Learning Target Examples

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Example of P4 and P5

→ Today you are going to learn how to **use questions marks in a sentence** to **change 3 telling sentences into 3 asking sentences**."

   → KEY:

   Learning Target

   Success Criteria/Performance Task

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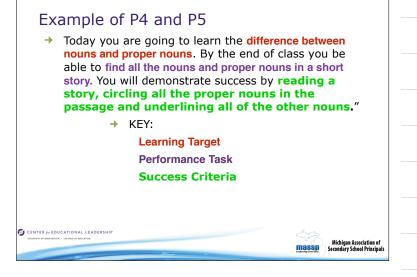Michigan Association of
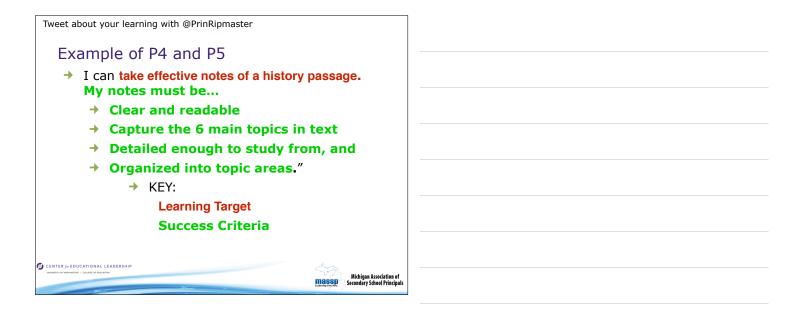Secondary School Principals

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Example of P4 and P5

→ Today you are going to learn to **find the area of an octogon.** You will need to be able to
   → **divide an octagon into triangles and rectangles.**
   → **find the correct area of each triangle and rectangle.**
   → **add all the little areas correctly and label the final area in square units**."

      → KEY:
      Learning Target
      Success Criteria

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Example of P4 and P5

➜ Today you are going to learn to **use a map to find a location**. More specifically, you are going to **follow a treasure map to a hidden bag of pennies in our classroom.** You will know you are successful if you can:

➜ **follow the paces on the treasure map by counting your steps.**

➜ **demonstrate two paces north and then four paces east.**

➜ **use the treasure map to give one set of directions (walk two paces north) to your group's "treasure hunter.".”**

➜ KEY:

Learning Target

Performance Task (Formative Assessment)

Success Criteria

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Example of P4 and P5

➜ Today you are going to deepen your understanding about the information maps provide us. **By the end of the lesson you will be able to explain how maps provide us information about direction, location, and distance. You will know you achieved this target if you can:**

➜ **draw a map of the playground and label north, south, east, and west.**

➜ **use a map of our school to give directions from the cafeteria to the principal's office using the phrases right turn and left turn.**

➜ **create a key for my playground map with symbol for swing, slides, and the baseball diamond.**

➜ KEY:

Learning Target

Performance Task

Success Criteria

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Example of P4 and P5

➜ Today you are going to learn the **difference between nouns and proper nouns**. By the end of class you be able to **find all the nouns and proper nouns in a short story.** You will demonstrate success by **reading a story, circling all the proper nouns in the passage and underlining all of the other nouns.”**

➜ KEY:

Learning Target

Performance Task

Success Criteria

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Example of P4 and P5

→ I can **take effective notes of a history passage. My notes must be...**
  → **Clear and readable**
  → **Capture the 6 main topics in text**
  → **Detailed enough to study from, and**
  → **Organized into topic areas.**"
    → KEY:
      Learning Target
      Success Criteria

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Example of P4 and P5

→ 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**

    → KEY:
      Learning Target
      Success Criteria

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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

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Example of P4 and P5

→ Learning Target:
  → **Distinguish between four different types of lava and match lava types to the five different volcano types.**

→ Success Criteria
  → **I can draw, color, label and describe each of the four lava types** describing how the water and silica content affects how the lava acts.

  → KEY:

  Learning Target
  Performance Task
  Success Criteria

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Example of P4 and P5

→ Today you are going to **learn how people and businesses create jobs when they buy goods and services from one another, and when they sell goods and services to one another.** You will be **writing and sharing an explanation** of how people and businesses do this. In your explanation you will need to:
  → **name people and businesses in our town who buy goods, pay for services, make goods and sell them, and provide services for money.**
  → **give examples of how the people and businesses in our town who buy goods and pay services help create jobs.**
    → KEY:
    Learning Target
    Performance Task
    Success Criteria

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Example of P4 and P5

→ Today you are going to **use models to show how we can use a ratio to compare two or more quantities.** You will **write ratios for the model that compares part to part, whole to part, and part to whole using the "number:number" format.**

    → KEY:
    Learning Target
    Performance Task
    Success Criteria

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Example of P4 and P5

➜ Learning Target: **I can write a linear equation using the form y=mx+b**

➜ Success Criteria

  ➜ **I can identify the slope from a table, graph, or situation**

  ➜ **I can identify the y-intercept from a table, graph or situation**

  ➜ **I can identify the x- and y- coordinates of a point when given a table, graph or equation.**

    ➜ KEY:

       Learning Target

       Performance Task & Success Criteria

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Example of P4 and P5

➜ Today we are going to read about the assassination of John F. Kennedy to **examine a past event, in order to determine what happened, why it happened, and why people still disagree about it to this day.** You will **use the steps of the historical investigation process to answer the following questions about the assassination of JFK:**

  ➜ **What do people already know?**

  ➜ **What is it that people cannot know for sure?**

  ➜ **What specific disagreements do people have about what happened?**

  ➜ **What evidence exists to support the two sides of the disagreement?**

    ➜ KEY:

       Learning Target

       Performance Task

       Success Criteria

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Example of P4 and P5

➜ **Use information from maps, charts and graphs to identify distinguishing factors of different Western European countries.** You will

  ➜ **use maps to compare and contrast** 4 different landforms,

  ➜ **create a graph that compares the** average wealth of citizens of three Western European countries.

  ➜ **map the** natural resources of the Western European countries.

    ➜ KEY:

       Learning Target

       Performance Task

       Success Criteria

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Example of P4 and P5

- Learning Target: **Apply my understanding of poetic devices to show other people what I think and feel when I hear (a student selected sound)**.
- Success Criteria: **I can write a poem that**
  - **uses (student-selected poetic device) similarly to the way Poe did.**
  - **(student selected poetic device) appeal to my readers senses.**
  - **is not like anyone else's and reflects a special sound in my life.**
  - **surprises readers in some way.**
    - KEY:
      Learning Target
      Performance Task
      Success Criteria

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Example of P4 and P5

- I can **apply skills and knowledge of geometric and organic shapes** to **create a large scale 1 point perspective drawing.** You will know you are successful when the one point perspective drawing has
  - **one vanishing point that is clearly indicated through the perspective,**
  - **uses rulers to create straight clean lines, and**
  - **the drawing has a precise level of perspective as defined in the 1 point persective rubric.."**
    - KEY:
      Learning Target
      Performance Task
      Success Criteria

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Planning for Purpose - Reading

Instructional Objective	Learning Target	Success Criteria
The students will be able to identify main idea.	Learn that a main idea is the most important thing the writer of a paragraph is trying to tell me.	I can choose the right main idea and explain why it was more important than the other choices.
	Learn to answer the question, "What does the writer say is the main idea?" in one sentence.	I can restate the paragraph's main idea in my own words, in one sentence.
	Learn to answer the question "What is the writer trying to tell me? in one sentence.	I can summarize the paragraph's main idea in my own words, in one sentence.
Counter-example (not a learning target)	Identify the main idea in a paragraph *(Note: This is not a LT, b/c it is not a lesson sized chunk, and it is mostly in teacher language.)*	I will get all of the teacher's main idea questions right. *(Note: This criterion is about scoring, not showing learning. It is also too general and cannot serve as a student look-for that promotes meaningful self-assessment.)*

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Planning for Purpose - Math

Instructional Objective	Learning Target	Success Criteria
The students will be able to solve problems using 3-digit addition with carrying in the one's place.	Use a method called arraying so that I know what to do with the 10 under 8+2 or the 12 under 9+3 in problems like these: 438 219 +152 +363	I can explain and show how to put carrying marks in the right places as I solve the problments. (Introducing carrying)
	Use carrying to solve problems like these accurately and smoothly: 438 219 +152 +363	I can put the carrying marks in the right places and use them to get the correct answer. (practicing for accuracy and proficiency)
	Write my own story problems that need 3-digit addition with carrying as part of their solution.	I can write three story problems that need 3 digit addition with carrying as part of their solution.
Counter-example (not a learning target)	Do 3 digit addition with carryon in the ones' place to solve problems. *(Note: This is not a LT, b/c it is not a lesson sized chunk, and it is mostly in teacher language.)*	I can earn at least a B on my quiz. *(Note: This criterion is about scoring, not showing learning. It is not shared as a student look-for.)*

Planning for Purpose

Elementary Example
➜ Topic: Proper Nouns
➜ Learning Target: Find proper nouns in a story.
➜ Success Criteria: I can read a story and circle all the proper nouns I find.

Planning for Purpose

Elementary Example
➜ Topic: Punctuation
➜ Learning Target: Use questions marks
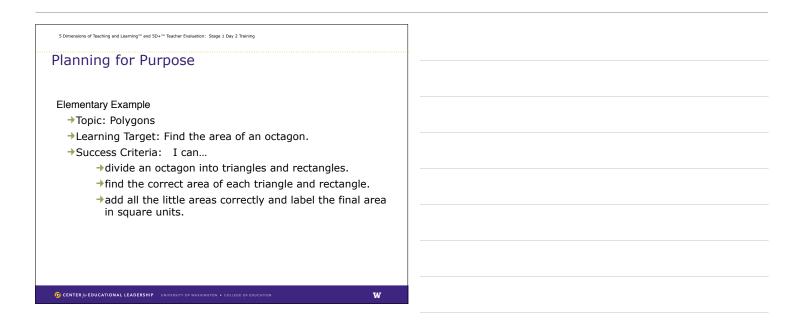➜ Success Criteria: I can change telling sentences into asking sentences.
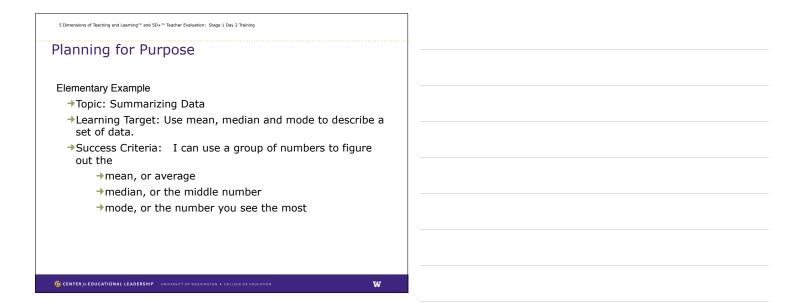
Planning for Purpose

Elementary Example
- Topic: Geography
- Learning Target: Follow a treasure map to a hidden bag of pennies in my classroom.
- Success Criteria: I can...
  - follow the paces on the treasure map by counting my steps.
  - demonstrate two paces north and then four paces east.
  - use the treasure map to give one set of directions (walk two paces north) to my group's "treasure hunter."

Planning for Purpose

Elementary Example
- Topic: Note-taking
- Learning Target: I can take notes effectively
- Success Criteria: My notes are...
  - Clear and readable
  - Detailed enough to study from
  - Organized into topic areas

Planning for Purpose

Elementary Example
- Topic: Polygons
- Learning Target: Find the area of an octagon.
- Success Criteria: I can...
  - divide an octagon into triangles and rectangles.
  - find the correct area of each triangle and rectangle.
  - add all the little areas correctly and label the final area in square units.

Planning for Purpose

Elementary Example

➜ Topic: Summarizing Data

➜ 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

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Planning for Purpose

Elementary Example

➜ Topic: Economics

➜ Learning Target: Explain how people and business create jobs when they buy goods and services from one another, and when they sell goods and services to one another.

➜ Success Criteria:

    ➜ I can name people and businesses in our town who buy goods, pay for services, make goods and sell them, and provide services for money.

    ➜ I can give examples of how the people and businesses in our town who buy goods and pay services help create jobs.

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Planning for Purpose

Middle Level Example

➜ Topic: Weather

➜ Learning Target: Learn to read symbols on a weather map.

➜ Success Criteria: I can read a weather map in the newspaper to predict the weather in my location and the weather in parts of the country we have friends and relatives..

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Planning for Purpose

Middle Level 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.

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Planning for Purpose

Middle Level Example
- ➜ Topic: Supply and Demand
- ➜ Learning Target: Understand the principle of supply and demand.
- ➜ Success Criteria: I can
  - ➜ explain supply and demand in my own words.
  - ➜ give examples of the principle of supply and demand in operation and examples of supply and demand when the principle is not operating in our current economy.
  - ➜ use the concept of supply and demand to make predictions about prices in the future.

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Planning for Purpose

High School Example
- ➜ Topic: Assassination of President John F. Kennedy
- ➜ Learning Target: Examine a past event to determine what happened, why it happened, and why people still disagree about it to this day.
- ➜ Success Criteria: I can use the steps of the historical investigation process to answer these questions about the assassination of JFK:
  - ➜ What do people already know?
  - ➜ What is it that people cannot know for sure?
  - ➜ What specific disagreements do people have about what happened?
  - ➜ What evidence exists to support the two sides of the disagreement?

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Learning Goals to LT

➜ Students will learn that point of view and figurative language help tell a story."

  ➜ I can define simile and recognize examples in literature.

  ➜ I can define metaphor and recognize examples in literature.

  ➜ I can distinguish metaphors from similes.

  ➜ I can explain how metaphors and similes enhanced the storytelling.

  ➜ I can describe and identify examples of different points of view.
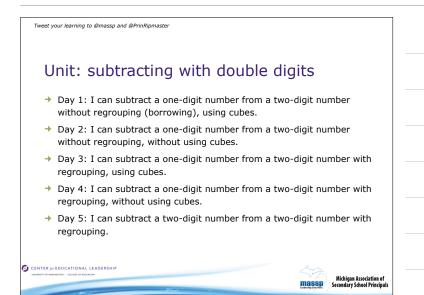
  ➜ I can explain how the point of view affected the story.

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Learning Goal/Obj vs Learning Target

➜ Learning targets moved students step-by-step from readiness—they already knew about one-digit subtraction and how to represent numbers with math cubes—to the larger learning goal of two-digit subtraction.

➜ The learning goal was the destination for this series or lessons, not the learning target for each lesson.

➜ Each lesson took the students one step farther down the road.

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Unit: subtracting with double digits

➜ Day 1: I can subtract a one-digit number from a two-digit number without regrouping (borrowing), using cubes.

➜ Day 2: I can subtract a one-digit number from a two-digit number without regrouping, without using cubes.

➜ Day 3: I can subtract a one-digit number from a two-digit number with regrouping, using cubes.

➜ Day 4: I can subtract a one-digit number from a two-digit number with regrouping, without using cubes.

➜ Day 5: I can subtract a two-digit number from a two-digit number with regrouping.

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Unit on the federal bureaucracy

➔ In previous units, the students had examined the powers of the president of the United States and how they carry into the three branches of government. They had examined the checks and balances designed into that structure and their relationship with presidential power.

➔ In this unit, students are going to learn how to categorize the federal bureaucracy into three subunits (the executive office of the president, the cabinet departments, and the independent agencies).

➔ The teacher had three goals for the unit. Students would

   ➔ Have a better understanding of the complexity of the federal bureaucracy.

   ➔ Realize that the design of bureaucracy puts some agencies within the reach of partisan politics and some theoretically outside that reach, although still subject to some political pressure because they were created by either the president or Congress.

   ➔ Be able to identify the various workers' roles and the budget involved in each type of agency and, by doing so, come to a better understanding of where federal taxes go.

➔ In the next unit, the students were going to study federal taxes.

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Learning Targets and Performance Tasks

➔ Lesson 1: Target: Students will learn the characteristics of a bureaucracy and three agencies or subunits of the federal government.

   ➔ Performance of understanding: Students read and discuss scenarios (for example, a Gulf War veteran has a question about his or her benefits) and then determine which agency they would contact, explaining their reasoning.

➔ Lesson 2: Target: Students will learn the makeup and responsibilities of the Executive Office of the President.

   ➔ Performance of understanding: Students are given a chart of the three departments of the Executive Office of the President (the White House, National Security Council, and Office of Management and Budget); they fill in agency specifics, such as director/head, key members, purpose of the agency, and the agency's major activities.

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Learning Targets and Performance Tasks

➔ Lesson 3: Students will learn the makeup and responsibilities of the cabinet departments and their relationship to the Executive Office of the President.

   ➔ Performance of understanding: Students answer four questions: (1) How are the executive departments organized? (2) What is the cabinet, and how are cabinet members organized? (3) What are the two main responsibilities of cabinet members? (4) What is the link between the cabinet departments and the Executive Office of the President?

➔ Lesson 4: Students will learn the makeup and responsibilities of three types of independent agencies.

   ➔ Performance of understanding: Students make a chart with the three types of independent agencies, including defining characteristics and examples for each.

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Learning Targets and Performance Tasks

→ Lesson 5: Students will learn how to analyze certain issues facing the United States and relate them to the appropriate type of independent agency.

　→ Performance of understanding: Students are given four scenarios, and they determine which type of independent agency they would contact in each case. Then they search in the local phone book (or online) and find out where the local agencies for these services are located.

→ Lesson 6: Students will compare and contrast private business management with the management of federal agencies.

　→ Performance of understanding: Students are given the business management flow chart for Walmart or McDonalds and compare that to a similar flow chart for the U.S. presidency and cabinet. Students compare and contrast the charts and analyze where they see more effective management, with supporting written arguments.

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Learning Targets and Performance Tasks

→ Lesson 7: Students will extend those ideas by evaluating whether bureaucracy is the most effective way to organize and manage government functions.

　→ Performance of understanding: Students write a five-paragraph essay that answers the question, Is federal bureaucracy essential to good government?

→ Lesson 8: Students will learn that various taxes are levied to fund various parts of the federal bureaucracy.

　→ Performance of understanding: Students make a chart that lists three types of taxes (individual income, corporate income, and social insurance), with a detailed description of each, including whether the tax is progressive or regressive.

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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)

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