



Developing Learning Targets

Defining Formative Assessment

Can you...
 a) ...
 c) ...
 T ...
 C ...
 a ...
 L a ...
 C ...
 T a c ...
 a ... (Sa ... 1989, Ha ... & T ... , 2007; W a ... & T ... , 2007)
 1) W a ... a a l a ... ?
 2) W ... a l c ... a ... a ... a ?
 3) I l a ... a , a ... l ... b a b ... ?
 T ... a ... a ... c a ... a c c a ... a



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C ... R ... T ... b ... c ...
 c ... F ... a c ... b ... b ...
 a ... a ... a ... a ...
 a ... a ...

A a a a c a : a
 a a ca a a cc c a.T a
 a a ca a a a a c b
 c c a a a .T cc
 c a c b ca a b ac a
 a a a a a ca
 a.T cc c a c a b a a c c a
 a c a a
 ac a a

S c a ca cc ca
 a a ca a b a a a b
 ac ab b a .T a a
 c a a c c c
 a a a cc c a.S a c a
 a a b

Background Information: How learning targets are being talked about in the field

A
 a
 c
 a.T
 a a
 .l
 cc
 a

Table 2: Summary of Definitions and Characteristics from the Field

Learning Targets, Moss and Brookhart, ASCD, 2012

Learning Targets:

- G a
- La a a a
- D c b c a a
- S a ca
- U c ac c b a

Criteria for Success:

- A a c a
- A
- A H l l ac a ?
- S c c a a
- U a ab
- V b
- L
- Ob ab a ab
- S

Learning Target Example (p.166):

- I a b ab a ca ca a l a 10 8+2
 12 9+3 b : 438+152; 219+363

Criteria for Success:

- I ca a a ca a ac a l b

Formative Assessment, Heritage, Corwin, 2010

Learning Goals:

- D a
- I a a c
- T F a A

Criteria for Success:

- I a a a a
- U a c c a
- G a a a

Learning Goals:

- U a a a a (a c a a)
- U a a ca b a b a b

Success Criteria:

- C a a a ac a a
- O a b 0-12, acc a ac a a 1.2 a 1/12
- E a a b b c a b ac a a c a

A c b a ab a a a
 a a a a a c a b
 c O a ac
 c ab b a a a c c
 a a a c a c
 W a E b F a A
 c a H a F a
 A c T
 a a ab a a a
 c ca a a c

Digging Deeper: Defining the components of a two-part learning target

A a a a a c
 a a a ca a a cc
 c a T a a a ca a
 a a a c b c c a
 a a a T cc
 c a c b ca a b ac a
 a a a a
 a a ca a T a a a
 a a a a
 ac c c c a
 ac a c bac a a
 A a a b a a
 ca a

Ma a a c a a c c a
 a a a C C S a S a a
 a a c a c c a a c
 a a a a a c
 a b

■ (G 3): I b b 56 8 a b
 b c ac a 56 b c a a
 a 8 a a a b a
 56 b c a a a a 8
 b c ac F a c b ac
 c a b a a b ca
 b a 56 8

■ (G 5): G a ca a
 I a a a b
 c F a c
 c a a a a
 a a a c a a F
 a A 3 a a
 b 0, a A 6 a a
 b 0, a c
 a b a c a c
 c c
 E a a

■ (G 7): U a a ca
 ac a a b b a
 a c a a
 a a a c a (-1)(-1) = 1 a
 b l c
 a a b b c b a c

Eac a a a ca
 a c a a b b ab
 a c a acc a R ca a a
 c a a a a a c c c
 a a a c T c
 a a a b a a
 ab a b ab A c a
 a a ac ac c a
 a a c c a ca b a a

T ab a a a a
 ac c ac W a ac a
 c c c a a
 a a a c ab a a a
 Pa c a a a c a c
 c ac c a a a
 ; a c a a a
 a ca a a a a
 c a a a c T a
 a a a a a
 a a a a c a
 c a a a a ca b
 c a ac

Table 3: Learning Target Example - Before and After

Before Support	After Support
Math learning objective:	Math idea we're learning about:
<ul style="list-style-type: none"> S b ab 	<ul style="list-style-type: none"> A a ca b ca
	I will know that I've learned this idea if:
	<ul style="list-style-type: none"> I ca c a a a a a ca ca b I ca c b a a ca

Table 4: Examples, Skills, and Processes

Procedurally Focused	Analytically Focused
<ul style="list-style-type: none"> Ca c a a a > F a c S a b D a E a e e 	<ul style="list-style-type: none"> E a \ U a e e > \ P e e e e > G a ac e > a > S e e a a a > b e c c >

Table 5: Summary of Development Steps

Starting from a Lesson
<p>STEP 1</p> <ul style="list-style-type: none"> I e e e e ac >
<p>STEP 2</p> <ul style="list-style-type: none"> A c a e a a > a . a > e e e e ac >
<p>STEP 3</p> <ul style="list-style-type: none"> C e > c c c > IBDC 10 0 0 10 175.9 654.1531 T2\ a7) BDC c.04 P

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W Pa B a c , FL: L a . Sc c l a a .