



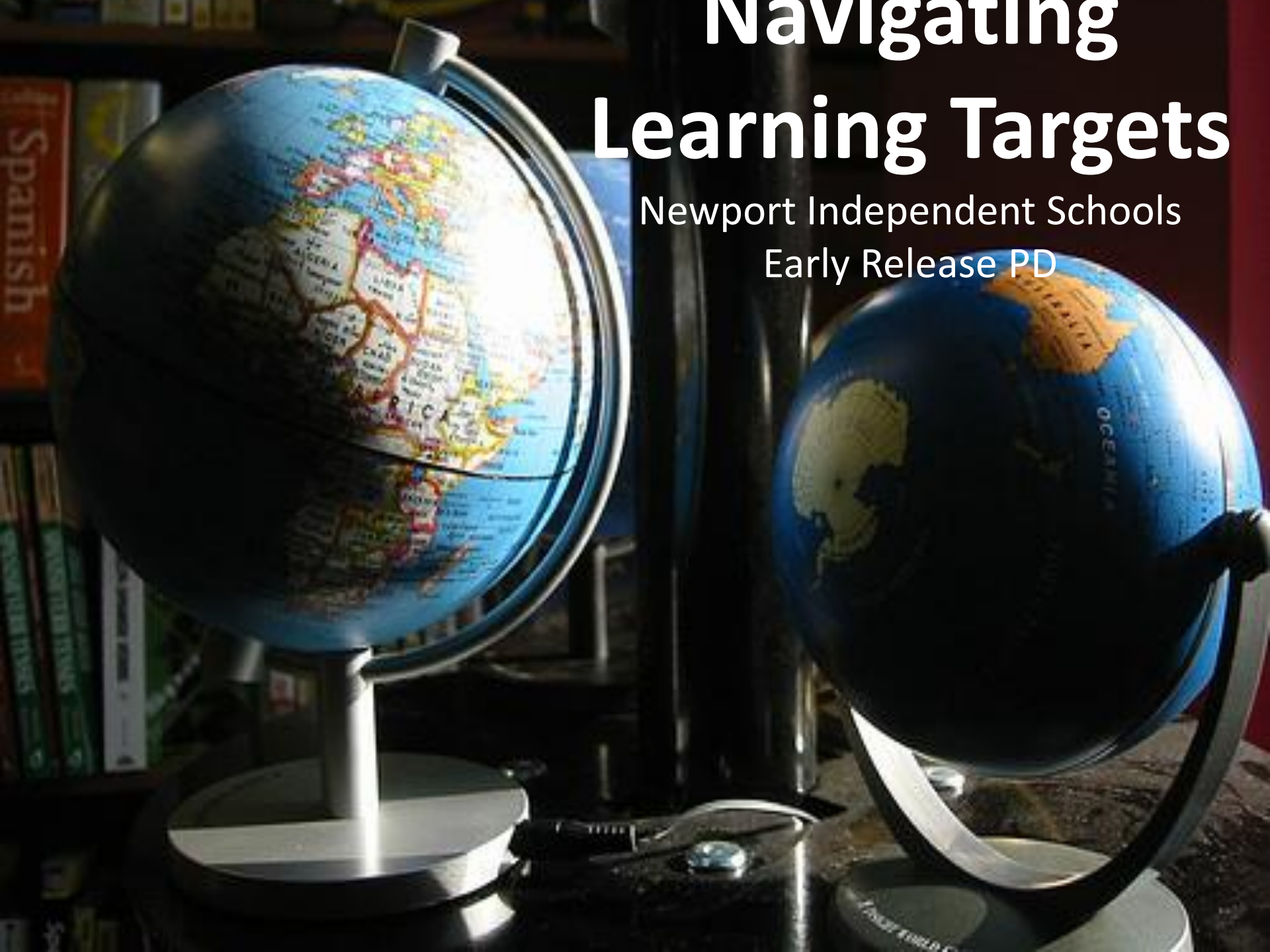
Where Am I Now?

Please fill out the self-assessment to see where you are with respect to learning targets and your tracking of student progress.



Navigating Learning Targets

Newport Independent Schools
Early Release PD



Agenda

Common Language Glossary Terms for Today



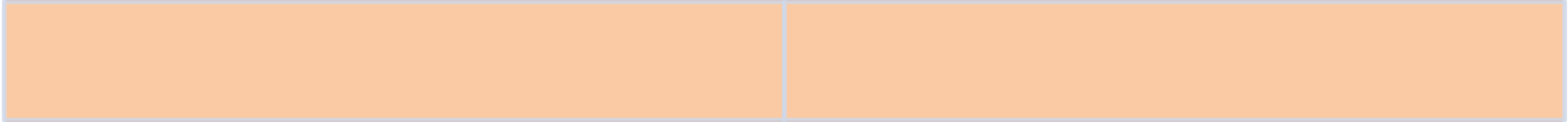
Learning Targets

Benefits, Types

Attributes, Samples



Student Self-assessment ~ The Missing Link



Common Language Glossary



Learning Targets

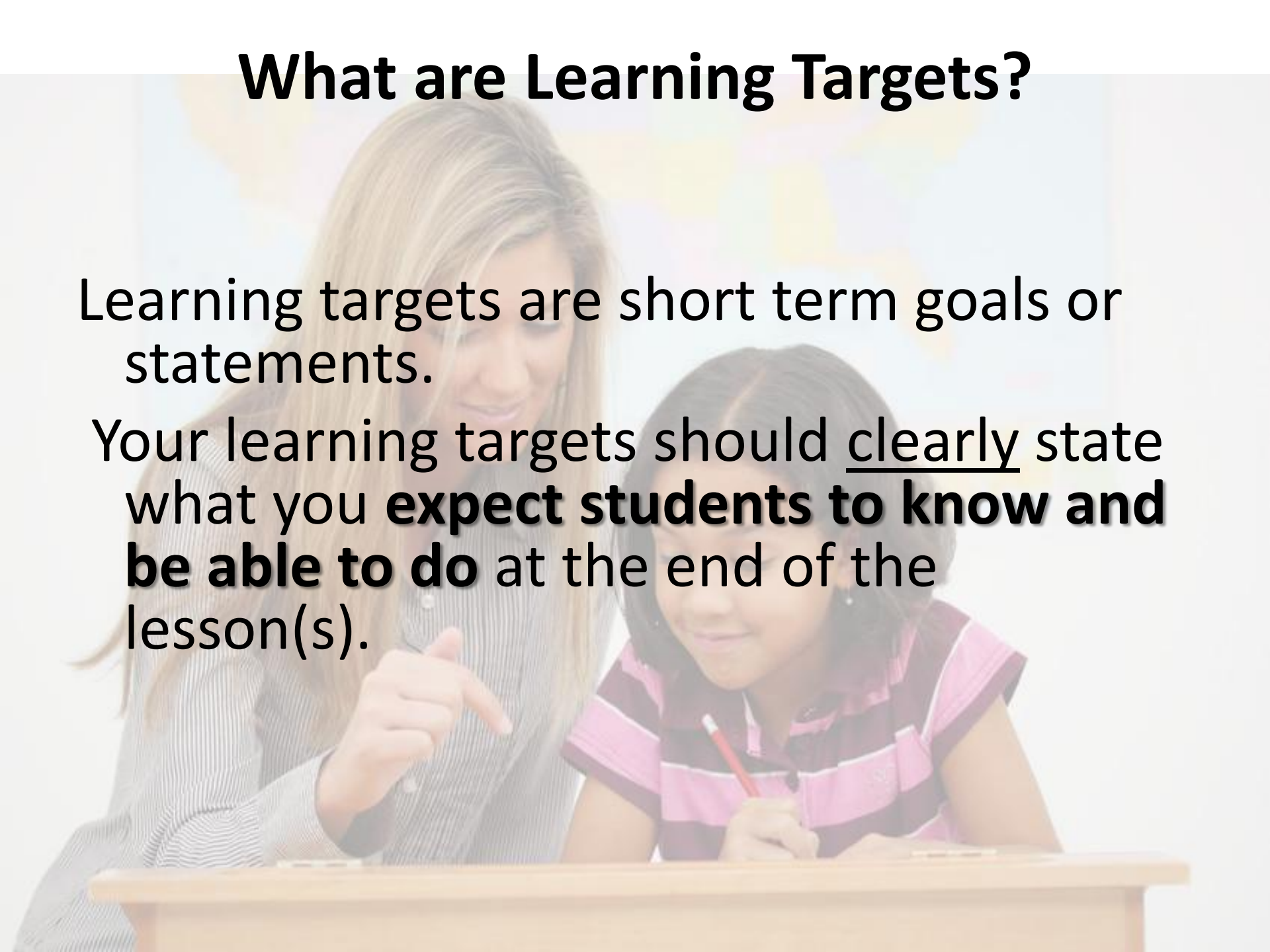
Intentional
Teaching*
NEW

Types of Learning
Targets

What are Learning Targets?

Learning targets are short term goals or statements.

Your learning targets should clearly state what you **expect students to know and be able to do** at the end of the lesson(s).

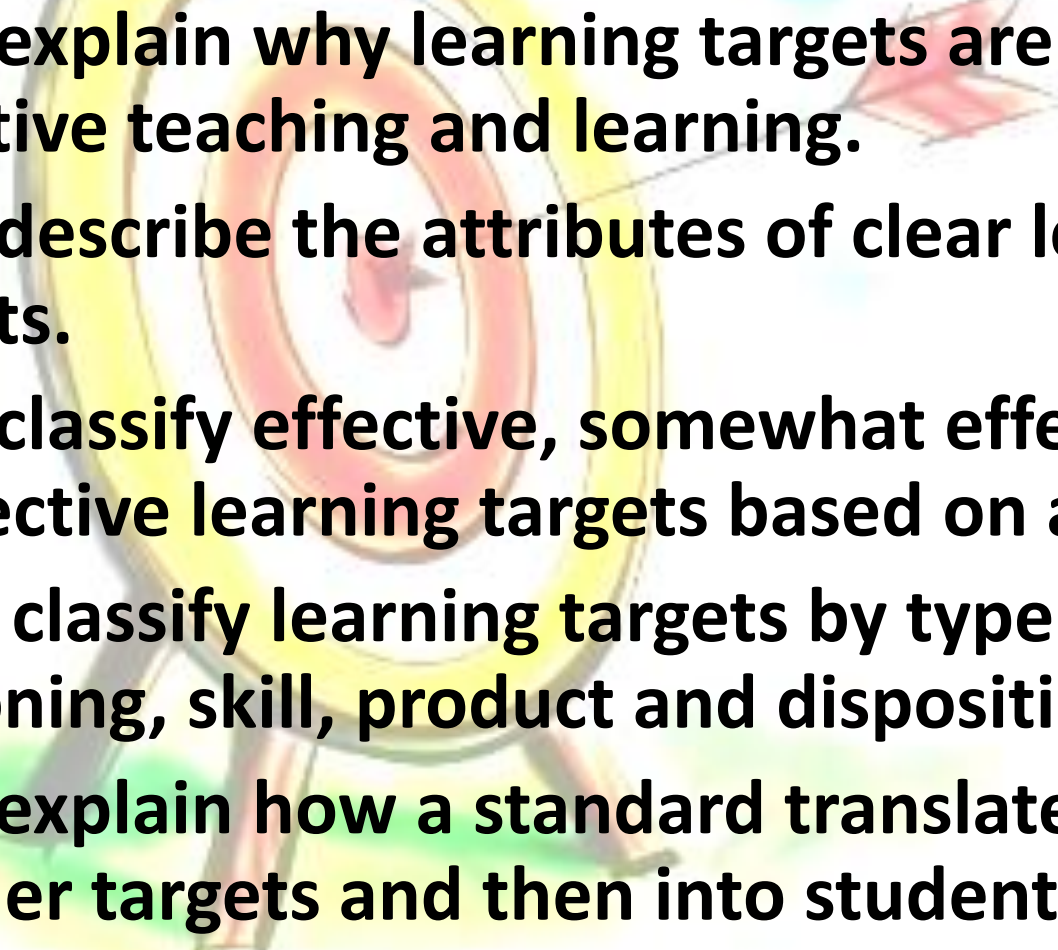


OK, stranger...
What's the circumference
of the Earth?.. Who
wrote "The Odyssey"
and "The Iliad?!".. What's
the average rainfall of
the Amazon Basin?

Bart, you fool!
You can't shoot
first and ask
questions later!



Today's Learning Targets

- 
- A target with concentric rings in yellow, orange, and red, with a white bullseye in the center. A red arrow with a white shaft is shown hitting the bullseye from the right. The target is mounted on a wooden stand.
- 1. I can explain why learning targets are essential to effective teaching and learning.**
 - 2. I can describe the attributes of clear learning targets.**
 - 3. I can classify effective, somewhat effective, and ineffective learning targets based on attributes.**
 - 4. I can classify learning targets by type (knowledge, reasoning, skill, product and disposition).**
 - 5. I can explain how a standard translates into teacher targets and then into student friendly learning targets.**

Discussion Starter

DIRECTIONS:

1. Answer the following question on the index card provided at your table.
2. Share your responses with your table or group.
3. Give the cards to your presenter when finished.

Identify TWO ways the use of clear learning targets will change the way I approach student learning and assessment?



Today's Learning Targets

A colorful illustration of a target with concentric rings in yellow, orange, and red. An arrow with a red fletching is shown hitting the center bullseye. The target is mounted on a wooden stand.

#1

I can explain why learning targets are essential to effective teaching and learning.

5 Research-Based Strategies that Significantly Improve Student Learning:

1. **Sharing Criteria** (the clear learning target)
2. Questioning
3. Feedback
4. Peer Assessment
5. Self-assessment

“Engaging the Nintendo Generation”

Sharon Kramer, Presenter for Solution Tree

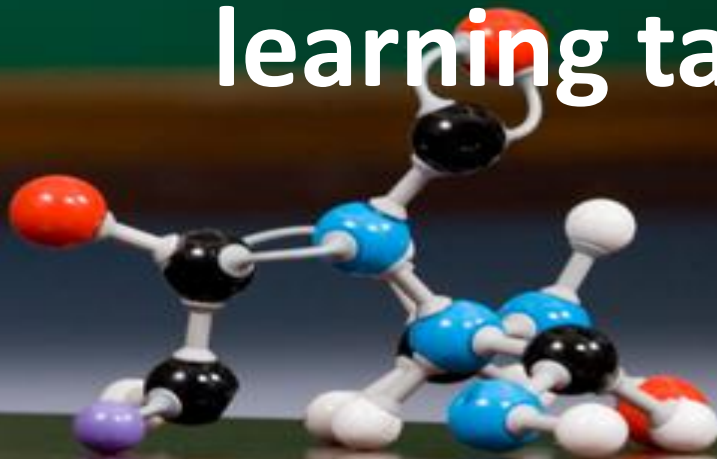


It is hard to hit a target if you can't see it!
it!

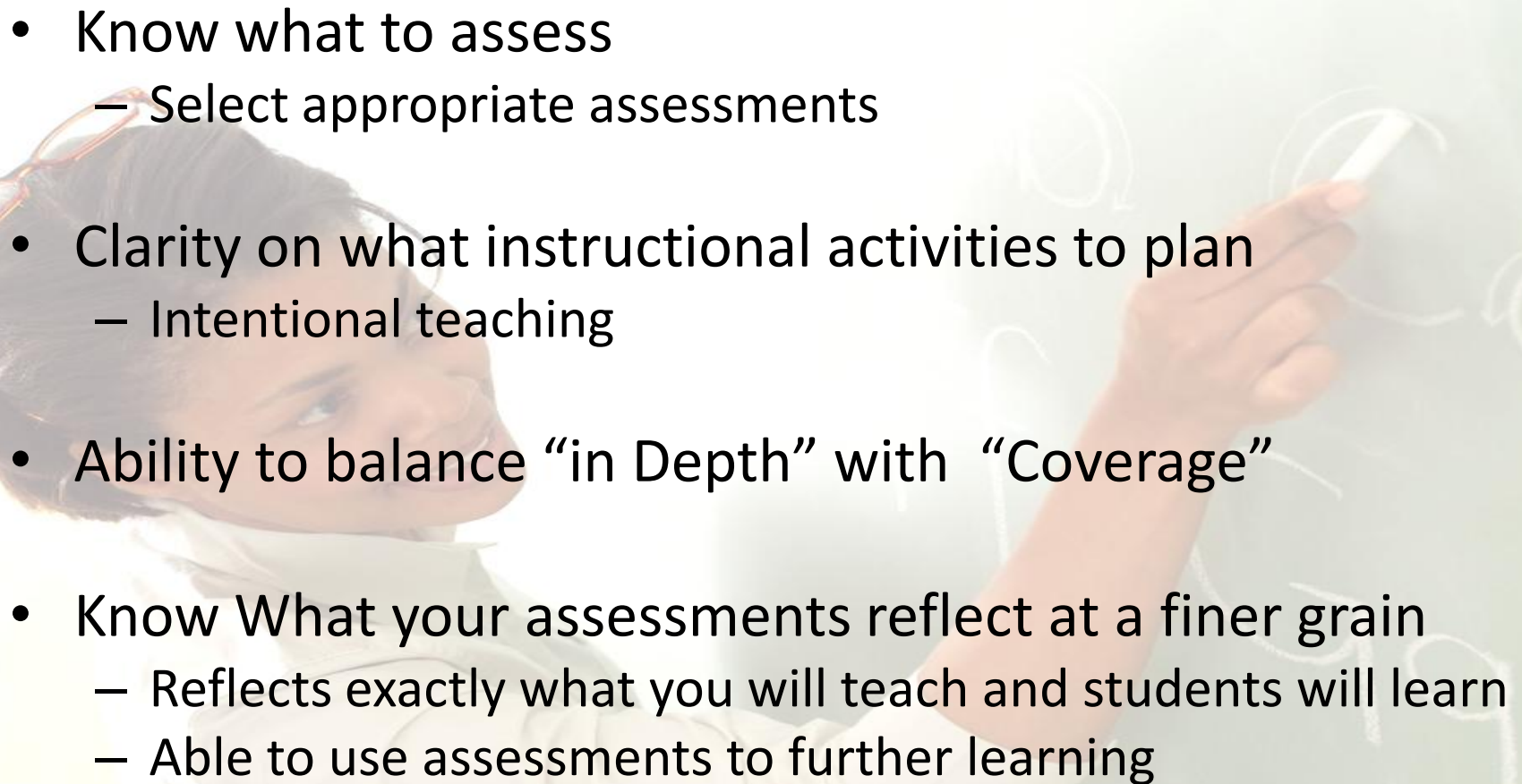


Intentional Teaching *means . . .*

All instruction and classroom activities are aimed at specific learning targets.



Teacher Benefits of using Learning Targets

- Know what to assess
 - Select appropriate assessments
 - Clarity on what instructional activities to plan
 - Intentional teaching
 - Ability to balance “in Depth” with “Coverage”
 - Know What your assessments reflect at a finer grain
 - Reflects exactly what you will teach and students will learn
 - Able to use assessments to further learning
- 
- A background image of a woman with glasses on her head, wearing a light-colored shirt, writing on a whiteboard with a white marker. The whiteboard has some faint, hand-drawn diagrams or flowcharts on it.

A young girl with dark hair, wearing a white collared shirt, is balancing a stack of three books on her head. She is looking down at the books with a slight smile. The background is a blurred classroom setting with a chalkboard and other students.

Student Benefits of using Learning Targets

- “Students can hit any target they can see that hold still for them” (Stiggins)
- Teachers explain intended learning in student-friendly terms at the outset of a lesson
- Statements are **posted** and referred to during the lesson.
- Students can decide if they have met the intended learning of the learning target.

Marzano (2005) – Students need to know what learning targets they are responsible for mastering, and at what level.

Black and William (1998) explain that formative assessment begins with offering students a clear picture of learning targets.

Atkin, Black & Coffey (2001) – Students should be able to answer three basic questions: “Where am I going?” “Where am I now?” and “How can I close the gap?”

Today's Learning Targets



#2

**I can describe the attributes
of clear learning targets.**

Designed in student-friendly language

“I can...” and “I know...” statements

Directly reflect learning goals

Accomplished in a few days at most

Clear Learning Targets

Consists of concept (noun), skill (verb) and often a specified context

Specific to what and how

Empower students to take ownership of their own learning

Why Clear Learning Targets

Students

- Reflect on their own learning.
- Assess their own growth.
- Will know what questions to ask.
- Have a clear understanding of what they should know.

Teachers

- Can make better instructional choices.
- Can gauge student mastery.
- Have an instant formative assessment tool.
- Distills the curriculum into manageable chunks.

Attributes of Clear Targets

Learning targets (are):

- Accomplished in a few days at most
- Specific to what and how
- Usually consist of concept (noun), skill (verb), and often a specified context

... as opposed to

- Long term
- Global and somewhat ambiguous
- Lacking one or more of the components



Attributes of Clear Targets

Learning targets (are):

- Teachable/learnable using a variety of instructional activities, strategies, contexts, and tools.
- One component in a sequence of scaffolded accomplishments—focused on what is to be **LEARNED**

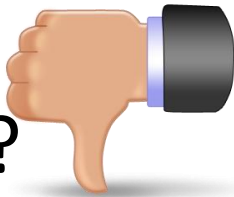
... as opposed to

- A single approach or activity is the only approach possible with the given target; not transferrable to another context
- Only focused on what is to be **DONE** (activity)





You be the Judge – Learning Target or Not?



I can identify the protagonist, theme and voice of a piece of literature.

I can flip a coin 100 times to determine the probability of heads.

I can watch a video about the causes of the Civil War.

I can use authentic ancient Egyptian techniques to mummify a chicken.

I can describe how materials change when they are heated or cooled.

Today's Learning Targets

A colorful illustration of a target with concentric rings in yellow, orange, and red. An arrow with a red fletching is shown hitting the center bullseye. The target is mounted on a wooden stand with three legs. The background is a soft, light blue and green gradient.

#3

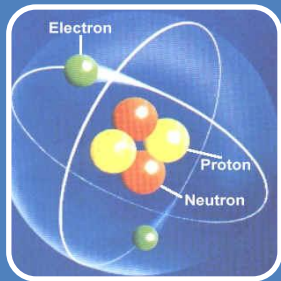
I can classify effective, somewhat effective and ineffective learning target based on attributes.

Clear Learning Targets Samples



5th Grade Mathematics

- I can describe how regular polygons are different than irregular polygons.



6th Grade Science

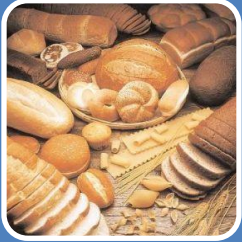
- I can describe the impacts of overpopulation of species on individual habitats and ecosystems.



High School English

- I can identify and discuss the importance of symbols of order (rules) in the novel in an expository essay.

Clear Learning Targets Samples



Biology

- I can explain the structure and function of a carbohydrate.



Spanish I

- I can use standard greetings, farewells and expressions of courtesy in conversations and in writing assignments.



Vocal Music II

- I know and can use a variety of musical concepts, terms, and vocabulary words both in conversation and in writing.

Effective Learning Targets?

You tell me . . .

Read the learning target given to your group.

Discuss and decide if it is:

1. Effective
2. Somewhat effective
3. Ineffective

Review the results and make any changes as a large group.

Pass out the annotated, “A Guide for Effective Learning Targets”. Check your answers and decide if you agree or disagree.

Today's Learning Targets

A colorful illustration of a target with concentric rings in yellow, orange, and red. An arrow with a red fletching is shown hitting the center bullseye. The target is mounted on a wooden post.

#4

**I can classify learning targets
by type (knowledge,
reasoning, skill, product and
disposition).**

Five Types of Learning Targets

To build clear learning targets we need to understand that there are actually five kinds of learning targets.

1. **Knowledge-** facts and concepts we want students to know
2. **Reasoning** – use what they know , reason or solve problems
3. **Skills-** use knowledge and reasoning to act skillfully
4. **Products-** use knowledge, reasoning, and skills to create a concrete product
5. **Disposition-** attitudes about school and learning

Sorting Learning Targets Activity

With a partner:

Sort the colored learning targets into one of the five categories.

Pass out answer sheets and review.

United Streaming Video Clip

Learning Targets and Assessment



Today's Learning Targets

A colorful illustration of a target with concentric rings in yellow, orange, and red. An arrow with a red fletching is shown hitting the center bullseye. The target is set against a light blue and green background.

#5

I can explain how a standard translates into teacher targets and then into student friendly learning targets.

Writing Clear Learning Targets

Review Learning Goals

Personalize for the student...

“I can...”
“I know...”

Ask Yourself

Can students understand the target?

Do I need to modify the language of the goals to create student-friendly targets?

Write Targets


What is the process for deconstructing standards into teacher targets?

Taking teacher targets and turning them into student friendly targets.

Sample Standard Deconstruction Progression

Standard

Students will use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties.



Teacher Friendly Learning Target (Performance)

“Use senses to observe different earth materials.”



Student Friendly Learning Target

“I can make observations of rocks, soil, and water with my senses.”

Grade Level/ Course (HS): 7th Grade/Math	
Standard with code:	7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from scale drawing and reproducing a scale drawing at a different scale.
Domain:	Geometry
Cluster:	Draw, construct, and describe geometrical figures and describe the relationships between them.
Type:	<input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input checked="" type="checkbox"/> Product

Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets				
<p>Use ratios and proportions to create scale drawing</p> <p>Identify corresponding sides of scaled geometric figures</p>	<p>Solve problems involving scale drawings of geometric figures using scale factors.</p> <p>Solve proportions to find the actual lengths and areas using scale models.</p>		<p>Construct a scale drawing that is proportional to a given geometric figure.</p>				
<p>Make sense of problems and persevere in solving them. <input checked="" type="checkbox"/></p>	<p>Reason abstractly and quantitatively. <input checked="" type="checkbox"/></p>	<p>Construct viable arguments and critique the reasoning of others. <input type="checkbox"/></p>	<p>Model with mathematics. <input checked="" type="checkbox"/></p>	<p>Use appropriate tools strategically. <input checked="" type="checkbox"/></p>	<p>Attend to precision. <input type="checkbox"/></p>	<p>Look for and make use of structure. <input type="checkbox"/></p>	<p>Look for and express regularity in repeated reasoning. <input type="checkbox"/></p>

Learning Targets in Action

Teacher
Perspective



Student
Perspective



Clarifying
Learning Targets
During a Lesson



Points to Ponder for Next Time

Students who can identify what they are learning significantly outscore those who cannot.

~ Robert Marzano

- To what extent do your students understand what they need to learn in your class?
- How do you know?
- How do you share learning targets with your students?

Next Month

Tying Learning Targets to Assessments

Standards, Targets, Questions

Concepts, Facts, Vocabulary, Relationships



Types of Assessments

Formative & Summative

Assessments OF Learning and FOR Learning



Student Involvement

Self assessment

Involving students in the process

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