All students will graduate prepared and ready for college or career.

STUDENT LEARNING TARGETS

ELEVATE 2019
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think you <strong>know</strong> about slavery?</td>
<td>What do you <strong>want</strong> to know about slavery?</td>
<td>What did you <strong>learn</strong> about slavery?</td>
</tr>
</tbody>
</table>
“LEARNING TARGETS ARE STUDENT-FRIENDLY DESCRIPTIONS OF WHAT YOU INTEND STUDENTS TO LEARN OR ACCOMPLISH IN A GIVEN LESSON.”
All students will graduate prepared and ready for college or career.

It's not the act of posting objectives that has a positive impact on student learning.
“THE MOST EFFECTIVE TEACHING AND THE MOST MEANINGFUL STUDENT LEARNING HAPPENS WHEN TEACHERS DESIGN THE RIGHT LEARNING TARGET FOR TODAY'S LESSON AND USE IT ALONG WITH THEIR STUDENTS TO AIM FOR AND ASSESS UNDERSTANDING.”
All students will graduate prepared and ready for college or career.

- Written from the teacher’s point of view
- Guide instruction
- Too broad for more than one lesson

- Written from a student point of view
- Guide learning
- Set daily goals
EXAMPLES OF STUDENT LEARNING TARGETS

I CAN EXPLAIN THE WATER CYCLE IN MY OWN WORDS.

I CAN GIVE EXAMPLES OF WHAT FICTION IS AND EXAMPLES OF WHAT FICTION IS NOT.

I CAN TURN A PASSIVE SENTENCE INTO AN ACTIVE SENTENCE BY TURNING THE OBJECT OF THE PASSIVE SENTENCE INTO THE SUBJECT OF THE ACTIVE SENTENCE.

I CAN WRITE A PIECE OF FICTION ACCORDING TO THE DESCRIPTIONS IN THE RUBRIC.
I CAN UNDERSTAND THE PURPOSE AND USE OF STUDENT LEARNING TARGETS BY COMPLETING A KWL CHART.
SHARING LEARNING TARGETS WITH STUDENTS

What can we do to share the learning target with students, rather than just posting it on the board?
I CAN UNDERSTAND THE PURPOSE AND USE OF STUDENT LEARNING TARGETS BY COMPLETING A KWL CHART.
LEARNING TARGETS SHOULD...

- **BE EMBEDDED THROUGHOUT THE LESSON**

- **HELP KEEP STUDENTS “ON TARGET”**

- **ALLOW FOR STUDENT ENGAGEMENT**
STUDENTS SHOULD...

- ASSESS THE QUALITY OF THEIR OWN LEARNING
- RECEIVE TIMELY FEEDBACK DURING THE LESSON
- RECOGNIZE, UNDERSTAND AND AIM FOR WHAT IS IMPORTANT TO LEARN
● Students need to know the purpose the lesson
  ○ "It is important for us to learn this because.."
  ○ We are leaning to...

● Students need to know the intended outcome
  ○ "We will show what we can do by..."
SUCCESS CRITERIA

- What will student success look like?

- The rigor of "success" will increase throughout lessons as students progress from minimal understanding to mastery.

- Success criteria helps student know when they are successful.

- Success criteria explains what "good work" will look like.
### 3.2 Tailoring the Criteria for Success to the Performance of Understanding

<table>
<thead>
<tr>
<th>If the performance of understanding involves...</th>
<th>Examples</th>
<th>Then useful criteria for success might be...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasping a new concept or term.</td>
<td>- Science: weather front, DNA, ecosystem.</td>
<td>Organized as &quot;I can&quot; statements:</td>
</tr>
<tr>
<td></td>
<td>- Social studies: state capitals, government, imperialism, urbanization.</td>
<td>- I can explain [concept or term] in my own words.</td>
</tr>
<tr>
<td></td>
<td>- Language arts: parts of speech, nonfiction, root word.</td>
<td>- I can give examples of what [concept or term] is and examples of what [concept or term] is not.</td>
</tr>
<tr>
<td></td>
<td>- Mathematics: integer, volume, estimation, prediction.</td>
<td>- I can use [concept or term] to analyze a situation [or text, or data] or to solve a problem.</td>
</tr>
<tr>
<td></td>
<td>- Music: tempo, timbre, controlled breathing.</td>
<td></td>
</tr>
<tr>
<td>Demonstrating a discrete skill—a brief, well-defined action that has a clear beginning and end.</td>
<td>- Graphing a quadratic equation.</td>
<td>Organized as an &quot;I can&quot; statements checklist of important elements, steps, or rules of the skill:</td>
</tr>
<tr>
<td></td>
<td>- Shooting a free throw.</td>
<td>- I can change a passive sentence into an active sentence by</td>
</tr>
<tr>
<td></td>
<td>- Forming a contraction.</td>
<td>- Turning the object of the passive sentence into the &quot;act,&quot; or the subject, of the active sentence.</td>
</tr>
<tr>
<td></td>
<td>- Changing a sentence from passive to active voice.</td>
<td>- Removing the &quot;to be&quot; form, &quot;en,&quot; or &quot;ed&quot; from the passive verb to make it an active verb.</td>
</tr>
<tr>
<td></td>
<td>- Measuring the circumference of a circle.</td>
<td>- Turning the subject of the passive sentence into the direct object of the active sentence.</td>
</tr>
<tr>
<td></td>
<td>- Tying my shoe.</td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 Tailoring the Criteria for Success to the Performance of Understanding (continued)

<table>
<thead>
<tr>
<th>If the performance of understanding involves...</th>
<th>Examples</th>
<th>Then useful criteria for success might be...</th>
</tr>
</thead>
</table>
| Creating a complex product or demonstrating a complex process. | • Writing a descriptive paragraph.  
• Participating in a debate.  
• Creating a PowerPoint presentation.  
• Planting a terrarium.  
• Outlining a book chapter.  
• Demonstrating how to call 911.  
• Giving an informative speech.  
• Writing a piece of fan fiction.  
• Writing a letter to my state congressperson. | Organized as a rubric:  
I can [write a piece of fan fiction, plant a terrarium] according to the descriptions in the rubric.  

Embodied in examples of good work:  
I can [write a descriptive paragraph, create a PowerPoint presentation] that is as good as this one because...  

Demonstrated through expert modeling of the process:  
I can [give an informative speech, call 911] just as well as [modeler of process] did because... |

| Using critical, creative, or self-regulatory reasoning processes and thinking skills to maximize the quality of a performance or product. | • Classifying the eight planets in an original way.  
• Describing the similarities and differences between prose and poetry.  
• Writing an essay that argues for wind power over fossil fuels.  
• Identifying the general pattern of a song and then finding songs that share that pattern. | Organized as guiding questions for the reasoning process:  
I can use my best thinking to classify the planets by asking myself these questions:  
• Can I identify the things I am going to classify?  
• Can I name something important that these things have in common and use it to create a category?  
• Can I state the rule that describes what the things in this group have in common? |
How Learning Targets Affect Students

When learning targets are used, students are better able to:

- Compare where they are to where they need to go
- Set specific goal for what they will accomplish
- Take ownership for their learning
**How Learning Targets Affect Teachers**

Learning targets allow teachers the opportunity to:

- **Plan and Implement Effective Instruction**
- **Describe exactly what students will learn, how they will learn it and what they will do to demonstrate their learning**
- **Establish teacher “look fors” to guide instructional decisions**
- **Observe student progress to scaffold and increase understanding**
HOW LEARNING TARGETS AFFECT ADMINISTRATORS

WHEN LEARNING TARGETS ARE USED, PRINCIPALS ARE BETTER ABLE TO...

● RECOGNIZE WHAT DOES AND DOES NOT WORK TO PROMOTE LEARNING AND ACHIEVEMENT

● PROVIDE TARGETED FEEDBACK TO INDIVIDUAL TEACHERS OR GROUPS OF TEACHERS
All students will graduate prepared and ready for college or career.
All students will graduate prepared and ready for college or career.
Fact or FIB

STUDENT LEARNING TARGETS MAKE IT POSSIBLE FOR STUDENTS TO ASSESS THE QUALITY OF THEIR OWN LEARNING.
Fact or FIB

STUDENT LEARNING TARGETS SHOULD BE MADE MORE RIGOROUS EACH WEEK AS STUDENTS BEGIN TO BETTER UNDERSTAND THE TOPIC.
IT IS IMPORTANT FOR STUDENTS TO KNOW THE PURPOSE OF EACH LESSON.
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think you <strong>KNOW</strong> about slavery?</td>
<td>What do you <strong>WANT</strong> to know about slavery?</td>
<td>What did you <strong>LEARN</strong> about slavery?</td>
</tr>
</tbody>
</table>
INFOGRAPHIC GALLERY WALK

All students will graduate prepared and ready for college or career.