



MODULE 2

CLEAR LEARNING TARGETS

MODULE 2 LEARNING TARGETS:

- Understand the benefits of clear learning targets.
- Know how to ensure learning targets are clear to the teacher.
- Know how to make learning targets clear to students.



Reference Information

Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: Doing it right—using it well* (2nd edition)
- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:

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|--|--|
|  | This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). <i>Classroom assessment for student learning</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education. |
|  | This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). <i>Seven strategies of assessment for learning</i> . Upper Saddle River, NJ: Pearson Education. |

List of references:

Module 2 Facilitation Guide: Section I, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section I, Activity 3

Sharing Learning Targets with Students. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 22-40). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitation Guide: Section II, Activity 1

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.

Module 2 Facilitator Answer Key: Section I, Activity 2

Types of Learning Targets. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 44-56). Upper Saddle River, NJ: Pearson Education.



MODULE 2 FACILITATION AGENDA

MODULE 2: Clear Learning Targets

TOTAL TIME: 2.5 – 3 hours

MODULE 2 LEARNING TARGETS:

- Understand the benefits of clear learning targets.
- Know how to ensure learning targets are clear to the teacher.
- Know how to make learning targets clear to students.

Section I: Confirming Our Learning

Activity 1: What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets

Purpose: The purpose of this activity is to clarify common educator misconceptions or pitfalls about learning targets by critiquing what educators and students might say. **Time: 30 minutes**

Activity 2: Critiquing Deconstructed “Standards”

Purpose: The purpose of this activity is to ensure that teachers understand how to classify learning targets—this includes how to determine the ultimate target type of a standard and its underpinning targets. **Time: 15 – 30 minutes**

Activity 3: Sharing and Ensuring Students Understand Learning Targets

Purpose: The purpose of this activity is to clarify that the key to sharing learning targets is making sure that students understand them. **Time: 15 – 30 minutes**

Section II: Confirming Our Practice

Activity 1: Assessing Our Practice of Deconstructing a Standard

Purpose: The purpose of this activity is for teachers to self-assess where they are with their ability to deconstruct standards. **Time: 30 minutes**

Activity 2: Assessing Our Practice of Creating Student-Friendly Learning Targets

Purpose: The purpose of this activity is for teachers to self-assess where they are now with their ability to create student-friendly learning targets. **Time: 30 minutes**

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Learning Targets

Purpose: The purpose of this activity is for the team to establish some specific and challenging individual or team goals around the creation and use of learning targets. **Time: 20 minutes**

Activity 2: What Comes Next in Our Learning?

Purpose: The purpose of this activity is to preview what comes next in the learning and prepare for the completion of Module 3: Collecting and Documenting Evidence of Student Learning. **Time: 10 minutes**

Prior to Facilitating Discussion about Module 2: Clear Learning Targets

The following checklist can help you plan for a successful meeting(s) about Module 2: Clear Learning Targets.

READY TO GO

NEED TO DO THIS

- Ensure that all teachers have access to the *Foundations of Formative Instructional Practices* modules.
- Ensure that all teachers have completed Module 2.
- Review Module 2. This includes reviewing reflection questions and video that might be incorporated into the meeting(s).
- Review the Module 2 facilitation materials.
- Determine agenda(s) based on the available time you have to meet. You may need to adapt the provided agenda based on the time available to you.
- Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they completed Module 2. This includes the standard that they deconstructed in segment one and scaffolded into student-friendly learning targets in segment two.
- One week before the scheduled meeting(s), send copies of the agenda to colleagues.
- Make copies of resources as needed.
- Review Module 3: Collecting and Documenting Evidence of Student Learning to help you preview the module with teachers (Section III of agenda).
- Arrange internet access if you plan to refer to any pages in Module 2.

SECTION I

CONFIRMING OUR LEARNING

ACTIVITIES 1-3

This section includes three activities designed to ensure that teachers have met the learning targets of Module 2: Clear Learning Targets.

Total Section I Time: 60 – 90 minutes

Activity 1: 30 minutes

Activity 2: 15 – 30 minutes

Activity 3: 15 – 30 minutes

What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets

PURPOSE: The purpose of this activity is to clarify common misconceptions or pitfalls about clear learning targets by critiquing what educators and students might say.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets Answer Key*

Participant Resources: Handout: *What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets*

INSTRUCTIONS:

1. Review the learning targets of Module 2: Clear Learning Targets.
2. Provide each teacher a copy of the handout *What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets*.
3. Share the purpose of the activity.
4. Working in pairs, have the teachers follow the directions on the handout, deciding if what leaders, teachers, coaches, and students might say about clear learning targets is aligned to what they've learned. They must also provide a justification for their choice.
5. After the pairs have selected their answers, ask each pair to share its responses along with justification of their choices.
6. Use the *What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets Answer Key* to help facilitate the conversation as needed.

THINGS TO CONSIDER:

- All statements except number four are common misconceptions about clear learning targets.
- Remember to listen to make sure the groups support their choices with sound and sufficient reasoning.
- Because this is a blended learning experience, feel free to go back into Module 2 as needed.



FIP TIPS

Share the learning targets, and remember, the power of sharing them is realized when learners understand them.

Provide effective feedback.



As you use the provided resource, be sure that the feedback you provide:

- *Directs attention to the intended learning.* Point out strengths in their justifications and offer specific information to guide them as needed.
- *Occurs during this activity.*
- *Addresses partial understanding.* If a pair's answer is not on track at all, you may suggest that it revisit Module 2 for clarity.
- *Does not do the thinking for the teachers.*
- *Is limited to what teachers can handle at this point in their learning.* Most have only completed Modules 1 and 2.

Critiquing Deconstructed “Standards”

PURPOSE: The purpose of this activity is to ensure that teachers understand how to classify learning targets. Classifying learning targets includes determining the ultimate target type of a standard and its underpinning targets.

WHAT YOU’LL NEED

Facilitator Resources: Handout: *Critiquing Deconstructed “Standards” Answer Key*

Participant Resources: Handout: *Critiquing Deconstructed “Standards”*

INSTRUCTIONS:

1. Let teachers know that Activity 2 addresses the second learning target of Module 2: *Know how to ensure learning targets are clear to the teacher.* This is why the deconstruction process is so important.
2. Provide each teacher a copy of the handout *Critiquing Deconstructed “Standards.”*
3. Share the purpose of the activity.
4. Working in pairs, have the teachers follow the directions on the handout, critiquing the cards and discussing their insights with each other.
5. Use the *Critiquing Deconstructed “Standards” Answer Key* to help facilitate a follow-up conversation as needed.

THINGS TO CONSIDER:

- As indicated on the answer key, card A is an example of strong work, and card B is an example of weak work.
- For teachers having difficulty classifying types of learning targets, review the definitions.



- **KNOWLEDGE TARGETS** represent the factual information, procedural knowledge, and conceptual understandings that underpin a standard.
 - **REASONING TARGETS** specify thought processes students are to learn to do well within a range of subjects—solve problems, make inferences, draw conclusions, and form judgments.
 - **SKILL TARGETS** are those where a demonstration or physical skill-based performance is the heart of the learning.
 - **PRODUCT TARGETS** describe learning in terms of artifacts where creation of a product is the focus of the learning target. With product targets, the specifications for quality of the product itself are the focus of teaching and assessment.
- Because this is a blended learning experience, feel free to go back into Module 2 as needed.



FIP TIPS

Remind teachers one of the reasons we deconstruct standards is to clarify our own understanding of the intended learning.

Use examples of strong and weak work to clarify the learning targets. The “cards” of this activity serve this purpose.

Sharing and Ensuring Students Understand Learning Targets

PURPOSE: The purpose of this activity is to clarify that the key to sharing learning targets is to ensure that students understand them.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *Sharing and Ensuring Students Understand Learning Targets*
Answer Key

Participant Resources: Handout: *Sharing and Ensuring Students Understand Learning Targets*

INSTRUCTIONS:

1. Let teachers know that Activity 3 addresses the third learning target of Module 2: Know how to make sure learning targets are clear to students.
2. Provide each teacher a copy of the handout *Sharing and Ensuring Students Understand Learning Targets*.
3. Share the purpose of the activity.
4. Working in pairs, have the teachers follow the directions on the handout. Teachers will pick a partner, read two of the following scenarios each, and prepare to discuss the following with their partners:
 - How does the teacher or team ensure that students understand the learning targets?
 - Could any of the scenarios work in your classroom? Which one(s)? How?
5. Use the *Sharing and Ensuring Students Understand Learning Targets Answer Key* to help facilitate follow-up conversations as needed.

THINGS TO CONSIDER:

- The four scenarios are just a few examples of teachers ensuring that learning targets are clear to their students. Have teachers brainstorm other ideas.
- Considering the FIP Tips to the right, have a conversation about how to make their learning targets student-friendly (if time permits).
- Because this is a blended learning experience, feel free to go back into Module 2 as needed.



FIP TIPS



Remind them that we learned three options for sharing learning targets with students from classroom assessment expert Jan Chappuis:

1. State the learning target in its original form.
2. Create a student-friendly version of the learning target and then share it.
3. Create a student-friendly rubric by:
 - Converting a teacher version of a rubric you have.
 - Creating a rubric with your students that helps to clarify the learning target.
 - In either case, the student-friendly targets are the descriptors of the rubric.

SECTION II

CONFIRMING OUR PRACTICE

ACTIVITIES 1-2

This section includes two activities designed to facilitate reflection and discussion about teacher practice related to clear learning targets.

Total Section II Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Assessing Our Practice of Deconstructing a Standard

PURPOSE: The purpose of this activity is for teachers to self-assess where they are now with their own ability to deconstruct standards.

WHAT YOU'LL NEED

Participant Resources: Handout: *Checklist for Deconstructing Standards*

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Checklist for Deconstructing Standards* and share the purpose of the activity.
2. Working on their own first, have the teachers check their own work of deconstructing standards using the deconstructing work they completed in segment one on page 36.
3. After teachers have critiqued their own work using the checklist, have them pair up with a colleague to critique each other using the checklist. (Pair teachers of like grades and subjects if possible.)
 - If teachers of the same grade/subject, do you have common expectations of what students should know and be able to do based on how you deconstructed standards?
 - If working in vertical teams, are there any surprises from one grade to the next?
4. Ask teachers how comfortable they are with their ability to deconstruct standards. For teachers who teach more than one subject, ask about their comfort level in different subjects.




FIP TIPS

Revisit the learning targets, especially if you are working through Section II at a separate time than Section I.

Have learners self-assess and peer-assess.

Critiquing your own work first is important. Too often learners pair up to engage in peer assessment/feedback before examining their own work first.

SHARE THESE DECONSTRUCTION TIPS WITH TEACHERS:

-  As teachers, we deconstruct so we have a collective understanding of the potential knowledge, reasoning, skill, and product targets that underpin a standard. We “break the standards down” so we can purposely “build them up again” to create logical progressions for student learning. Through this process, we help even the youngest learners see the connections between and among standards.
- When you deconstruct standards, keep in mind the following:
 - For the first couple of standards you deconstruct, fill out the template as shown in the deconstruction example in Module 2.
 - Eventually, you may not need to fill out the entire template as you work through this process. For example, you might go through the process of identifying the ultimate target type of a standard and its underpinning targets; then, Steps C and D on the template can occur as rich dialogue with colleagues.

Assessing Our Practice of Creating Student-Friendly Learning Targets

PURPOSE: The purpose of this activity is for teachers to self-assess where they are now with their own ability to create student-friendly learning targets.

WHAT YOU'LL NEED

Participant Resources: Handout: *Checklist for Creating Student-Friendly Learning Targets*

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Checklist for Creating Student-Friendly Learning Targets* and share the purpose of the activity.
2. Working on their own first, have the teachers check their own work of creating student-friendly learning targets using the work they completed in segment two on page 49.
3. After teachers have critiqued their own work using the checklist, have them pair up with a colleague to critique each other using the checklist. (Pair teachers of like grades and subjects if possible.)
 - If teachers of the same grade/subject, compare and contrast how you converted the language (if necessary) and how you organized the learning progression.
 - If working in vertical teams, are there any surprises from one grade to the next?
4. Ask teachers how comfortable they are with their ability to create student-friendly learning targets and organize them into a logical progression for learning (i.e., laying the base, mastering the standard, going beyond).

Remember: If at all possible, teachers should plan for all three levels (laying the base, mastering the standard, and going beyond). Why?

- Determine “Mastering the Standard” targets first. This will give the team clarity around what exactly students should know and be able to do with the standard, at the grade level.
- “Laying the Base” targets are important because they force us to consider where the mastery learning springs from. If our students are struggling with mastering the standard, how far back should we go? How can we meet students where they are in order to move their learning forward?
- In the same spirit, “Going Beyond” learning targets are important because they encourage us to know and plan for where the learning goes next. This is especially important for students already mastering the standard.



FIP TIP

Have learners self-assess and peer-assess. Notice how having a tool like a checklist supports both self- and peer-assessment.

NOTE:

There are learning paths that provide teachers with additional instruction and practice in deconstructing standards, classifying and creating clear learning targets, and organizing targets into a logical progression for learning in various grades and subject areas:

- Creating Clear Learning Targets in ELA
- Creating Clear Learning Targets in Math
- Creating Clear Learning Targets in Social Studies
- Creating Clear Learning Targets in Science

SECTION III

CONFIRMING OUR COMMITMENT

ACTIVITIES 1-2

This section includes two activities designed to help teachers set goals and take action based on what they've learned about clear learning targets.

Total Section III Time: 30 minutes

Activity 1: 20 minutes

Activity 2: 10 minutes

Setting Goals for Learning Targets

PURPOSE: The purpose of this activity is for the team to establish some specific and challenging individual or team goals around the creation and use of learning targets.

WHAT YOU'LL NEED

Participant Resources: Handout: *Setting Goals for Learning Targets*

INSTRUCTIONS:

1. Provide and ask teachers to complete the *Setting Goals for Learning Targets* handout.
2. Ask teachers to share their goals with the group.



FIP TIP

Have teachers set specific and challenging goals.

What Comes Next in Our Learning?

PURPOSE: The purpose of the activity is to preview what comes next in our learning and prepare for the completion of Module 3: Collecting and Documenting Evidence of Student Learning.

WHAT YOU'LL NEED

Participant Resources: Handout: *Module 3: Collecting and Documenting Evidence of Student Learning Preview*

INSTRUCTIONS:

3. Provide team members with the *Module 3: Collecting and Documenting Evidence of Student Learning Preview*. Review as a team.
4. Pose the following questions to the group:
 - *How can learning more about designing accurate assessments better support student learning?*
 - *How confident are we that the assessments we use, both formally and informally, provide accurate information about student learning?*
5. Establish a commitment to proceed with further learning by completing Module 3. Make this doable by agreeing on a reasonable timeline. (Keep in mind that your team may choose to take the additional modules for how to create clear learning targets specifically in ELA, mathematics, science, and social studies.)
6. Invite any closing remarks. Recognize the good work they have done and your eagerness to continue with them on this journey.



FIP TIP

Share what comes next in the learning. By previewing Module 3, participants have the opportunity to begin to understand the learning targets that come next.



MODULE 2

FACILITATOR ANSWER KEYS



What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets

DIRECTIONS: With a partner, read what some leaders, teachers, and students might say about clear learning targets. Based on what you've learned so far, do you agree or disagree that the statement aligns with formative instructional practices? Be prepared to defend your choice. Feel free to return to Module 2 as needed.

1. A leader might say: "When it comes to learning targets, the most important thing for me is to ensure that all teachers are posting them in their classrooms."

- Agree
 Disagree

Defend your choice.

The power of clear learning targets on the learning process goes much deeper than simply posting a learning target on the wall for students to see. Making the learning target physically visible is a great start. However, the power of the target is when the teacher and student have a shared understanding of exactly what the learning is and what it looks like at varying levels of quality.

2. A student might say: "Learning targets are what I should know and be able to do."

- Agree
 Disagree

Defend your choice.

Learning targets are the statements of the intended learning. They are what students learn—the end goal. The activities are what they do to meet them. The activities are the means to the end.

3. A coach might say: "As we work in our learning teams, our ultimate goal is to ensure that all learning targets are crafted as "I can" statements."

- Agree
 Disagree

Defend your choice.

Although many educators begin learning targets with the "I can" stem, there are many ways to craft learning targets. For example, other stems, such as "I know" or "We are learning to" can work. A learning target is sometimes one concise statement. It could also be longer, be embedded in a rubric, or contain graphics... whatever it takes to make the learning clear to students.



4. A leader might say: “I know that it takes time to create learning targets; however, it is only the teachers who can align learning targets to standards and put them into student-friendly language for the students who need to learn them.”

- Agree
 Disagree

Defend your choice.

Educators must be the ultimate experts of any tool or resource used with students, and learning targets are no exception. Only assessment-literate teachers can create and/or adapt targets to ensure that the wording meets the requirement of the standards and the needs of the students who are working to master or meet them. Moreover, it is the creation of targets where educators reflect on how to best make the learning clear for all students.

5. A teacher might say: “Since my targets are organized as a list, I will be able to check them off as I teach them.”

- Agree
 Disagree

Defend your choice.

The last thing we want to do is view learning targets as a list of things to “cover” and check off. It is critical that learning targets be organized into a logical progression for learning and grouped appropriately to provide a meaningful learning experience for students. Yes, we can still isolate learning targets when providing explicit success and intervention feedback, but students need to see the connections between and among the learning targets.

6. A teacher might say: “If I share the learning target by stating it at the start of instruction, that should be enough.”

- Agree
 Disagree

Defend your choice.

An important part of creating a target-rich learning environment—instead of an environment that places the focus on activity—is to keep the learning target(s) front and center throughout the entire learning process. Simply sharing the learning target at the start of instruction is not enough. We need to ensure students understand the learning targets and why the learning is important.



Critiquing Deconstructed “Standards”

DIRECTIONS: Two of your colleagues are teaching students how to drive. In order to prepare for instruction, they each deconstructed the standard, “Drive a car with skill.”

Choose a partner, and complete the following steps:

- Partner A: Critique Card A.
- Partner B: Critique Card B.
- Be prepared to share your critique with your partner.
- Feel free to return to Module 2 as needed.

CARD A

STANDARD: Drive a car with skill. **ULTIMATE TARGET TYPE:** Skill Target

UNDERPINNING TARGETS:

| CASL 2e | KNOWLEDGE | REASONING | SKILL | PRODUCT |
|---------|--|---|---|---------|
| | <ul style="list-style-type: none"> - Know the laws - Understand informal rules of the road - Know how to read signs and understand them | <ul style="list-style-type: none"> - Analyze road conditions - Analyze vehicle performance - Analyze other drivers’ actions - Evaluate options...safety | <ul style="list-style-type: none"> - Steering; shifting - Parallel parking - Parking; signaling, etc. - Fluidity in actions | None |

CARD A

EXAMPLE OF STRONG WORK

- The ultimate target is a skill target because physically demonstrating the ability to drive the car is the heart of the learning.
- The underpinning targets are classified appropriately.

CARD B

STANDARD: Drive a car with skill. **ULTIMATE TARGET TYPE:** Reasoning Target

UNDERPINNING TARGETS:

| CASL 2e | KNOWLEDGE | REASONING | SKILL | PRODUCT |
|---------|---|--|-------|---------|
| | <ul style="list-style-type: none"> - Know the laws - Steering; shifting - Parking - Know how to read road signs | <ul style="list-style-type: none"> - Consider road conditions - Understand road signs - Analyze other drivers’ actions - Evaluate options...safety | None | None |

CARD B

EXAMPLE OF WEAK WORK

- The ultimate target is a skill target because physically demonstrating the ability to drive the car is the heart of the learning.
- The underpinning targets are not classified appropriately.



Sharing and Ensuring Students Understand Learning Targets

DIRECTIONS: Pick a partner and read two of the scenarios each. Discuss the following with your partner:

- How does the teacher or team ensure that students understand the learning targets?
- Could any of the scenarios work in your classroom? Which one(s)? How?

Scenario 1: *Mr. Quinn's Pretest*

In Mr. Quinn's classroom the learning targets are posted on the bulletin board. He starts each week by pointing to the chart of targets and reminding students which specific targets they are currently working to master.

As he begins a new unit of instruction, Mr. Quinn creates a pretest that lists the learning targets at the start of each section of the assessment. In other words, the pretest is organized so that each learning target is the header to a section of questions; that way, the students always know how the assessment questions are aligned to the learning targets.

Mr. Quinn uses this pretest to gather data by individual student for EACH target on the assessment. He uses this information to differentiate the process, products, and content throughout the unit of instruction.

Students in his classroom maintain a portfolio with a list of learning targets—a mirror image of the learning targets posted on Mr. Quinn's bulletin board. Students keep their pretest results in their portfolios and gather evidence that they are mastering the targets and are ready for the summative assessment.

How does Mr. Quinn ensure that students understand the learning targets?

- Mr. Quinn physically posts the targets in the room and orally reminds students which targets they are working to master.
- Mr. Quinn puts the learning targets on pretests as section headers so students see what the targets look like in the form of problems and questions.
- Mr. Quinn individualizes learning based on students' understanding of the learning targets.
- Mr. Quinn's students keep a portfolio where they gather evidence and track their learning/progress of the learning targets.

Scenario 2: *Monday Math Quizzes*

A team of Grade 7 math teachers has agreed to give a quick five-point quiz every Monday. The quiz is aligned to the learning targets for that week of study. At the end of the day, the team gathers to sort all of the student quizzes from their various class periods into three piles:

1. Students who clearly don't understand the majority of the learning targets.
2. Students who clearly do understand the majority of the learning targets.
3. It remains unclear if students understand the targets or not.

At this point, team members select one of the piles and create a series of learning activities or experiences to support the learners represented in the pile.



On Tuesday, teachers reenter their classroom with three differentiated options in their hands, and students embark on the activities they are to accomplish that week relative to their learning needs.

In this scenario, teachers remain in their individual classrooms, monitoring all three groups at once.

Variation: In some cases, if schedules align, students move to different classrooms for the week based on their learning needs.

The teachers move about their rooms throughout the week, monitoring student changes in learning with a (+) for targets mastered, a (-) for targets not mastered, and a (?) if evidence is inconsistent. The team touches base quickly at the end of each day for a quick brainstorming session to help the learners in their room who are not mastering the learning targets prior to Friday's summative assessment.

How does the Grade 7 math team ensure that students understand the learning targets?

- The team gives a quick assessment each Monday to determine where students are with the learning targets and sort their students into three groups—those who clearly don't understand the learning targets, those who clearly do understand the learning targets, and those where more evidence is needed to know.
- The team differentiates instruction based on the three groups, each teacher taking responsibility for preparing materials for one of the groups.
- Throughout the week, the teachers monitor student changes in learning.

Scenario 3: *Ms. Kennedy's Writing Lesson*

Every Monday, Ms. Kennedy poses a writing prompt to her students. Together, Ms. Kennedy and her students review the prompt as well as the rubric that clarifies all of the criteria needed to produce a high-quality piece of writing.

However, even before her students begin brainstorming their own topics, Ms. Kennedy shares anonymous examples from students who wrote on the same prompt. She is purposeful in choosing examples of both strong and weak work. This way, when students review the anonymous examples using the rubric, they are able to determine what qualities make the example strong or weak work.

If it is a new prompt, Ms. Kennedy usually opts to write on the topic herself and let her students critique her work. She has found that students love to critique the work of their teacher!

After students write their first drafts, Ms. Kennedy's students critique their own papers using the rubric. Using the rubric categories, students identify the feedback they need from Ms. Kennedy to improve their writing. Around the room, Ms. Kennedy hangs sign-up sheets for each category of the rubric. Students sign up for a conference with Ms. Kennedy based on the feedback they need. By using this process, students can conference with Ms. Kennedy about one aspect of quality at a time, and she only gives feedback about the category of the student's choosing. Because the rubric brings clarity to the learning, Ms. Kennedy is able to easily provide descriptive feedback to her students.

How does Ms. Kennedy ensure that students understand the learning targets?

- Ms. Kennedy shares the writing rubric with her students, clarifying all of the criteria to produce a high-quality piece of writing.
- Ms. Kennedy shares anonymous examples of strong and weak work to review with the rubric, allowing students to determine what qualities make the examples strong or weak work.
- Ms. Kennedy often shares her own writing for her students to critique.
- Ms. Kennedy has students critique their own drafts against the rubric and determine which aspect of quality they would like to conference on with her.