
- Determine exactly what students need to (1) **know** (the concepts or content) and (2) **be able to do** (the skills)." (p. 5)

What are concepts/content and skills?

Concepts: abstract ideas that point to a larger set of understandings (e.g., peace, patterns, power)
Content: specific information students need to know in a given standard
These are used interchangeably when unwrapping standards.

In addition, Ainsworth writes: "To simplify the definitions, think of the **concepts** or content as being *the important **nouns** and noun phrases* embedded in the standards and indicators, and the **skills** as being *the **verbs***. When an educator 'unwraps' a standard, she/he is looking for the important nouns and verbs students need to know and be able to do" (p. 5).

How do we unwrap standards?

Ainsworth outlines the process of unwrapping (pp. 6–7). To summarize, one must:

1. Determine which standards to unwrap in a PLC team (PLC Question #1).
2. **Underline** the key concepts (nouns and noun phrases) and **circle** the skills (verbs).
3. Organize the concepts and skills in a graphic organizer or curriculum map. You may want to put parentheses after skills to show how the skill will be applied (Ainsworth, 2003, pp. 6–7).

Standard example (Math—CCSS–M: 3.MD.8)

Step 1

Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Concepts/Content (Nouns)	Skills (Verbs)
• Real-world problems • Mathematical problems • Perimeter • Perimeter given side lengths • Perimeter with an unknown side length • Rectangle • Rectangles with the same perimeter and different areas • Rectangles with the same area and different perimeters	• Solve real-world problems. • Solve mathematical problems. • Find perimeters of polygons. • Find perimeters given side lengths. • Find perimeters with an unknown side length. • Draw rectangles with the same perimeter and different areas. • Draw rectangles with the same area and different perimeters.

Step 2 **Step 3**

Student learning targets for Standard 3.MD.8

Step 4

1. I can solve real world problems. *DOK 2 – 4*
2. I can find the perimeter of a polygon
   - with known side lengths *DOK 1*
   - with unknown side lengths *DOK 2*
3. I can draw rectangles with the same perimeter and different areas. *DOK 2 – 3*
4. I can draw rectangles with the same area and different perimeters. *DOK 2 – 3*

English Language Arts example (CCSS ELA 9-10.RST.6)

Step 1

Standard 9-10.RST.6:

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Concepts/Content (Nouns)	Skills (Verbs)
• Author's purpose • Provided explanation • Described procedure • Discussed experiment • Text • Question the author seeks to address	• Analyze the author's purpose. • Analyze the explanation provided. • Analyze the procedure described. • Analyze the experiment shown. • Evaluate the text-argument relationship. • Define the central question of the text.

Step 2

Step 3

Step 4

Student learning targets for CCSS ELA Standard 9-10.RST.6:

1. In a text, I can analyze a given _____. *DOK 3*
   - Explanation
   - Procedure
   - Experiment
2. I can define the central question of the text. *DOK 2*

Unit Learning Targets

Standards/Outcomes:	
Concepts/Content	**Skills**

Learning Targets	**DOK Level**

Oklahoma State Standards

(**Source:** http://ok.gov/sde/oklahoma-academic-standards.)

English Language Arts

Grade 7 Standard 4

Literary Works - The student will read and respond to historically and culturally significant works of literature.

a. Analyze and evaluate works of literature and the historical context in which they were written.
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
c. Compare similar characters, settings, and themes from varied literary traditions.

Grade 10 Standard 2

Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

3. Summary and Generalization

a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
b. Use text features and elements to support inferences and generalizations about information.
c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

Social Studies

Grade 8 Content Standard 3

The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

5. Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.

High School: United States Government Content Standard 1

The student will compare the formation of contemporary governments in terms of access, use, and justification of power.

2. Cite specific textual and visual evidence to compare and contrast historic and contemporary examples of unlimited governments, known as authoritarian or totalitarian systems including dictatorships, theocracies, and absolute monarchies to examples of limited systems including direct democracies, representative democracies, constitutional monarchies, and republics.

Mathematics

Grade 8 Standard 3

Geometry - The student will use geometric properties to solve problems in a variety of contexts.

2. Develop the Pythagorean Theorem and apply the formula to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.

Algebra 1 Standard 3

Data Analysis, Probability and Statistics - The student will use data analysis, probability and statistics to formulate and justify predictions from a set of data.

1. Data Analysis

a. Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages.
b. Make valid inferences, predictions, and/or arguments based on data from graphs, tables, and charts.
c. Solve two-step and three-step problems using concepts such as probability and measures of central tendency.

Science

Grade 8 Motion and Stability: Forces & Interactions
(Disciplinary Core Ideas): Forces and Motion –

For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).

- Performance Expectations: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects

High School PS2 – 5 Motion and Stability: Forces & Interactions
(Disciplinary Core Ideas): Types of Interactions

- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space.
- Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.
- Performance Expectations: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current**.**

Standards and Targets

"A standard answers the question, *Where am I going in my learning?* while learning targets show students the path to get there."

—Goodwin, 2009, p. 90

Cognitive Rigor and Depth of Knowledge (DOK)

- Level 1: **Recall and Reproduction**
  Requires eliciting information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula.
- Level 2: **Basic Skills and Concepts**
  Requires the engagement of some mental processing beyond a recall of information.
- Level 3: **Strategic Thinking and Reasoning**
  Requires reasoning, planning, using evidence, and explanations of thinking.
- Level 4: **Extended Thinking**
  Requires complex reasoning, planning, developing, and thinking most likely over an extended period of time.

Analyze an Assessment with Targets

If you have an assessment covering more than one standard, consider:

- Does your team want to align the assessment to each standard and use a student friendly learning target?
- Does your team want to combine standards into one learning target when looking at assessment items?
- Do the assessment items match the DOK level of the standard/target?

Does the Assessment Evaluate Student Understanding of Learning Targets?

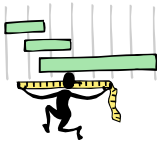
- Are learning targets clear?
- Do proficient scores indicate student learning?
- Do low scores indicate that students need intervention?

Is There a Proportional Value Between Scores and Learning Targets on the Assessment?

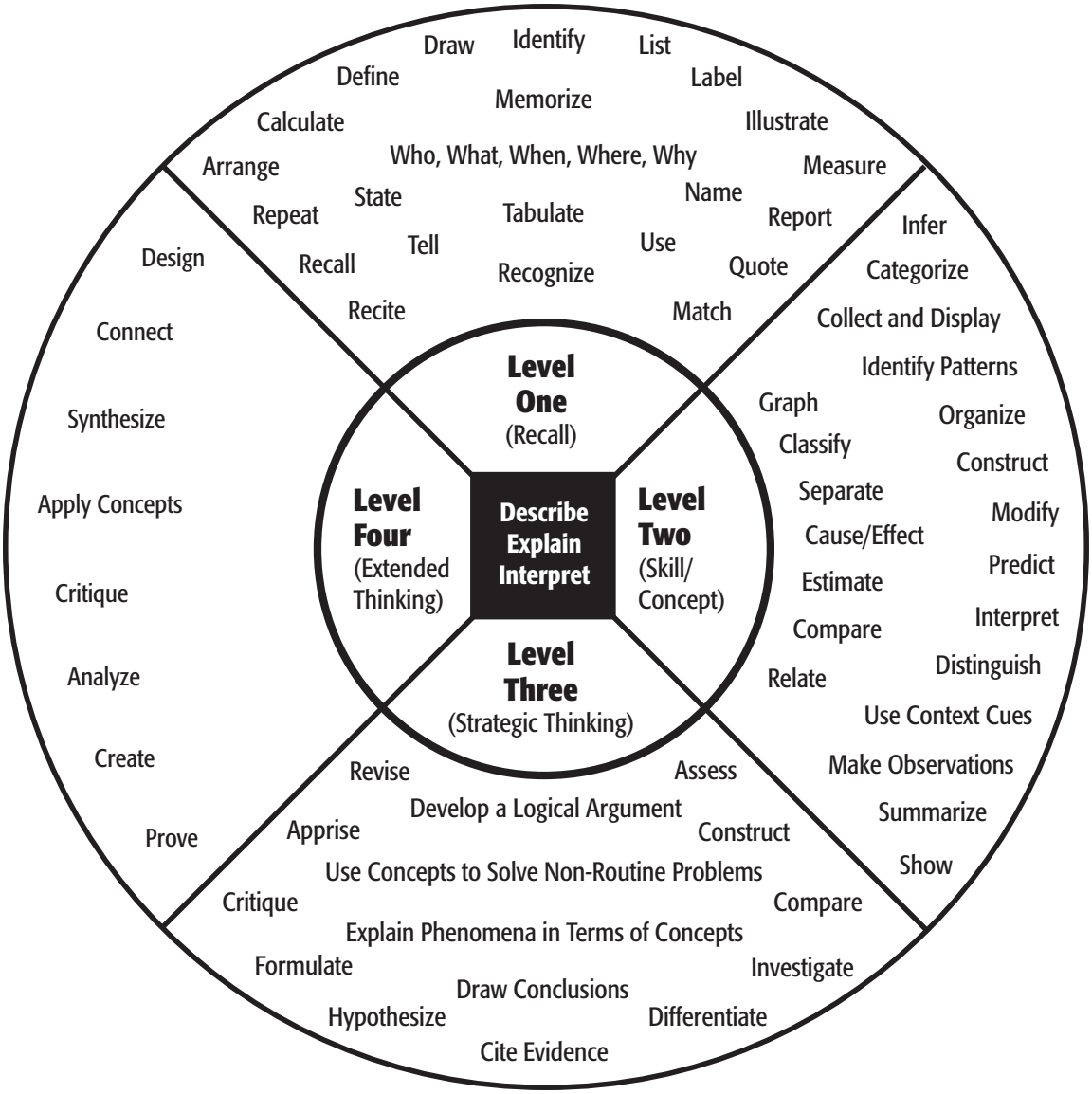
- Is one learning target weighted more than others?
- Is one assessment method weighted more than another?
- If yes, is that acceptable?

Students and Learning Targets

- Post on wall.
- Rephrase at start of class.
- Reference throughout class.
- Reference at end of class.
- Students reflect on progress after pretest, class work, homework, and formative assessments.



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

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>.

Assessment Analysis – Part 1

Item	Learning Target(s)	DOK

Assessment Analysis – Part 2

Learning Target	Assessment Item(s)	Total Points	Percentage

- What, if anything, needs to be modified on the assessment? Why?

- What needs to be included during instruction of the unit?

Algebra 1: Chapter 9 **Name: _____**

Check for Understanding Targets 1–2 **Period: _____**

Learning Target 1: I can simplify square roots.

1. Simplify $\sqrt{40}$

2. Simplify $\sqrt{18}$

Key
+ = Got It
✓ = Getting There
– = Starting
Put the appropriate mark in the blank before each question.

3. Elaine says $\sqrt{8}$ can be simplified to $2\sqrt{4}$. Is she correct? Explain how you know.

Target 1 Score: /3

Learning Target 2: I can solve quadratic equations using square roots.

4. Solve $x^2 = 81$

5. Solve $2x^2 - 2 = 96$

6. A ball dropped from a 40-foot building is modeled by the equation $h = -16t^2 + 40$, where h represents height in feet and t represents time in seconds. At what time will the ball hit the ground?

Target 2 Score: /3

Self-Assessment: Track Your Understanding

Target #	Target	Progress (shade this in)
1	I can simplify square roots.	Starting … Getting There … Got It!
2	I can solve quadratic equations using square roots.	Starting … Getting There … Got It!

If you get it, please celebrate! If you do not get it, **what are you going to do so that you do get it?**

Grade 11 ELA Test **Name: _____**
Structure and U.S. Texts

Read "The Gettysburg Address" and answer the questions below.

The Gettysburg Address – Abraham Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate – we cannot consecrate – we cannot hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

RI.11.8 *I can evaluate U.S. texts.*

1. Why does Lincoln believe that the war will have an impact on the entire world? Locate two words or phrases and explain how they convey this belief.

2. Beyond dedicating a portion of the battlefield as a cemetery, what do you think is the purpose of Lincoln's speech?

3. Lincoln begins his speech be describing the birth of the nation and ends it by describing his vision of the nation's eventual rebirth. Considering Lincoln's purpose why is this an effective way of structure his speech?

RI.11.5 *I can analyze the effectiveness of an author's structure.*

4. Find five words or phrases in "The Gettysburg Address" that contribute to its formal, dignified diction.

5. Considering Lincoln's purpose, would the speech have been less effective if it had been written using informal language? Why or why not?

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*RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

*RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Student Involvement: Three Questions

- Where am I going?
- Where am I now?
- How can I close the gap?

(Chappuis, 2009)

Learning Target Self Assessment

Monday	Tuesday	Wednesday	Thursday
I can find the unknown by solving one step or two step problems.	**I can** find the unknown by solving one step or two step problems.	**I can** find the unknown by solving one step or two step problems.	**I can** find the unknown by solving one step or two step problems.
I got it! / **I get some of it.** / **I need help.**	**I got it!** / **I get some of it.** / **I need help.**	**I got it!** / **I get some of it.** / **I need help.**	**I got it!** / **I get some of it.** / **I need help.**

Target	I CAN	Got it!	Need more help.
	Read and explain the data represented by a bar graph.		
	Read and explain the data represented by a pictograph.		
	Collect and organize data into categories through a survey.		
	Create a bar graph to represent the data with a ☐ Title ☐ Y axis label – Number of _____. ☐ X axis label for the categories ☐ Identify the categories by name ☐ Create a scale starting at zero ☐ Determine the interval (1, 2, 3, 4, 5...) ☐ Put my scale on the lines on the Y axis		

A Sample Assessment Instrument Analysis Sheet

Student Reflection

Learning Target	Test Questions	Score	How did I do? (Circle one.)
3.OA.1-2 I can interpret multiplication and division equations.	#1 – 4	_____ out of 10	I got it! Still learning it...
3.OA.3 I can solve word problems.	#5 – 7	_____ out of 6	I got it! Still learning it...
3.OA.4 I can determine the unknown in an equation.	#8 – 13	_____ out of 6	I got it! Still learning it...

Learning Targets I know and can do:

Learning Targets I am still learning:

Goal Setting—Student O, Classroom E

Item	Target	Mark Wrong (X)	Simple Mistake or Still Learning	Results and Resources
1	Locate Information			I have _5_ out of 6 correct.
2	Locate Information	X	SM	What will you do?
3	Locate Information			
4	Locate Information			_____ Keep working
5	Locate Information			
6	Locate Information			___X__ Done
Possible resources: LA text pages 212–215; A2 & A3 folder handouts on 5 W's & How				
7	Explain Purpose			I have _6_ out of 6 correct.
8	Explain Purpose			What will you do?
9	Explain Purpose			
10	Explain Purpose			_____ Keep working
11	Explain Purpose			
12	Explain Purpose			___X__ Done
Possible resources: LA text pages 219–221 & any variety of texts for reading				
13	Analyze Differences			I have _6_ out of 6 correct.
14	Analyze Differences			What will you do?
15	Analyze Differences			
16	Analyze Differences			_____ Keep working
17	Analyze Differences			
18	Analyze Differences			___X__ Done
Possible resources: LA text pages 222–227 & source reliability lab and tools (all C Folders)				
19	Assess Evidence			I have _2_ out of 7 correct.
20	Assess Evidence	X	SM	What will you do?
21	Assess Evidence			
22	Assess Evidence	X	SL	___X__ Keep working
23	Assess Evidence	X	SM	
24	Assess Evidence	X	SL	_____ Done
25	Assess Evidence	X	SL	
Possible resources: LA text pages 228–230 & crime lab for linguistic evidence				

(**Source:** Stiggins, Arter, Chappuis, & Chappuis, 2011)

Item	Target	Mark Wrong (X)	Simple Mistake or Still Learning	Results and Resources
26–30	Organize and Communicate Rubric item: Organize—5-point scale: 2 points	X	SL	I have 2 out of 10 correct. What will you do? ___X__ Keep working _____ Done
31–35	Organize and Communicate Rubric item: Communicate—5-point scale: 0 points	X	SL	
Possible resources: LA text pages 232–237 & writing rubrics				

Goal Setting

Reference your data to answer these questions.

My strengths (the targets I learned):

My areas for growth (the targets I am still learning):

My learning goal:

Evidence I will generate to indicate I have met my learning goal:

_____ Parent approval for my plan
(Parents please initial)

_____ Teacher approval for my plan

Student Self Assessment Name _____

Algebra 1: **Equations & Inequalities Unit** Period _____ Date _____

For each learning target record how many questions of each learning target you earned full credit on Readiness Test and then decide how well you understand the learning target at this time. For the Post Test record how many points you earned, determine what kind of mistake you made and the level of mastery for each learning target.

Check point quizzes are given to monitor learning and to address misconceptions with tutoring before the Unit Test.		**✓ Point Quiz**			**Unit Test**							
		Equations & Inequalities Readiness Check How well do I know it?			**Level of Accuracy** Why did I not earn full credit?			**Level of Mastery**				
Standards	**Learning Target** **I can….**	Points Earned	Percent	**Tutoring Y or N? Circle 1**	Questions on Test	Points Earned	Percent	**Exceed 90-100 %**	**Proficient 70-89 %**	**Approach 50-69 %**	**Some Evid. 25-49 %**	**No Evidence 0-24 %**
A-REI.3	Solve for a single variable from an equation **Embedded standard A-REI.1*	___/9		**Yes 0-69%** **No 70-100%**	**1-3**	___/9		10	8	6	4	2
A-CED.1	Set up equations and inequalities to solve a real-world problem with one unknown variable. Solve the equation to find the answer to the real world problem.	___/8		**Yes 0-69%** **No 70-100%**	**4-5**	___/8		10	8	6	4	2
A-CED.2	Set up an equation to solve a real-world problem with two unknown variables. Graph the equation on a coordinate plane.	___/9		**Yes 0-69%** **No 70-100%**	**6-7**	___/9		10	8	6	4	2
A-CED.3	Writing equations and inequalities that represent real-life situations within a set of limitations. Decide if the solution fits within the limitations.	___/8		**Yes 0-69%** **No 70-100%**	**8-9**	___/8		10	8	6	4	2
A-CED.4	Rearrange a given formula to solve for a single unknown variable.	___/6		**Yes 0-69%** **No 70-100%**	**10-11**	___/6		10	8	6	4	2
A-REI.12								10	8	6	4	2

For each learning target you are approaching, some evidence, or no evidence create an action plan of how you will learn that standards to be prepared to take the recovery quiz. Please remember to also write down times and dates. The more specific you are about your plan the more likely you are to stick to it. Whenever is NOT SPECIFIC!!

	Action Plan Concept mastery options I will attempt prior to taking a Recovery Quiz. **(Check all that apply & write dates and times: Morning, Lunch time, Advisory or Afterschool)**								
Standards	**Learning Target** **I can….**	**Standard Recovery Tutoring with Teacher**	**Standard Recovery Tutoring in MASC**	**Standard Recovery Tutoring with another teacher/student**	**Standard Recovery by Independently Completing Review**	**Standard Recovery by Re-reading notes**	**Standard Recovery by _____ online Program**	**Date of Recovery Quiz**	**Score(s)**
A-REI.3	Solve for a single variable from an equation *Embedded standard A-REI.3	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):		
A-CED.1	Set up equations and inequalities to solve a real-world problem with one unknown variable. Solve the equation to find the answer to the real world problem.	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):		
A-CED.2	Set up an equation to solve a real-world problem with two unknown variables. Graph the equation on a coordinate plane.	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):		
A-CED.3	Writing equations and inequalities that represent real-life situations within a set of limitations. Decide if the solution fits within the limitations.	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):		
A-CED.4	Rearrange a given formula to solve for a single unknown variable.	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):	Date(s):		
A-REI.12									

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Goal Setting and Self-Assessment

Student Name:			
I Will Learn:		**Mastered**	**Still Have Questions**
1.		❍	❍
2.		❍	❍
3.		❍	❍
What I learned:			
Proof:			
Questions I still have:			
Reflection:			
Student Signature:		**Date:**	
Teacher Signature:		**Date:**	

Component (Quizzes) Numbers

Outcome	Raw Score	Percentage
	_____ out of _____	_____ %
	_____ out of _____	_____ %
	_____ out of _____	_____ %
	_____ out of _____	_____ %
	_____ out of _____	_____ %

Component (Quiz) Tracking Graph

100						
80						
60						
40						
20						
	1	2	3	4	5	6

Self-Assessment – Review of Learning Targets for 7th Grade Math

	Pre-				Post-			
	I can teach it	I can explain it	I know a little	I have no clue	I can teach it	I can explain it	I know a little	I have no clue
1. I can simplify an expression.								
2. I can solve an equation.								
3. I can solve and graph an inequality.								
4. I can explain the parts of a linear function.								
5. I can represent a linear function with a graph, table, or an equation.								
6. I can analyze a function.								
7. I can solve problems using ratios and proportions.								
8. I can solve percent problems.								
9. I can compare rational numbers and estimate square roots.								
10. I can find the area and perimeter of triangles, quadrilaterals, and composite shapes (and circumference and area of circles).								
11. I can determine the probability of an event.								

Where am I now?	Where am I going?	How do I close the gap?
What have you learned so far this year?	What do you still need to learn?	How will you learn it? What is your plan?

Student Self-Reflection

- What do you currently use for student involvement and self-reflection?
- What can you use for 2015–2016?

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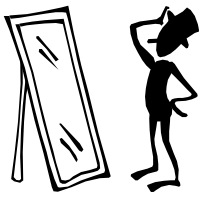
Reflection

Learning Targets

- How can I use learning targets with students?
- How do I write learning targets?
- How do learning targets influence my assessments?



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Unpacking Standards to Student Learning Targets Rubric

	Level 1	Level 2	Level 3	Level 4
Content & Skills	Only read the standards or discuss the content and skills without documenting the work or simply copy the work of other teams found online or as written by curriculum publishers.	Write a list of nouns for content and verbs for skills without making connections between the two. Omit the context of the standard.	Connect the verb(s) of the standard with each of its nouns/noun phrases and/or context, as needed. Record the work on a unit plan/curriculum map for reference. The cognitive rigor of the standard is identified.	Use the unpacked standards to build an understanding of what students must know and be able to do in a unit, to plan lessons and high level tasks and to inform assessments. The rigor of the standard is identified.
Learning Targets	Write student learning targets that use a less rigorous verb than the intent of the standard.	Write too many student learning targets.	Write 5 – 8 student learning targets for the unit that match the intent and rigor of the standards in the unit.	Align and reference all instruction and assessment to the rigor of the student learning targets.
Teacher Use	Team does not use student learning targets for assessment design or as a way to frame instruction and classroom work/ homework.	Post student learning targets on the board or the wall but not use them as part of instruction or student learning. At most, read them at the start and/or close of a lesson.	Post learning targets on the wall or on an assignment sheet or reflection sheet for students to reference and use to make learning connections with instruction. Teach to the rigor level of the standard.	Flexibly integrate the student learning targets throughout the lesson – students and teacher use the language and identify content and skills learning. Identify with students the rigor of the target.
Student Use	Students are unaware there are learning targets for each unit or know they are posted but never reference them during instruction or assessment.	Students choral read, silently read, or listen to the teacher say the learning target at the start or end of a lesson.	Students reflect on their progress using the learning targets and evidence from classwork, homework, and assessments. They can articulate what they are learning.	Students identify goals for future learning based on their feedback from formative and summative assessments. They articulate what they have learned and what they have not learned *yet*.