

LEARNING TARGETS

EFFECT SIZE: 0.75 | TEACHER CLARITY

EXPECTATION

- Provide clear, daily learning targets for students based on yesterday's learning and created for tomorrow's intentions
- Share learning targets with students daily and use them as part of instruction
- Share rubrics, exemplars, models before independent work
- Assess to identify who needs further support

RESOURCES

Use the following table and sentence stems to formulate learning targets.

EXPLANATION

Learning targets require that the teacher knows what students need to learn, communicates those expectations to students, conveys the success criteria for students, and presents lessons in a coherent way. Teachers attend to the learning targets and success criteria as a means to map students' future learning and students know exactly how to demonstrate their new learning.

The purpose of learning targets is to allow students to be able to finish these sentence stems:

- We are learning to... [target derived from standards and describes skills and knowledge]
- We will show we can do this by... [learning experience, performance of understanding]
- To know how well we are learning this, we will look for... [success criteria]
- It is important to learn this (or be able to do this) because... [relevance]

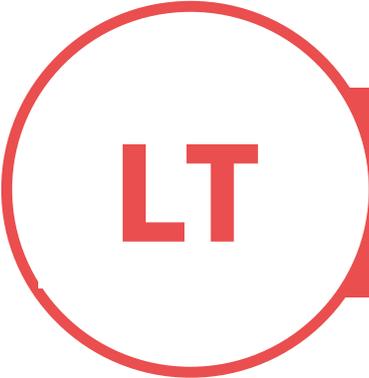
Teachers ensure clarity in instruction by providing the following:

- A student-friendly standards-based learning target
- Explicit success criteria (e.g. rubrics, exemplars, and models) to demonstrate mastery
- Reminders of the learning target at each transition point throughout the lesson
- A final assessment of student learning in relation to the success criteria (e.g. rubric, student self-assessment, exit ticket, checklist, performance task, daily work sample)
- Learning experiences and instruction that strategically embed the instructional priorities

When students self-assess regularly, track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.

Stiggins & Chappuis 2010

	What is it?	Questions to ask yourself as you write these each day	Examples
Learning Target (Today We Will...) <i>Students recognizing what is important to learn</i>	Learning Just for the day- Based on yesterday, connected to tomorrow	<ul style="list-style-type: none"> What is most important that students learn for this lesson? What vocabulary do they need to know? 	Today we will read an informational piece about George Washington to learn about his life. <i>Today we will identify the patterns of tens and even numbers on a hundreds board.</i>
Performance of Understanding (So I Can...) <i>Students understanding how they will be expected to demonstrate their learning</i>	Activity What the students- Do, Make, Say, or Write	<ul style="list-style-type: none"> What activity will best show students learned the concept? Is it best for them to it alone, in pairs, or in a small group? 	So I can write a summary that includes important details from his life that influenced American history. <i>So I can count quickly, accurately and write my numbers 1-120</i>
Success Criteria (I'll Know I Have It When) <i>Students being clear about how they know when they have learned what they needed to for the lesson</i>	Self-Reflecting Students know ACTIVITY (PofU) was completed accurately <ul style="list-style-type: none"> Can also be a product/work sample that they compare their own to Can be bullets of things to be included in work sample 	<ul style="list-style-type: none"> What do I want them to be able to do in the end? What does it look like? What are the steps to get there and what is most important today? <ul style="list-style-type: none"> Think with the end in mind 	My summary has: <ul style="list-style-type: none"> A topic sentence 3 reasons supported from the text A conclusion <i>My hundreds board starts at 1 and ends at 120 and there are no empty spaces. My tens will be colored in red and my even numbers will be underlined.</i>



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An efficient and effect way to plan for teacher clarity is within an IPLC. Each of the 4 questions of an IPLC is answered as teachers engage in work around Teacher Clarity. The figure below provides an overview of how teacher clarity is linked within an IPLC.

IPLC Question	What is it we expect our students to learn?	How will we know if they have learned it?	How will we respond when some students do not learn/learn?
Teacher Clarity Component(s)	<p>Teachers analyze standards to determine what students need to know and sequence learning such that it is logical and allows for both content and language development. Key components include:</p> <ul style="list-style-type: none"> Identify concepts & skills Sequence learning progressions Identify learning intentions Include language expectations Determine the relevance of the learning 	<p>Teachers are focused on how they will know if students are successful in learning. This requires that teachers first identify what success looks like, and identify summative assessment tools that can be used to determine mastery of the standard. Key components include:</p> <ul style="list-style-type: none"> Craft success criteria Establish mastery of standards 	<p>Teachers must identify monitoring tools that can be used to adjust instruction and provide supplemental support for students. In addition, teachers need to create meaningful learning experiences for students to help them practice new skills. Key components include:</p> <ul style="list-style-type: none"> Design assessment Create meaningful learning experiences

Adapted from Fisher & Frey, Teacher Clarity Playbook, 2019

Unpacking the Standard

Once a teacher team has determined the essential standards, it’s time to drill down deeper into all of the component parts that provide the underpinning for a standard. This can be time consuming and for this process we recommend that teams first complete the [Teaching and Learning Chart](https://bit.ly/TandLmatrix) (bit.ly/TandLmatrix). Beyond rewording the standard into teacher-friendly, student-friendly language, teachers need to tightly align these standards with their curriculum, instruction and assessment. This process can be called unpacking, unwrapping, deconstructing. All of these approaches have one end in mind: to make the process of using standards more manageable and to ensure that teachers understand and interpret the standards in the same way and then identify and describe everything students must know and be able to do. Once a standard has been unpacked into a number of learning targets, teachers can build their assessments at the target level, rather than attempting to assess an entire standard.

Learning Progressions

Without the knowledge and learning progressions that are developed through unpacking standards, it becomes nearly impossible to administer formative assessments throughout an instructional unit. If formative assessments are administered more frequently at the end of daily lessons to gauge student understanding of a specific learning progression, it paints a very clear picture of student understanding.



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ALL THINGS ASSESSMENT



EL EDUCATION RESOURCE