◎ MODULE 2

PARTICIPANT HANDOUTS

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:

CASL 2e

This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

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This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). *Seven strategies of assessment for learning.* Upper Saddle River, NJ: Pearson Education.

List of references:

Module 2 Participant Handout: 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 Participant Handout: 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 Participant Handout: Section II, Activity 1
Deconstructing Standards. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 60-68). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section II, 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 Participant Handout: Section III, Activity 1
Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 2 Participant Handout: Section III, Activity 1
Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

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.

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

☐ Agree

☐ Disagree

Defend your choice.

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.

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.

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.

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.

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:

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KNOWLEDGE	REASONING	SKILL	PRODUCT
- Know the laws	- Analyze road conditions	- Steering; shifting	None
- Understand informal rules of the road	- Analyze vehicle performance	- Parallel parking	
- Know how to read signs and understand them	- Analyze other drivers' actions	- Parking; signaling, etc.	
	- Evaluate options… safety	- Fluidity in actions	

CARD B

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

UNDERPINNING TARGETS:

CASL 2e

KNOWLEDGE	REASONING	SKILL	PRODUCT
- Know the laws	- Consider road conditions	None	None
- Steering; shifting	- Understand road signs		
- Parking	- Analyze other drivers' actions		
- Know how to read road signs	- Evaluate options… safety		

Sharing and Ensuring Students Understand Learning Targets

DIRECTIONS: Pick a partner, and read two 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?**

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?

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?

Checklist for Deconstructing Standards

DIRECTIONS: Use the following checklist to critique standard deconstructions.

☐ **CASL 2e** I have determined the ultimate target type(s) of the standard. This means I have classified the standard as being a knowledge, reasoning, skill, or product standard. (Remember that a few of the standards have more than one ultimate type of intended learning.)

☐ **CASL 2e** I have determined the underpinning targets of the standard. This means I have determined any knowledge, reasoning, skill, or product targets that underpin or define this standard. (These targets are the "mastering the standard" targets.)

☐ **CASL 2e** I have defined any academic or domain language of the standard that needs clarification. This means I have listed and defined any academic or domain language that may be new or difficult for my students.

☐ I have reviewed the learning that comes before this standard. This means I have determined some key targets that "lay the base" for the standard. This also means I have determined the key foundational learning needed to master the standard. These targets are determined by:

- Reviewing the related intended learning of previous grade or course
- Revisiting targets from earlier in the year
- Considering a lower cognitive demand of the standard
- Using my own professional judgment
- Or, using any combination of the above strategies

☐ I have reviewed the learning that comes after this standard. This means I have determined some key targets that "go beyond" the standard. This also means I have determined how to stretch the learning for students who have mastered or met the standard. These targets are determined by:

- Reviewing the related intended learning of a future grade or course
- Going deeper with content
- Considering a higher cognitive demand of the standard
- Using my own professional judgment
- Or, using any combination of the above strategies

☐ I have used my professional judgment and experience to consider other things about this standard such as common misconceptions students have, what students typically find easy or difficult when learning this standard, etc.

Checklist for Creating Student-Friendly Learning Targets

DIRECTIONS: Use the following checklist to critique student-friendly learning targets that are organized into a logical progression for learning.

When deconstructing, you made sure that the targets align to the standards. Now it is time to align the targets to the students. When converting deconstructed standards into student-friendly learning targets, the age of students matter as well as the individual students who make up any class, K–12. Remember, the intent is to share learning targets so students can master or meet them. As teachers, you do your best to strike a balance between being student-friendly enough, being concise, and using appropriate academic or domain language. It is important to always maintain the intent and rigor of the target itself.

☐ I have converted the deconstructed learning targets into student-friendly language as needed. This means I have:

- Created student-friendly versions as statements or rubrics of the Laying the Base, Mastering the Standard, and Going Beyond targets of a standard, yet maintained the intent and rigor of the targets.
- Chosen an appropriate stem dependent on the age and needs of my students.
- Used symbols and other graphic representations needed for clarity.

☐ **CASL 2e** I have made sure that the "Mastering the Standard" targets reach the cognitive demand of the standard. "Mastering the Standard" means mastering or meeting all of the knowledge, reasoning, skill, and product targets that define or underpin a standard.

☐ I have clarified any academic or domain language of the standard in my learning targets. This means I have used the targets as a way to teach my students the academic and domain language they need to be successful.

☐ I have organized the learning targets into a logical progression for learning. This means I have targets that demonstrate Laying the Base, Mastering the Standard, and Going Beyond the standard.

◉ **Consider This!**

As you proceed to create clear learning targets for your students:

- Purposely pair or group standards together. You won't often teach a standard in isolation. You will be combining deconstructed standards together in a logical learning progression.
- Spend time creating logical progressions for learning. It is time well spent. As you do, ask yourself: Where should I enter students into this learning? Remember, learning and engagement are best served by entering into higher-level thinking.
- All of the targets of a standard are not always all learned at one time. Your learning progression may include targets from several standards. Sometimes you may include a target in a progression of something coming up later as a way to "plant the seed" for future learning. Other times, you might include a target or two in a progression to purposely "spiral back" or revisit previous learning.
- Continue this important work with your colleagues. Together, you know and can do more.

Setting Goals for Learning Targets

DIRECTIONS: Write one or two specific and challenging goals you have for creating and using clear learning targets in your classroom. Feeling stuck? Check out the example.

CASL 2e

NAME: **DATE:**

Goal(s):
Current level of achievement:
Evidence:
What I/we need to learn:
Plan of action:
Support needed:
Time frame:
Evidence of achieving goal(s):

Why Clear Targets?

"Absent clear targets, students lack the information they need to self-assess, set goals, and act on the descriptive feedback they receive. Poorly defined learning expectations cause similar problems to poorly defined behavior expectations—confusion and conflict—which sets students up for failure down the road."

-Rick Stiggins, Judith A. Arter, Jan Chappuis, and Stephen Chappuis
in Classroom Assessment for Student Learning, 2nd edition, 2012

Setting Goals—Example

CASL 2e

NAME: *Maria Sanchez (and team)*   **DATE:** *September 25th*

Goal(s) or learning target(s):   *1. Deconstruct the standards for our team's next unit in English language arts. 2. Know how to deconstruct standards in social studies.*
Current level of achievement: *We feel comfortable deconstructing ELA standards, and it helps that the sample in the module was a reading standard. I am not sure what I need to use from the Model Curriculum to deconstruct content statements in social studies.*
Evidence: *In our team meeting, we successfully deconstructed a writing strand standard. We had some questions about social studies and science.*
What I/we need to learn: *We need to learn how to deconstruct ELA standards in a timely manner. We also need to learn how to navigate and utilize the Model Curriculum in social studies.*
Plan of action: *Each of my team members is going to deconstruct two ELA standards. Then we are going to share and give each other feedback and refine the targets after we use them with our students. We are also going to complete the Creating Clear Learning Targets in Social Studies module. Within this module, we are going to focus on the middle school segment.*
Support needed: *We need the Model Curriculum in ELA and social studies as well as the formative instructional practices modules. We might even reference the Creating Clear Learning Targets in ELA module to check out all of the samples. And, of course, we need each other!*
Time frame: *Three weeks*
Evidence of achieving goal(s):   • *Students understanding the ELA targets we create and use with them.*   • *Checking our deconstruction work in social studies against the samples found in the Creating Clear Learning Targets in Social Studies module.*

Preview of Module 3: Collecting and Documenting Evidence of Student Learning

LEARNING TARGETS:
1. Know how to collect accurate formative evidence of student learning.

2. Know how to document formative evidence of student learning.

MODULE SEGMENT

Segment One: *Collecting Accurate Formative Evidence*
Learn about the key aspects of assessment quality to ensure accuracy of the information. Consider the vast amounts of evidence you collect and interpret daily … what will be used formatively?

Segment Two: *Documenting Formative Evidence*
Learn ways to keep track of formative evidence that makes it easier to use for instructional decisions.

SUMMARY

Any evidence of student learning you collect needs to be an accurate reflection of what students should know or be able to do in relation to the defined learning targets. In this module, you will learn about the key aspects of assessment quality to ensure accuracy. Keeping in mind the vast amounts of evidence you collect and interpret daily, you will learn the importance of deciding what information will be collected for formative use at the outset of learning.

Clear Purpose + Clear Learning Targets + Sound Assessment Design = Accuracy
Module 3 focuses on the sound assessment design part of the equation. You will learn about the four methods of assessment and how to match them to the learning targets you are teaching: selected-response assessment, written response assessment, performance assessment, and personal communication. You will also learn how to document the evidence you collect. Documentation begins with decisions about which assessment events will be used formatively and which will be used summatively, determining what formative evidence you need or want to keep track of, and identifying the best locations to keep the evidence so it can be easily accessed and used.

The practices of collecting and documenting evidence of student learning do matter. When we have the this information at our fingertips, we are better equipped to provide accurate feedback, plan for differentiated instruction, track student progress toward mastery of the learning targets and standards, and complete a standards-based report card.