



Learning Targets, Success Criteria and Performance Tasks


P4: Learning Target: Communication of learning target(s)

P5: Learning Target: Success criteria and performance task(s)



Norms for Learning


- ▶ Talk
- ▶ Listen
- ▶ Share ideas
- ▶ Respect opinions and ideas shared
- ▶ Care about the learning of one another
- ▶ Keep electronic distractions to a minimum



Learning Target: I can describe learning target(s), success criteria, and performance task(s) and how they look in the classroom.

What might it mean to be able to describe learning targets, success criteria, and performance tasks?

How might knowing what learning targets, success criteria, and performance tasks look in the classroom benefit you and your students?



Learning Target: I can describe learning target(s), success criteria, and performance task(s) and how they look in the classroom.

Success Criteria

To be able to do this, I must learn and understand ...

- ▶ the definitions of these terms.
- ▶ what a good example might look like.
- ▶ the purpose of learning target(s), success criteria, and performance task(s).


Performance Task(s)

I will show I can do this by ...

- ▶ writing an example of a learning target, success criteria, and a performance task for something I will soon teach.




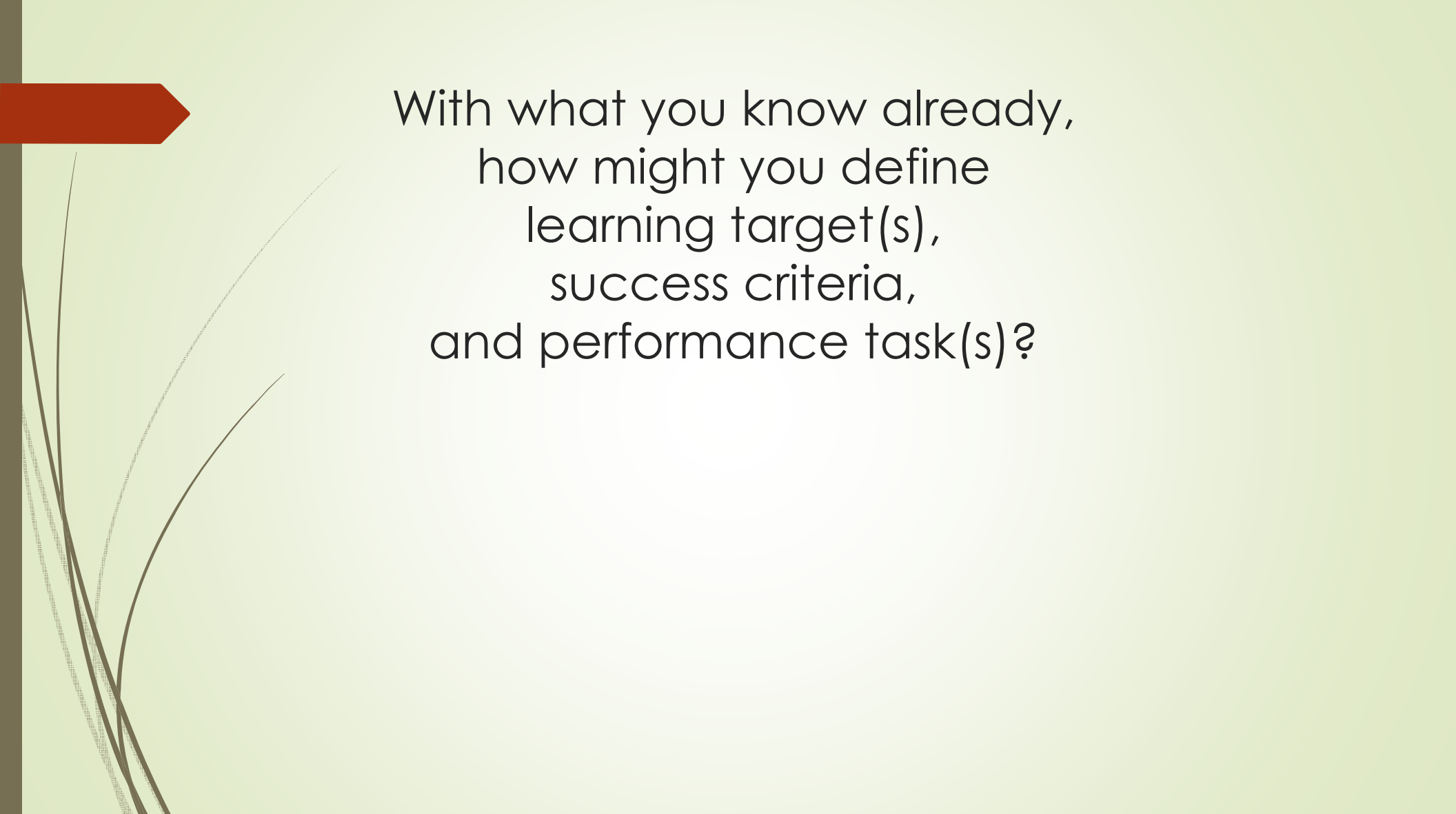
Distinguished level for P4

- ▶ Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.
- 



Distinguished level of P5


- ▶ The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to the success criteria and use them for improvement.
- 



With what you know already,
how might you define
learning target(s),
success criteria,
and performance task(s)?

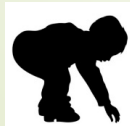



Standard or Unit Goal/Objective or Learning Target

- ▶ **Standard** - What the district/state expects students to know and be able to do by the end of the year. It is measured with a state/district benchmark assessment.
 - ▶ **Unit Goal/Instructional Objective** - What the department/district expects students to know and be able to do by the end of the unit. It is measured with a unit/interim assessment.
 - ▶ **Learning Target** - What the teacher wants students to learn during a single lesson. It is written in developmentally appropriate student-friendly language. It is measurable and in support of unit goals and standards. It is measured daily with a classroom-based formative assessment.
- 


The 5D+ glossary defines them this way.

- ▶ **Learning Target:** What we want students to know and be able to do as a result of the daily lesson. A target is measurable and in support of unit goals and standards.
- ▶ **Success Criteria:** What it will look and sound like, for both teacher and student, if the student hits the lesson learning target.
- ▶ **Performance Task:** What will students do, say, make or write during today's lesson to deepen their understanding, aim for mastery, self-assess learning, and/or provide evidence of the student's level of understanding?





On this paper,
either write about or
draw a visual representation of
the relationship between
learning target(s),
success criteria, and
performance task(s).



Learning Target: I can describe learning target(s), success criteria, and performance task(s) and how they look in the classroom.

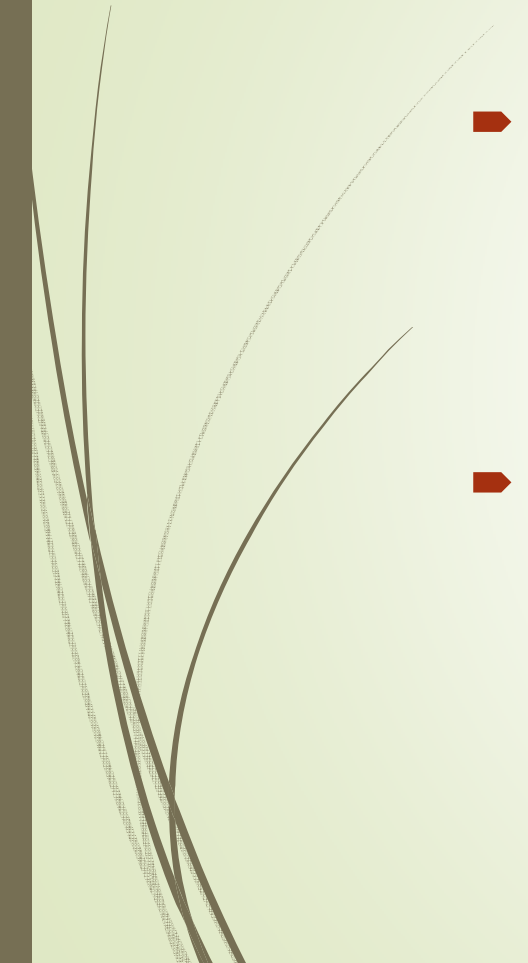
Success Criteria

To be able to do this, I must learn and understand ...

- ▶ the definitions of these terms.
- ▶ what a good example might look like.



Example of P4 and P5

- **“I can explain the harsh conditions facing the Revolutionary War soldiers and write a letter from a soldier’s perspective that details the weather, environment, food, clothing, weapons, and shelter.”**
 - KEY: **Learning Target**
Performance Task (Formative assessment)
Success Criteria
- 



Social Studies Example

- Topic: Gettysburg Address
- **Learning Target:** Understand what the Gettysburg Address meant in 1963 and what it means today.
- **Success Criteria:** I can...
 - Put the speech into my own words.
 - Explain how the Gettysburg address echoes some ideas from the Declaration of Independence and other historical documents.
 - Explain why the Gettysburg Address still affects people today.



ELA Example

- ▶ Topic: Proper Nouns
- ▶ **Learning Target:** Find proper nouns in a story.
- ▶ **Success Criteria:** I can define a proper noun.
I can give examples of proper nouns.
I can identify and circle all the proper nouns in a sentence.
- ▶ **Performance Task:** I can read a story and circle all the proper nouns I find.



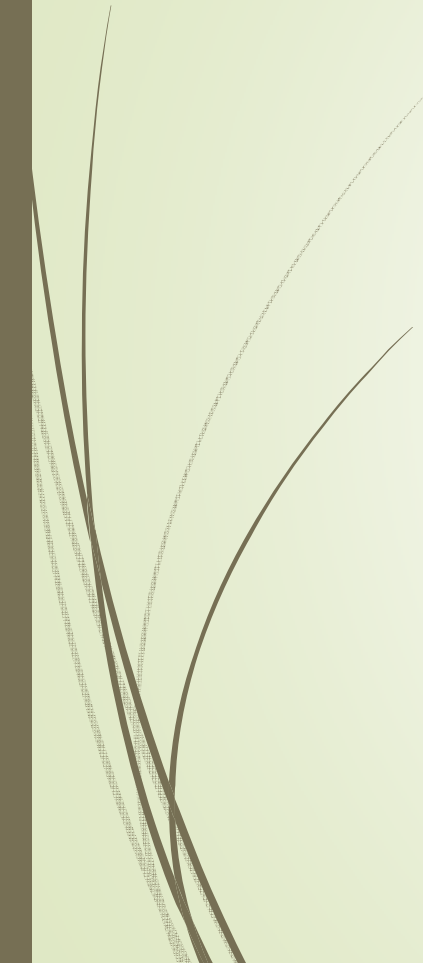
Math Example

- ▶ Learning Target: Use mean, median and mode to describe a set of data.
- ▶ Success Criteria: I can use a group of numbers to figure out the
 - mean, or average
 - median, or the middle number
 - mode, or the number you see the most

Guiding Questions	For Younger Students	For Older Students
<p>What will I be able to do when I've finished this lesson?</p>	<p>I can ...</p> <ul style="list-style-type: none"> • Use question marks. 	<p>I can ...</p> <ul style="list-style-type: none"> • Explain the effect that Ross Perot had on the election of President Bill Clinton.
<p>What idea, topic, or subject is important for me to learn and understand so that I can hit the target?</p>	<p>To be able to do this, I must learn and understand that ...</p> <ul style="list-style-type: none"> • Question marks come on the end of asking sentences. • An asking sentence usually begins with a word that asks a question, like who, what, when, where, why, and how. 	<p>To be able to do this, I must learn and understand that ...</p> <ul style="list-style-type: none"> • The characteristics of a third-party candidate. • The economic conditions in the US in 1992. • The platform and financial resources of Ross Perot.
<p>What will I do to show that I understand the target, and how well will I have to do it?</p>	<p>I will show I can do this by ...</p> <ul style="list-style-type: none"> • Changing telling sentences into asking sentences. 	<p>I will show I can do this by ...</p> <ul style="list-style-type: none"> • Writing an essay on the role of Ross Perot played in the 1992 election of Bill Clinton that includes 3 specific effects supported by documented facts from valid and reliable sources.




Starter Prompts for Purpose

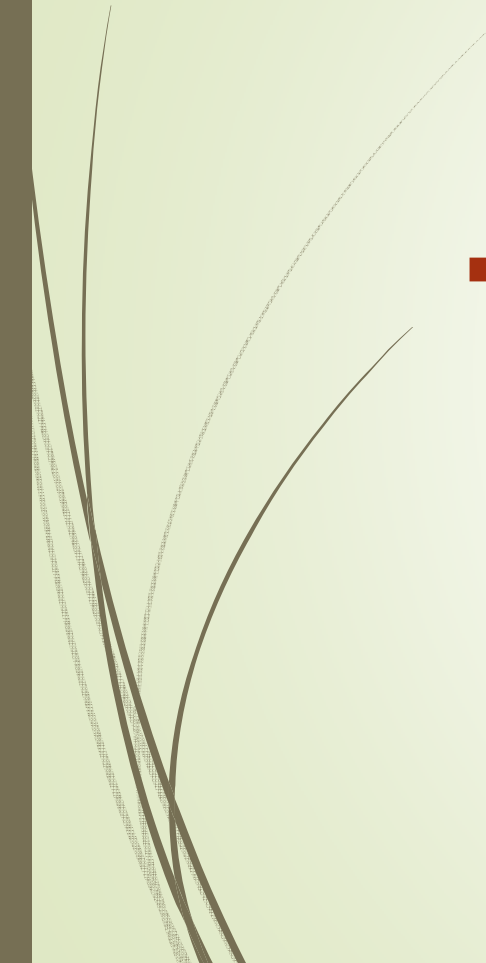
- ▶ Yesterday we learned...
Connection to Previous and Future Lesson (P2)
 - ▶ Today we are learning to ...
Learning Target (P1 and P4)
 - ▶ We will show that we can do this by...
Performance Task (P5)
 - ▶ To know how well we are learning this we will look for...
Success Criteria (P5)
 - ▶ It is important for us to learn this (or be able to do this) because....
Broader Purpose or Transferable Skill (P1)
 - ▶ Tomorrow we will learn about...
Connection to Previous and Future Lesson (P2)
- 



Using any of the formats shown,
write a learning target,
success criteria,
and performance task
for something you will soon teach.




When the music starts,
please do one of these things.



➤ If you are comfortable doing so, share what you wrote with someone at your table.

➤ Write another LT, SC, and PT for another content area or course you teach.



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- ▶ writing an example of a learning target, success criteria, and a performance task for something I will soon teach.



Why are learning targets, success criteria, and performance tasks important?

According to Connie M. Moss and Susan M. Brookhart who wrote the book *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*,

- “The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding.”
- “Without a learning target, the two halves of the classroom learning team (teacher and students) expend their energy in different directions.”
- “Learning targets propel a formative learning cycle in today's lesson.”



Why are learning targets, success criteria, and performance tasks important?

- ▶ “(Success criteria) describe what it means to do quality work in today’s lesson in student-friendly terms that are “lesson-sized”, observable, and measurable. Students can use the criteria to plan, monitor, and assess their own learning progress.”
- ▶ “An effective lesson contains a performance of understanding that requires students to aim for the target, deepen their understanding, and produce evidence of what they know and can do in relation to the target.”
- ▶ “The performance of understanding asks students to “try on” the target during a meaningful learning experience that produces strong evidence of student learning while students are learning. A performance of understanding enables both teachers and students to gather information and use it to improve the quality of their work.”



More reasons from the Center for Educational Leadership

Allows students to answer “What did you learn in school today?”.


Gives students accountability and ownership of their learning.

Encourages students to make intra- and interdisciplinary connections.

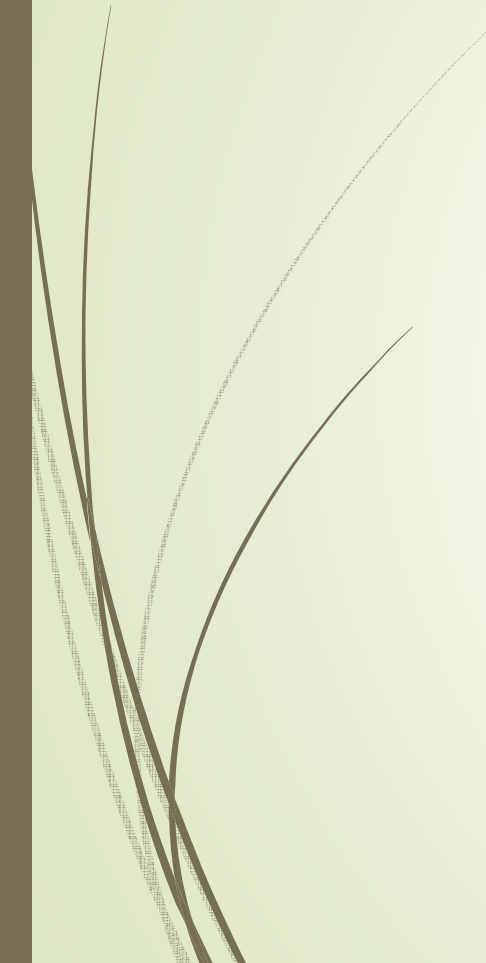
Provides opportunities for metacognition.


Demonstrates intentionality of curriculum.

Provides a student achievement gain of 20%.

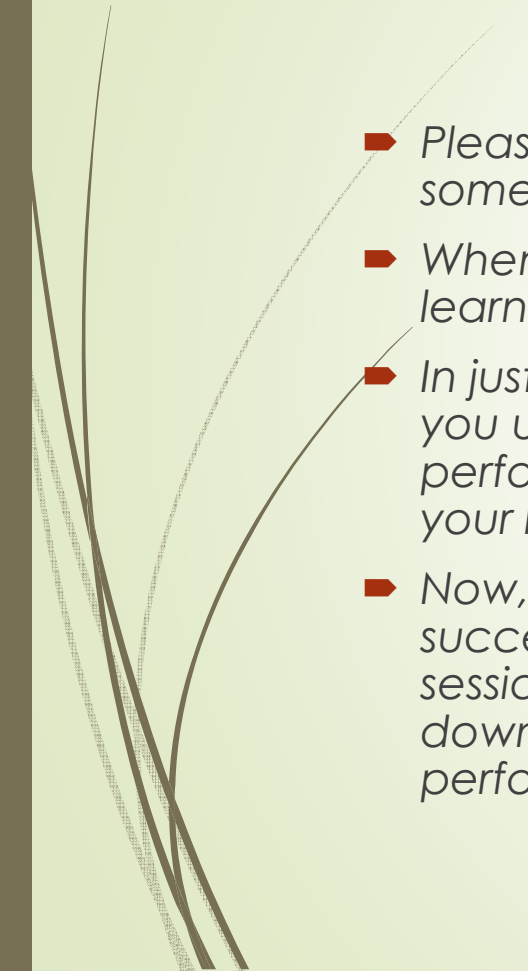



Which of these
explanations or reasons
are most compelling
to you
and why?





I used to think ... But now I think ...

- ▶ *Please make sure everyone around you has a 3 x 5 note card and something to write with.*
 - ▶ *When we began this session today, you all had some initial ideas about learning targets, success criteria, and performance tasks.*
 - ▶ *In just a few sentences, on the notecards provided, write what it is that you used to think about learning targets, success criteria, and performance tasks. Take a minute to think back and then write down your response starting with “ I used to think...”*
 - ▶ *Now, I want you to think about how your ideas about learning targets, success criteria, and performance tasks have changed as a result of the session today. On the same notecard, in just a few sentences, write down what you now think about learning targets, success criteria, and performance tasks starting with “But now, I think...”*
- 



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I would like your feedback on this session.



- ▶ I would like to know what information or professional development you might want from me throughout the year.
- ▶ Please leave your feedback form on your table.
- ▶ Don't forget to sign out.