

Understanding Learning Targets Progression of Learning over Time

General Overview

What is a Learning Target?

A learning target is what you want the students to learn TODAY. It is derived from a grade level standard, not from the text or other published materials, unless those materials are 100% aligned with the state or Common Core State Standards. A learning target is clear to students and attainable in one day/lesson. It describes the kind of learning you want the students to do.

What are Success Criteria?

Success criteria allow students to know if they are making progress towards or have met the learning target. The success criteria are connected to the progression of learning.

Progression of Learning to Reach the Targets: *(Note: The progression of learning is not the directions to complete an assignment; it is the learning students will obtain from doing the task.)*

Day 1 Learning Target:

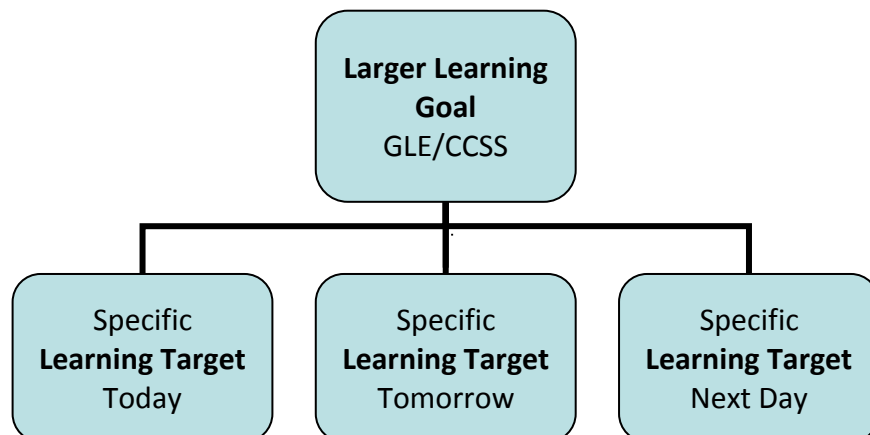
I can describe what makes elaboration effective.

Progression of Learning:

- I understand elaboration.
- I know how to analyze elements of effective elaboration.
- I am able to articulate differences between strong /weak examples of elaboration.

Connection to Standard(s)

How does the Learning Target relate to the GLE or Common Core Standard?



If it seems that the learning target extends beyond one lesson, ask yourself:

- Why am I teaching this on multiple days? What is different each day?
- What is the change in depth? Or in cognitive progression?
- What understanding do I want students to get from today's work that expands yesterday's work?
- What skills are students adding to what they practiced yesterday?
- What new strategy am I bringing in today for them to practice?

Guiding questions to help you identify the learning target:

1. As the result of this lesson today, what do I want the students to know and be able to do?
2. Why is it important that they achieve this new learning? What will they be able to do as a result of having acquired this learning?
3. Therefore, the most important thing for them to carry away from engaging in this learning experience today is ... ?

The answer to question 3 is the learning target.

Some Different Kinds of Learning Targets

- Content – knowledge, skills, core concepts in a particular content area.
- Strategies – learning strategies, specific actions, behaviors, steps or techniques used to improve or achieve a goal or task, to solve a problem, etc.
- Thinking Development – thinking skills that transfer to all learning (i.e., predict, compare/contrast, conclude, summarize).
- Procedural – step-by-step operations, course of action, method to do something that is either content related (i.e., order of operations in math) or learning process related. This would not include directions to complete an assignment.
- Investigative or Inquiry – forming questions about a subject, encountered information, or events. Learning how to conduct an investigation or ask meaningful questions that lead to deeper understanding or the acquisition of more knowledge.
- Reflective – consciously thinking about and analyzing what one has done. Reflecting on one's learning, understanding one's own learning process, metacognition, empowering student autonomy.

Consider the depth of understanding needed as a student moves through the progression of learning. Samples:

Depth of Content Learning

- 1 = Simple recall of knowledge and skills.
- 2 = Understanding concepts, compare/contrast, seeing patterns or generalizations.
- 3 = Use to solve problem or use effectively in another context.
- 4 = Analyze for implications, inference.
- 5 = Combine ideas and create problems.
- 6 = Create own ideas/alternative solutions, see various perspectives/conclusions, broad application into multiple contexts.

Learning Strategy Development Using Content

- 1 = Followed directions.
- 2 = Used own strategy.
- 3 = Used own strategy and combined with strategy gained from another student.
- 4 = Combined multiple strategies.
- 5 = Analyzed various strategies and created complex strategy to fit a specific situation.

Investigation

- 1 = Find required information.
- 2 = Interpret and expand understanding of information; compare/contrast with other info.
- 3 = See value of information, make inferences, make predictions, see possible applications, make connection to own life and learning.
- 4 = Analyze and verify validity of information; identify possible problems and/or possible implications.
- 5 = Draw conclusions, imply applications, see/test various alternatives to own conclusions.