

Learning Targets

A learning target:

- Is derived from a part or parts of grade level state standard(s).
- Describes what a student will learn.
- Guides learning for one lesson only.
- May address content, skills, thinking and/or learning behaviors.
- Is written in developmentally appropriate, student-friendly language.
- Is based on the learning needs of the students sitting in your classroom.
- Is aligned to a performance task and success criteria.
- Is used by students and teachers to assist in formative assessment for student learning.
- Is clearly linked to the learning in previous and future lessons.
- May take the form of a statement, an "I can" statement or a question.
- Provides context for teacher feedback, comparing student work to the learning target.
- Supports the creation of a culture of learning.

A learning target is not:

- An entire state standard.
- An instructional objective. These are written from the teacher's point of view and may cover more than one lesson.
- Written in professional language.
- Taken from suggested targets included in texts and adopted materials without consideration for the skills, knowledge and understandings of the students in your classroom.

Success criteria:

- Describe what good learning and work looks like for today's lesson.
- Help students understand what they are being asked to do and how well they are being asked to do in their performance task.
- Help students self-assess to determine how close they are to accomplishing the learning target.
- Are specific to one or more learning target(s). For example, one criteria may describe what content learning and discipline-specific thinking look like.
- Provide context for teacher feedback, comparing student work to the success criteria.

TYPES OF LEARNING TARGETS

Determine the kind of learning you want your students to engage in. Match your purpose in learning to instructional strategies, activities, assessments and reflective questions you will engage the students in.

KNOWLEDGE – what is known about this subject, absolute facts, concepts, generalizations.

Verbs: I describe, I define, I identify, I state, I label, I recite, I recognize, I explain, I summarize/paraphrase, I distinguish, I represent, I illustrate.

SKILLS – how to do it – the ability to use – procedure – process.

Verbs: I use, I practice, I demonstrate, I apply, I plan, I model.

THINKING SKILLS – how to cognitively approach the processing of information, clarify or expand existing information, gain deeper or more complex understanding, increase your mental structures to include new input.

Verbs: I compare, I contrast, I sequence, I evaluate, I analyze, I synthesize, I infer, I interpret.

LEARNING STRATEGIES – how to engage in learning effectively individually or in collaboration:

Memorize – commit to memory.

Verbs: I recite, I recall, I tell, I retell, I state, I restate, I name.

Discover – find out about.

Verbs: I design, I experiment, I determine, I explore, I invent.

Problem Solve – ways to arrive at a decision.

Verbs: I explain, I show, I solve, I puzzle, I reason, I organize, I work out.

Inquiry – trying to find out more about something.

Verbs: I investigate, I search, I uncover reasons for, I find meaning of, I deduce.

Analysis – figure out why, how, how come, conditions for, how effective, what worked:

Verbs: I analyze, I consider, I figure out, I investigate, I resolve, I study, I interpret.

Collaborate – defend ideas, work with ideas of others, discuss/argue ideas with others.

Verbs: I collaborate, I state my role, I explain my contribution, I incorporate ideas of others.

Metacognition/Reflective – to evaluate the effectiveness of one's strategies for processing in terms of accessing appropriate learning, learning the process of, applying the process of, improving the process of.

Verb phrases: I improve, I explain what I did well, I explain what I need help with, I explain what I will do differently next time, I identify my mistake, I identify what I didn't do well.

ATTITUDES/BEHAVIORS/PERSONAL ATTRIBUTES – Personal goals, work habits, classroom behaviors, develop appreciation for, values, attitudes, inclinations, social graces or attitudes: such as work against inclination for prejudice and bias.

Verbs: I manage, I consider, I value, I improve, I realize, I work, I state, I develop, I listen, I compare.

Understanding Learning Targets Progression of Learning over Time

General Overview

What is a Learning Target?

A learning target is what you want the students to learn TODAY. It is derived from a grade level standard, not from the text or other published materials, unless those materials are 100% aligned with the state or Common Core State Standards. A learning target is clear to students and attainable in one day/lesson. It describes the kind of learning you want the students to do.

What are Success Criteria?

Success criteria allow students to know if they are making progress towards or have met the learning target. The success criteria are connected to the progression of learning.

Progression of Learning to Reach the Targets: *(Note: The progression of learning is not the directions to complete an assignment; it is the learning students will obtain from doing the task.)*

Day 1 Learning Target:

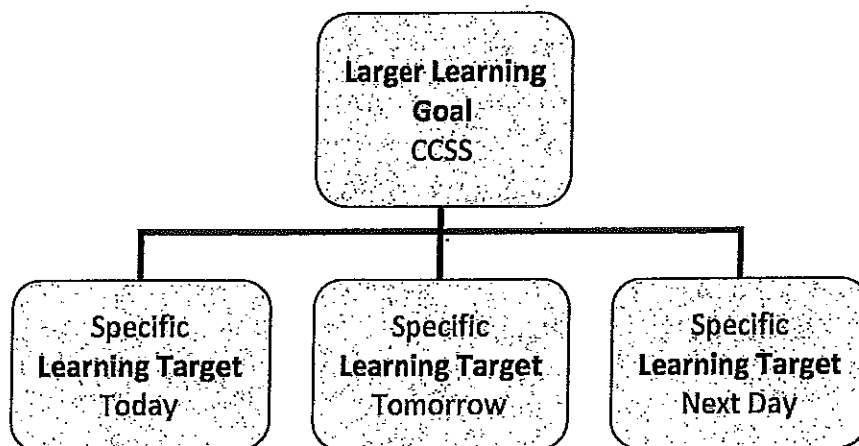
I can describe what makes elaboration effective.

Progression of Learning:

- I understand elaboration.
- I know how to analyze elements of effective elaboration.
- I am able to articulate differences between strong /weak examples of elaboration.

Connection to Standard(s)

How does the Learning Target relate to the Common Core Standard?



Consider the depth of understanding needed as a student moves through the progression of learning. Samples:

Depth of Content Learning

- 1 = Simple recall of knowledge and skills.
- 2 = Understanding concepts, compare/contrast, seeing patterns or generalizations.
- 3 = Use to solve problem or use effectively in another context.
- 4 = Analyze for implications, inference.
- 5 = Combine ideas and create problems.
- 6 = Create own ideas/alternative solutions, see various perspectives/conclusions, broad application into multiple contexts.

Learning Strategy Development Using Content

- 1 = Followed directions.
- 2 = Used own strategy.
- 3 = Used own strategy and combined with strategy gained from another student.
- 4 = Combined multiple strategies.
- 5 = Analyzed various strategies and created complex strategy to fit a specific situation.

Investigation

- 1 = Find required information.
- 2 = Interpret and expand understanding of information; compare/contrast with other info.
- 3 = See value of information, make inferences, make predictions, see possible applications, make connection to own life and learning.
- 4 = Analyze and verify validity of information; identify possible problems and/or possible implications.
- 5 = Draw conclusions, imply applications, see/test various alternatives to own conclusions.