

A large, irregular red ink splatter is positioned on the left side of the slide, partially overlapping the title text.

Writing Clear Learning Targets

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Thompson, Robert Brady

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Assessment for Learning Strategies

- Where am I going?
 - Provide a clear statement of the learning target
 - Use examples and models
- Where am I now?
 - Offer regular descriptive feedback
 - Teach students to self-assess and set goals
- How can I close the gap?
 - Design focused lessons
 - Teach students focused revision
 - Engage students in self-reflection; let them keep track of and share their learning.

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Our Learning Target for Today

I can...write clear learning targets

This means I am able to...

- Identify standards for instruction. This means the classroom instruction is standards driven, not activity driven.
- Deconstruct the standard. Know what kind of standard it is and its component parts.
- Translate the standard into student-friendly language.

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Activity Driven vs. Standards Driven Instruction

- Select a topic
 - Design instructional activities
 - Deliver the lesson
 - Design and administer the assessment
 - Give a grade or feedback
 - Move on to a new topic
- Select and deconstruct the standard
 - Design assessment(s)
 - Identify what students must know and be able to do to perform well on the assessment
 - Plan and conduct instructional activities and formative assessments
 - Provide adequate opportunities to learn
 - Assess students and examine the results

Know the Difference Between Targets and Assignments

- Targets identify what students are going to be learning
- Activities identify how students are going to demonstrate the learning.

What Standards Inform Your Instruction?

- Grade Level Expectations
- CPS Curriculum Documents
 - Curriculum Tracker
 - The “V” Drive
 - Binder on the shelf

How Often Do I Use These Resources to Inform My Instruction?

Five Kinds of Learning Targets


1. Knowledge
2. Reasoning
3. Skill
4. Product
5. Disposition



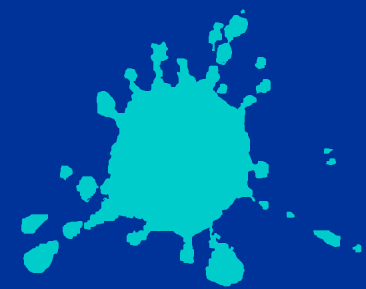
Knowledge



- *The facts and concepts we want students to know*
- *Learned Outright*
 - “**Memorize** German irregular verb forms”
(Foreign Language)
- *Retrieved*
 - “**Identify** key battles of the Revolutionary War”
(11th grade U.S. History)



**Locate a Knowledge Learning
Target in your district
curriculum and share with
members at your table.**



Reasoning




- *Students use what they know to reason and solve problems.*
- *Analytical or comparative reasoning*
 - Compare and contrast the outcomes of mitosis and meiosis and explain their importance to growth, repair, and reproduction. (10th Biology)
- *Synthesizing*
 - “**Draw** from multiple texts to **compare and contrast** themes” (LA Text Study 6-12)

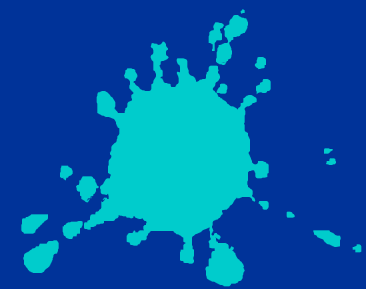
Reasoning (continued)

- *Critical/evaluative thinking*
 - “**Apply** knowledge of the historical, social, and cultural influence on literary works” (LA Text Study 9-12)





**Locate a Reasoning Learning
Target in your district
curriculum and share with
members at your table.**



Skill




- *Students use their knowledge and reasoning to act skillfully*
- *Speaking a second language*
 - “The learner will be able **to participate** in conversations with others.” (FL Spanish III)
- *Giving an oral presentation*
 - “**Communicate effectively and expressively** by choosing and adjusting tone and style of speech to audience and purpose” (LA Oral Language 6-12)

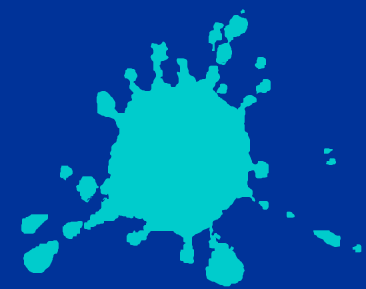
Skill (continued)

- *Physical education-basketball*
 - “The student will be able to **demonstrate** three passes; 1)chest, 2) bounce, 3)overhead.”
- *Science process skills*
 - “Given the power of an appliance and the amount of time it has used, **calculate** the kilowatt-hours of electricity used” (9th grade Science)





**Locate a Skill Learning Target
in your district curriculum and
share with members at your
table.**



Product

- *Students use their knowledge, reasoning, and skills to create a product*
- *Writing*
 - “Follow a writing process to **write** effectively in various forms and types of writing.” (11th grade debate)
- *Food Preparation*
 - “**Prepare** nutritious and aesthetically pleasing menus.” (Creative Cuisine)

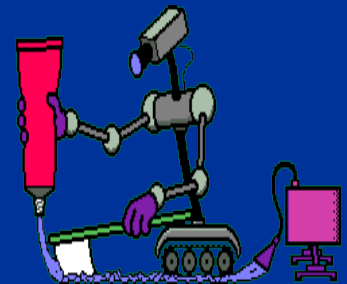
Product (continued)


- *Science*

- “**Conduct** an energy audit and interpret the results.” (9th grade Science)

- *Industrial Technology*

- “Using fischer-tech and a microboard, **build** a robot that goes through a maze on its own.” (Robotics)





**Locate a Product Learning
Target in your district
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members at your table.**



Disposition

- *Students' attitudes about school and learning.*

- *Perseverance*


- “Show determination to complete tasks according to project requirements” (Career Center Expectations)

- *Positive Self-Concept*

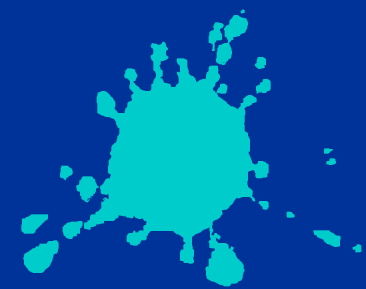
- “Describe **positive** characteristics in self and others” (DARE 5th Grade)

Disposition (continued)

- *Good Citizenship*
 - “Be a **safe, respectful, responsible** learner” (PBS)
- *Show Respect Toward Others*
 - “Support and/or disagree with others in a **constructive** manner” (LA Oral Language 6-12)



**Locate the blue handout
with Table 3.1 and Table 3.2**



Five Kinds of Learning Targets


Stiggins	Description
Knowledge	<ul style="list-style-type: none">• The facts we want students to know or be able to find.
Reasoning	<ul style="list-style-type: none">• Students use what they know to reason and solve problems.• Predict, Infer, Classify, Sort
Skills	<ul style="list-style-type: none">• Students use their knowledge and reasoning to act skillfully.• Demonstrated and Observed
Products	<ul style="list-style-type: none">• Students use their knowledge, reasoning, and skills to create a concrete product.• Create Something
Disposition	<ul style="list-style-type: none">• Students' attitudes about school and learning.


What Kind of Target Is This? Knowledge, Reasoning, Skill or Product?

1. Identify synonyms and antonyms
2. Create an original musical composition written in musical notation
3. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas
4. Use patterns to make predictions, identify relationships, and solve problems




What Kind of Target Is This? Knowledge, Reasoning, Skill or Product?

5. Explain the importance of leadership and public service
 6. Identify that hypotheses are valuable even when they are not supported
- 



Is it important to have common learning targets in all sections of World History? English 11? Biology? Int. Math 3? Why?

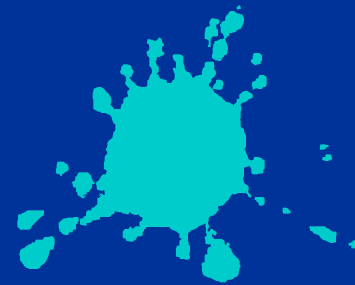
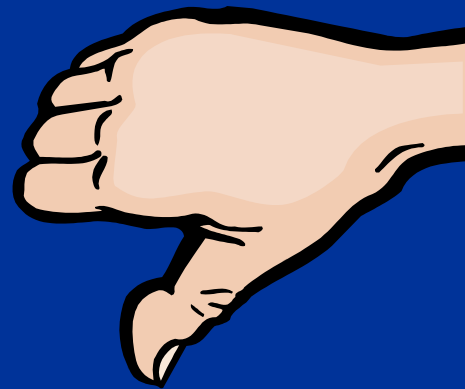
What happens to teaching and assessment if we can not agree as to the type of learning target?



I can...write clear learning targets

This means I am able to...

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Our Learning Target for Today



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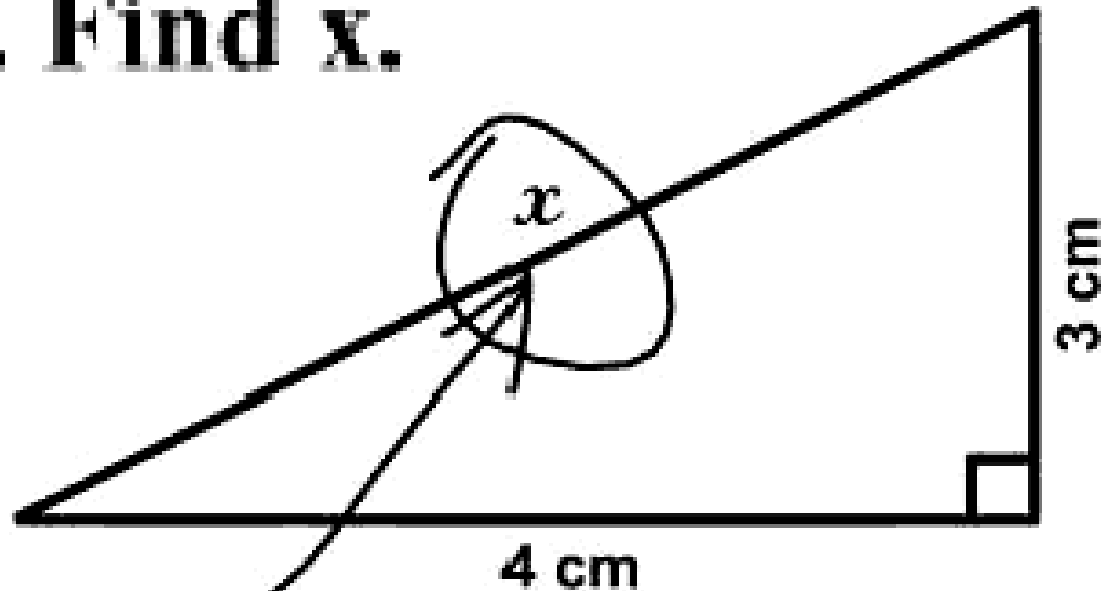


Why do we need to share our the objectives with the students?

- Research consistently shows that regular, high-quality formative (not evaluative) assessment increases student achievement.
 - Students who could identify their learning scored 27 percentile points higher on tests than those who could not. (Marzano, 2005)
 - 40% of a student's success on a standardized math test is dependent upon mathematics literacy, i.e. understanding what is being asked of them to do. (Jacobs, 2004)
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Example of a student not understanding what is being asked of them on a math test:

3. Find x .



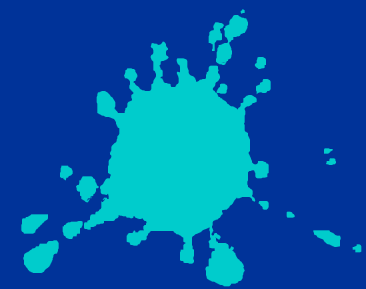
Here it is

Deconstruct the Standard

- Identify the type of standard (knowledge, reasoning, skills, product)
- Verbs and other key words can be a guide to the type of standard or learning target. (Bloom's & DOK)



Target Hierarchy

- Product: knowledge, reasoning, skills--product
 - Skill: knowledge, reasoning--skills
 - Reasoning: knowledge--reasoning
 - Knowledge: knowledge
- 

Deconstruct the Standard

- Consider the knowledge, reasoning, and/or skills prerequisite to the standard.
 - What does a student need to know and understand to attain mastery on this standard?
 - What patterns of reasoning (if any) are required to attain mastery on this standard?
 - On what specific performance skills, if any, must students attain proficiency to attain mastery on this standard?
 - What products, if any, would students be proficient in creating if they were masters of this standard?

Standard/Benchmark:

Create an original custom-size printed publication using a page layout program.
(Graphic Design and Desktop Publishing – essential skill)

Type: Product Skill Reasoning Knowledge

What are the knowledge, reasoning, skill or product targets underpinning the standard?

Product Targets	Skill Targets	Reasoning Targets	Knowledge Targets
Create a printed publication (newsletter, brochure, business set, etc.).	Use tools/techniques of page layout software.	Formulate a plan using the design process (brainstorming, thumbnail sketch, gather content, draft copy, feedback, product).	Define page layout terminology.

Warm Up: Deconstruct This

- Compare and contrast the outcomes of mitosis and meiosis and explain their importance to growth, repair, and reproduction. (10th Biology)
- Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others, and its effects on world history. (9th Government)

Finding Our Targets

1. Select an objective.

Create an original custom-size printed publication using a page layout program.

(Graphic Design and Desktop Publishing – essential skill)

2. Circle the verbs. (each verb is usually one learning target)

3. Underline the knowledge components. (facts students must know to complete objective)

4. Are there any patterns of reasoning components? Star them. (solve problems)

Analyze: components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order.
Compare/contrast: discriminate between alike and different, distinguish between similarities and differences, juxtapose.
Synthesize: combine into, blend, formulate, organize, adapt, modify.
Classify: categorize, sort, group, give examples.
Infer/Deduce: interpret, implications, draw conclusions, predict, hypothesize, generalize.
Evaluate: justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove.

5. Are there any performance skill components? Triangle them. (act skillfully)

Observe, focus attention, perform, do, question, conduct, read, speak, work, assemble, operate, use, demonstrate, measure, investigate, model, discuss.

6. Are there any products needed to be created? Box them. (students make something)

Design, produce, create, develop, make, write, draw, represent, display, model, construct.

7. Write your "I can..." "This means..." statements. Use student-friendly language

Our Learning Target for Today

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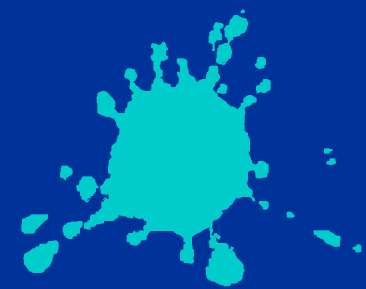
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Converting Learning Targets to Student-Friendly Language

1. Identify important or difficult learning goal.
2. Identify word(s) needing clarification.
3. Define the word(s).
4. Rewrite the definition as an “I can” statement, in terms that your students will understand.



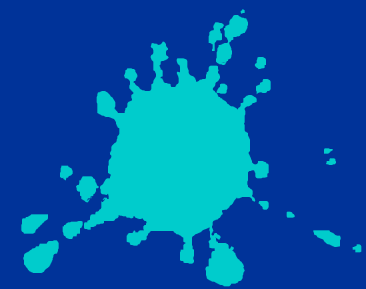
Summarize Text

- Word to be defined: SUMMARIZE
 - to give a brief statement of the main points, main events, or important ideas
 - Student-friendly language:
 - I can summarize text.
 - This means I can make a short statement of the main points or the big ideas of what I read.
- 



Make Predictions

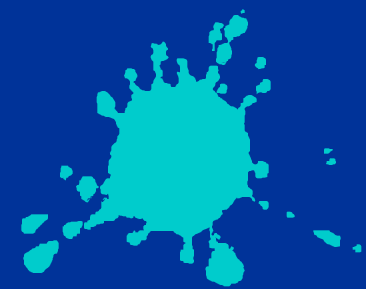
- Word to be defined: PREDICTION
 - A statement saying something will happen in the future
- Student-friendly language:
 - I can make predictions.
 - This means I can use information from what I read to guess at what will happen next.





Equivalent Fractions

- Objective: Find and use equivalent fractions
- Word to be defined: equivalent fraction (fractions that have the same value)
- I can identify equivalent fractions. This means I can find fractions with different numerators and denominators that have the same value.





Your Turn...

Choose either “*Describe and use linear and non-linear functions*” or “*Compare and contrast major belief systems such as Polytheism, Judaism, and Christianity*” and convert it into student-friendly terms

Definition:

Student-friendly language:



Provide a Clear Statement of the Learning Target

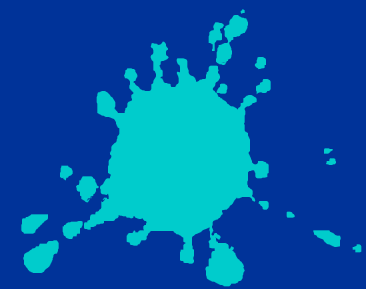
- Convert complex or unfamiliar targets to student-friendly language
 - Post them; have students record them in their notebooks
 - Connect learning targets to activities--repeatedly
-
- **Have you done this?**
 - **How would you do this?**
 - **Discuss with your table.**

What Will You Do.....?

- As a cohort, group, individual select **two** standards/learning objectives from a selected curricular area.
- Deconstruct these standards into **specific learning targets**
- Convert these learning **targets into student-friendly language.**
- Establish a **plan** on how **to best teach** these learning targets.
- Establish a **plan** on how to best **communicate** these learning targets **to the students.**



Homework

- Homework will be to teach these learning targets in your classrooms and to “experiment” with how to communicate these learning targets to students so that the students are able to clearly articulate them.
 - Administrators’ homework will be to conduct walk-throughs to look for alignment of instruction to these standards and to ask students to articulate the learning target.
- 

A Lazy Thought

(Eve Merriam)

There go the grownups
To the office,
To the store.
Subway rush,
Traffic crush;
Hurry, scurry,
Worry, flurry.



No wonder
Grownups
Don't grow up
Any more.

*It takes a lot
Of slow
To grow*