How Do We Write Learning Targets to Assess Students?

(Slides)

Sarah Schuhl

Solution Tree

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

- What has been my experience writing and using learning targets?
- So what?
  - Do I know what the research says?
  - Have I learned?
  - Do I feel?
- Now what do I hope to learn in this session?

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Session Learning Targets

- 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!

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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
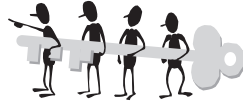- **Attained:** what they actually learn

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."

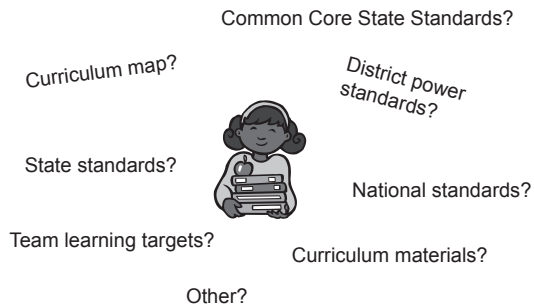—DuFour, DuFour, Eaker, & Many, 2010, p. 63

Keys to Quality Classroom Assessment

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

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

What Guides Your Teaching?

Common Core State Standards?

Curriculum map?

District power standards?

State standards?

National standards?

Team learning targets?

Curriculum materials?

Other?

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

Is the Standard *Essential* ?

■ Does it have endurance?

■ Does it have leverage?

■ Does it develop student readiness for the next level of learning?

(Reeves, 2002)

Type of Targets

■ Knowledge
  • Know and understand subject matter content.
■ Reasoning
  • Use and apply knowledge in novel situations.
■ Skills
  • Performances must be observed.
■ Products
  • Tangible products show learning.

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

Knowledge Targets

■ Verbs: explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize

■ Examples
  ■ I can identify special quadrilaterals.
  ■ I can label parts of a cell.
  ■ I can use correct punctuation in a sentence.

Reasoning Targets

- Verbs: analyze, compare–contrast, synthesize, classify, infer–deduce, evaluate

- Examples
  - I can compare forms of government.
  - I can analyze health information.
  - I can write a persuasive essay.

Skill Targets

- Verbs: observe, focus attention, listen, perform, do , question, work, read, speak, assemble, operate, use, measure, model, explore

- Examples
  - I can measure the length of an object.
  - I can introduce myself in Spanish.
  - I can use a scalpel to dissect a frog.

Product Targets

- Verbs: design, produce, create, develop, make, write, draw, represent, display, model, construct

- Examples
  - I can create a model of the solar system.
  - I can write a research report.
  - I can create a personal fitness plan.
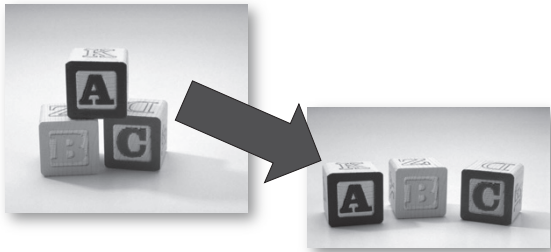
Activity: Target Type?

1. Look at list of learning targets.

2. Identify the type of target listed.

3. Write your own learning targets.
   Write at least one target for each type.

Unwrapping a Standard Activity

## Unwrap a Standard and Write Learning Targets

- Choose one standard from the list provided.
- Unwrap the standard by underlining the concepts (nouns) and circling the skills (verbs).
- List the concepts and content and skills in a chart.
- Write the learning targets as I can statements and identify the type of targets written.

Track Your Progress

- What new knowledge do you have related to writing student learning targets?

- What questions do you still have?
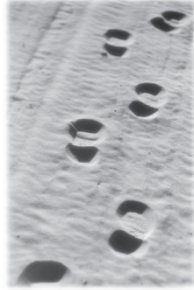
Assessment Methods

- Selected response
  - One correct answer
- Extended-written response
  - Short answer to essay—original written answer
- Performance assessment
  - Performance or product
- Personal communication
  - Interview, oral exam, discussion

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

Activity: Methods of Assessment

- Identify benefits and challenges for each method of assessment as a common assessment.
- Identify which targets are best assessed by each assessment method.

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?

Does the Assessment Method Match the Learning Targets?

| Assessment Methods	Target Type
- Selected response	- Knowledge
- Extended-written response	- Reasoning
- Performance assessment	- Skill
- Personal communication	- Product

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?

Track Your Progress

- What new knowledge do you have related to creating and writing tests using learning targets?

- What questions do you still have?
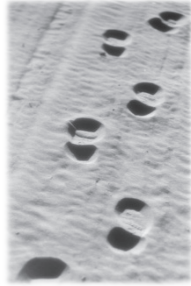
Students and Learning Targets

- 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.
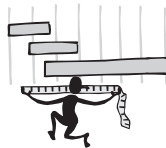
Session Learning Targets

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Reflection

Learning Targets

Use *Here's What? So What! Now What!* sheet.

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

Thank You!

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