

My T Chart Notes

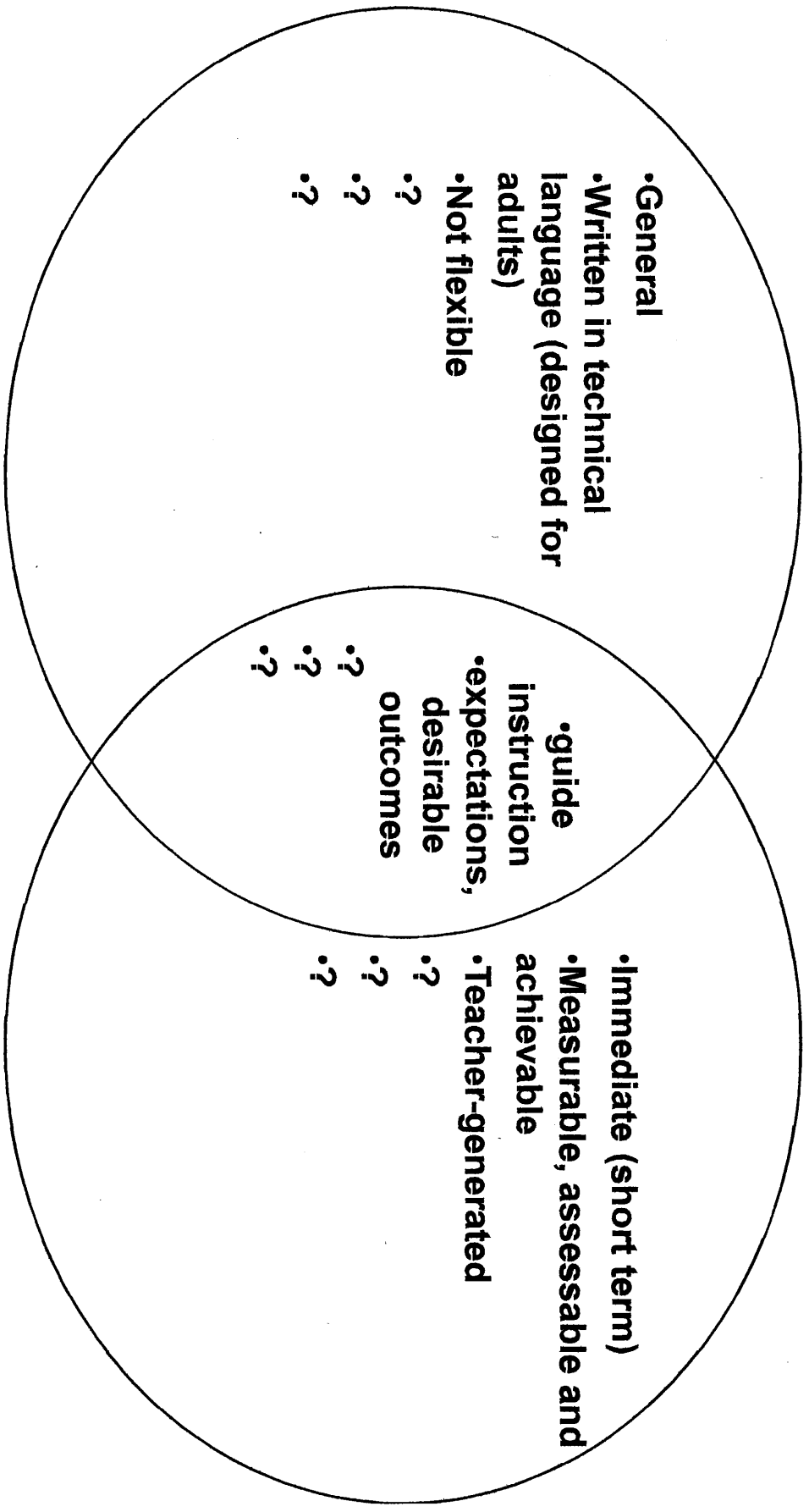
What I want to remember	When and how I want to share with this information with my team

Talking Points about "Learning Targets"

Kentucky Department of Education, 2010

1. Learning targets are statements—derived from a standard—describing **what a student should know and be able to do as a result of daily or a small 'chunk' of instruction or a learning experience.**
2. They are often called other things—objectives, learner goals, learning intentions, etc.
3. Before beginning to 'deconstruct' a standard into learning targets, **consensus must be reached as to what the standard is really about. Groups should discuss the standard and reach agreement as to what learner actions must be exhibited to qualify as evidence that the standard has been met.** Discussions about the standards establish deeper understanding and consistent interpretation.
4. The ability to create clear learning targets is **directly related to the content and pedagogical content knowledge** of the persons creating the targets.
5. Points 3 and 4 are justification for why the deconstruction process is generally more successful as a *group versus an individual process. The process is not just a 'task to be completed'—it is a true professional learning experience.*
6. The work of deconstruction is a **process** that must not be 'rushed'—it is not 'easy', but when done well, the payoff is huge in terms of **teaching and learning quality** (i.e., deeper and more meaningful student understanding). Simply highlighting the nouns and verbs in a standard will **NOT** yield a quality set of learning targets.
7. Not all targets will be 'black and white' from the standard. Some inferences likely will be made that *may* depend on earlier standards in the content area or strand and/or the big ideas of the content/topic.
8. Learning targets are **not** the desired 'end product' from a set of standards—they are merely the **means to the end goal of BETTER STUDENT ACHIEVEMENT AND ENGAGEMENT.**
9. Learning targets in and of themselves will NOT improve student achievement to the degrees that research describes for well-implemented classroom or formative assessment. **They are just the foundational piece of a 'system' of strategies.**
10. With a foundation of clear learning targets, you can do the following: standards-based planning; standards-based instruction; standards-based formative and summative assessment; formative assessment instructional practices, including grouping students for differentiated instruction, offering effective feedback, teaching students to offer effective feedback, providing student opportunities to self-assess and set goals based on the intended learning, and opportunities for students to track, reflect on, and share their growth; standards-based record-keeping, both formative and summative; and standards-based grading. Conversely, **without clear targets, none of these things can be done or done accurately.**
11. Seek '**defensible accuracy**' in selecting/creating learning targets—not perfection (i.e., you can clearly explain and justify WHY/HOW the target is aligned to the standard and important in the learning progression of students).

Standard vs. Learning Target



1

2

3

4

A

B

C

D

Exercise 2.1

Learning Goals vs. Activities and Assignments

Following are statements from different subject areas. Some are more clearly learning goals; others are more clearly activities or assignments. After each statement, identify whether it is better classified as a learning goal or an activity or assignment.

1. Students will be able to recognize the protagonist, theme, and voice of a piece of literature.

2. Students will produce a book report on a book of their choice, including a table of contents, with proper pagination and format throughout.

3. Given a set of coordinates, students will be able to graph the slope of a line.

4. Students will compare and describe the slopes of two lines.

5. Students will understand the differences and similarities between metamorphic, igneous, and sedimentary rock.

6. Students will understand how the Borgia family influenced the Renaissance.

7. Students will be able to explain how the problems created by the French and Indian War contributed to causes of the American Revolution.

8. Students will produce a play dramatizing the problems created by the French and Indian War and how they contributed to causes of the American Revolution.

9. Students will understand that matter is made up of atoms and that atoms, in turn, are made up of subatomic particles.

10. Students will write a paper describing the relationships among atoms and subatomic particles.

Instructional Plan: Traditional Example

Core Content Topic: Four types of government (Monarchy, democracy, republic, dictatorship)

Instructional Activities:

1. Read background information about forms of government in textbook.
2. Verbatim note taking on four kinds of government from teacher's lecture.
3. Copy notes from power point slides
4. Answer questions at the end of the chapter
5. Assigned government project will consist of a written summary about the government, a color-coded map of the country, and a list of facts about the country.

Assessment:

1. Quiz over Chapter definitions
2. Grade for country project
3. Chapter 5 test including an open response question.

Open Response

Define and give examples of the four types of government.

Instructional Plan: Standards-Based Example

Day 1 Learning Target: When I have learned this, I will be able to compare and contrast as well as give examples of four types of governments (monarchy, democracy, republic, dictatorship)

Day 2 Learning Target: When I have learned this: I will explain where these governments get their power and will describe some ways they use their power.

Day 3 Learning Target: When I have learned this: I will analyze how culture influences these governments and will be able to give examples of how these governments influence the culture of its people.

Assessments:

Formative Assessments

1. Learning log entries: KWL charts, Venn Diagrams, notes and outlines
2. Exit slips, examples:
 - a. Explain and give examples of two types of government. Include two major identifying characteristics of each type of government you select.
 - b. Use the graphic organizer to compare and contrast the ways democracies and dictatorships use their powers.
 - c. Use nonlinguistic representations to illustrate two influences of government on the culture of the people. Label your representation.
3. Design a presentation to model/role play government actions (e.g. judicial, legislative, executive) in one selected form of government: Include in your plan and be prepared to discuss a graphic organizer showing historical background and source of power of your selected type of government.
4. Presentation

Summative Open Response

A society's government is both a reflection of its people's culture and an influence over its people's culture. Purposes and sources of power vary by government according to these influences.

- A. In the chart provided, compare the purposes and sources of power of the following common types of government: (monarchy, democracy, republic, and dictatorship).

- B. Select examples of two of the types of government and explain the cultural context (how government has impacted culture and how culture has impacted government) of each.

Learning Activities:

1. Student generated questions on topic/ inquiry method/ post questions
2. Give students a copy of common assessment
3. Student led class discussion on four common types of government using Marzano's guide
4. Student generated vocabulary
5. Webquest
6. Current events discussion using Googled information
7. Summarize research findings
8. Two column note-taking
9. Categorization of governments activity/game
10. Group work to design student choice presentation
11. Role play scenarios
12. Sorting/compare and contrast
13. Graphic organizers
14. Presentations
15. Learning logs
16. Non linguistic critical vocabulary notebooks
17. Interactive word wall/ Wordle
18. Open response dirty fours

Process for beginning to deconstruct math standards:

- I. Read introduction of the grade level or conceptual category of the given standard. (HS - review Appendix A notes).
- II. Read the standard.
- III. Review the cluster and domain of the standard. Determine if the cluster should be deconstructed at the same time.
- IV. Review previous standards to determine what knowledge base should be there.
- V. Determine the intended category for the standard according to CASL (*knowledge, reasoning, performance skill, or product*).
- VI. Deconstruct standard into learning targets.
- VII. Write your targets in the appropriate box on the chart.
- VIII. Revisit pages 63-64 in the CASL book, if necessary.
- IX. Discuss your learning targets with 2 to 3 other persons.
- X. Circle or highlight the possible *Mathematical Practices* that are included in this standard.
- XI. Designate a recorder to chart the groups learning targets.
- XII. Get feedback from others outside your group, & make revisions after discussion.

Grade Level/ Course:	
Standard with code:	
Domain:	
Cluster:	
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product	

Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets				
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

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English Language Arts

CCR:

Strand:

Cluster:

Grade:

Standard #:

Standard:

Type: _____ **Knowledge** _____ **Reasoning** _____ **Performance Skill** _____ **Product**

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

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Reading Informational Text Standard 4 Craft and Structure

CCR	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
11-12	Determine the meanings of works and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>)
9-10	Determine the meanings of works and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.)
8	Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
7	Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
6	Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic of subject area.
4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic of subject area.
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic of subject area.
2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic of subject area.
1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
K	With prompting and support, ask and answer questions about unknown words in a text.

Adapted from the work on Tonya May, ELA Content Specialist, KEDE Cooperative

WEAK and STRONG EXAMPLES of DECONSTRUCTING KYS STANDARDS

Big Idea: Structure and Transformation of Matter

SC-7-STM-U-2

Students will understand that there are only 92 naturally occurring elements and all matter is made of some combination of them (compounds).

SC-7-STM-S-2

Students will distinguish between elements and compounds and classify them according to their properties.

SC-07-1.1.1

Students will:

- classify substances according to their chemical/reactive properties;
- infer real life applications for substances based on chemical/reactive properties.

In chemical reactions, the total mass is conserved. Substances are often classified into groups if they react in similar ways. The patterns which allow classification can be used to infer or understand real life applications for those substances.

DOK 3

Knowledge	Reasoning Skills	Process Skills	Products
<ul style="list-style-type: none"> • Element • Compound • Periodic Table • Physical property • Chemical property 	<ul style="list-style-type: none"> • classify substances • infer real life applications 	<ul style="list-style-type: none"> • make observations • sort substances based on physical and chemical properties • draw conclusions 	<ul style="list-style-type: none"> • NA from standards

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DOK 3

Knowledge	Reasoning Skills	Process Skills	Products
<ul style="list-style-type: none"> • List properties of elements • List properties of compounds • Use properties to identify elements; compounds • Identify the Periodic Table as a resource containing information about certain properties of all known elements • Recognize names of common elements. • Know that there are about 100 different elements from which everything is made. • Recognize that a substance is a compound, if it's not an element. • Recognize that groups of elements have similar properties, including highly reactive metals, less-reactive metals, highly reactive non-metals, and some completely non-reactive gases. 	<ul style="list-style-type: none"> • distinguish between elements and compounds • distinguish physical properties from chemical properties • classify them according to their properties • classify substances according to their chemical/reactive properties • Classify/sort materials as an element or compound; metal or nonmetal using properties (boiling point, melting point, density, solubility, ductility, malleability, conductivity) • infer real life applications for substances based on chemical/reactive properties • Support/evaluate applications using evidence/information about the properties of substances 	<ul style="list-style-type: none"> • observe substances for distinguishing attributes • Develop operational definitions of physical properties and of chemical properties • Develop operational definition for infer • Identify critical information from narratives/charts/graphs • Investigate some common substances in order to identify and describe the relationship of their properties their uses • observe and record properties of substances • rank order conductivity, ductility, malleability, solubility of substances from observations • rank order reactivity of substances with acids, water, air, etc. • organize data to form conclusions • draw conclusions about a substance based on data • Read charts/graphs 	<ul style="list-style-type: none"> • NA from standards

Standard: Drive a car with skill

Type: Product Skill Reasoning Knowledge

Learning Targets: What are examples of knowledge, reasoning, skill/performance, and product targets?

Product targets	Skill targets	Reasoning targets	Knowledge targets