

Learning Targets and Criteria for Success.

How to create them and know they are of quality.

Learning Targets

The process of learning shouldn't be a mystery for students. Learning targets – student friendly goals beginning with the stem “ I can” – provide learners with concrete statements that they can understand and work toward. Unlike what educators commonly refer to as “objectives”, learning targets are shared with students, posted in the classroom, and tracked carefully by students and teachers during the process of learning. Rather than the teacher taking on the responsibility for meeting a lesson’s objectives, learning targets transfer the ownership from the teacher to the student. The seemingly simple work of reframing objectives written for teachers to learning targets written for, and owned by, students turns assessment on its head. The student becomes the main actor in assessing and improving his or her learning.

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Learning Targets: The Foundation of Student-Engaged Assessment.

Criteria for Learning Targets

Learning targets have the following attributes. Learning targets are: **ALIGNED To THE RUBRIC**

- Standards based and rigorous
- Uses language that is students friendly and grade-appropriate
- Stated from a student’s perspective (e.g. begins with the stem “ I can....
- Measurable, using a verb that can be assessed.
- Specific, often referring to a particular context of a lesson, project, or case study
- Clear about the intended learning (rather than naming the doing / tasks e.g I can complete a worksheet)

Types of Learning Targets

Examples	Knowledge	Reasoning	Skill
Explanation	Knowledge, facts, concepts to be learned outright or retrieved using reference materials	Thinking proficiencies – using knowledge to solve a problem, make a decision, plan, etc.	Use of knowledge to perform an action. Demonstration is emphasized.
Sample Verbs	<i>Explain, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select</i>	<i>Analyze, compare, /contrast, synthesize, classify, infer, evaluate</i>	<i>Observe, listen, perform, conduct, read, speak, write, assemble, operate, use, demonstrate, measure, model, collect, dramatize</i>

Verbs to Use in Learning Targets

Learning Target Types (Stiggins, et al)	Bloom's Taxonomy (revised in 2001 by Anderson)	Sample Verbs
Knowledge- Facts, concepts to be learned outright or retrieved using reference materials.	Remembering	name, match, select, choose, order, label, list, arrange, identify, locate, define, duplicate, memorize, recognize, relate, recall, repeat... <i>Ex. I can name the main body parts of an insect.</i>
	Understanding	tell, describe, explain, discuss, express, report, restate, review, translate, paraphrase... <i>Ex. I can describe what makes an insect different from other bugs.</i>
Reasoning- Using knowledge to solved a problem, make a decision, plan, etc.	Applying	use, draw, sort, write, solve, demonstrate, infer, dramatize, employ, interpret, operate, practice, schedule... <i>Ex. I can sort insects from non-insects.</i>
	Analyzing	question, infer, test, experiment, compare, contrast, analyze, calculate, categorize, criticize, differentiate, discriminate, distinguish, examine... <i>Ex. I can examine a specimen collected during fieldwork and determine whether it is an insect.</i>
	Evaluating	argue, assess, choose, compare, defend estimate, judge, predict, rate, select, support, value, evaluate, appraise, ... <i>Ex. I can assess whether a specimen should be included in our class' insect field guide based on the following criteria...</i>
Skills- Using knowledge and reasoning to perform skillfully.	Creating	create, do, perform, read, speak, operate, model, dramatize, measure, collect, compose, construct, design, develop, formulate, manage, organize, plan, assemble, prepare, propose, arrange, write... <i>Exs. I can write an informative paragraph on insect identification for our class field guide. I can create a scientific drawing of an insect for our class field guide.</i>

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Examples of long-term and supporting learning targets

Standard	Long -term targets	Supporting targets
Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical. (4- grade physical science standard)	I can explain the many forms that energy takes	<ul style="list-style-type: none"> I can define energy I can describe how energy can be used or stored I can list the energy sources that exist on Earth I can identify forms of energy in my daily life I can explain and give examples of the difference between renewable and nonrenewable energy
	I can explain the science of electricity	<ul style="list-style-type: none"> I can explain how electrons move to create energy I can describe the energy transformation that takes place in electrical circuits where light, heat, and magnetic effects are produced I can create a complete electrical circuit without trial and error

Note-Catcher

Questions	Confirmations	Aha's