

# Goals and Scales

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# Learning Targets

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Participants will be able to :

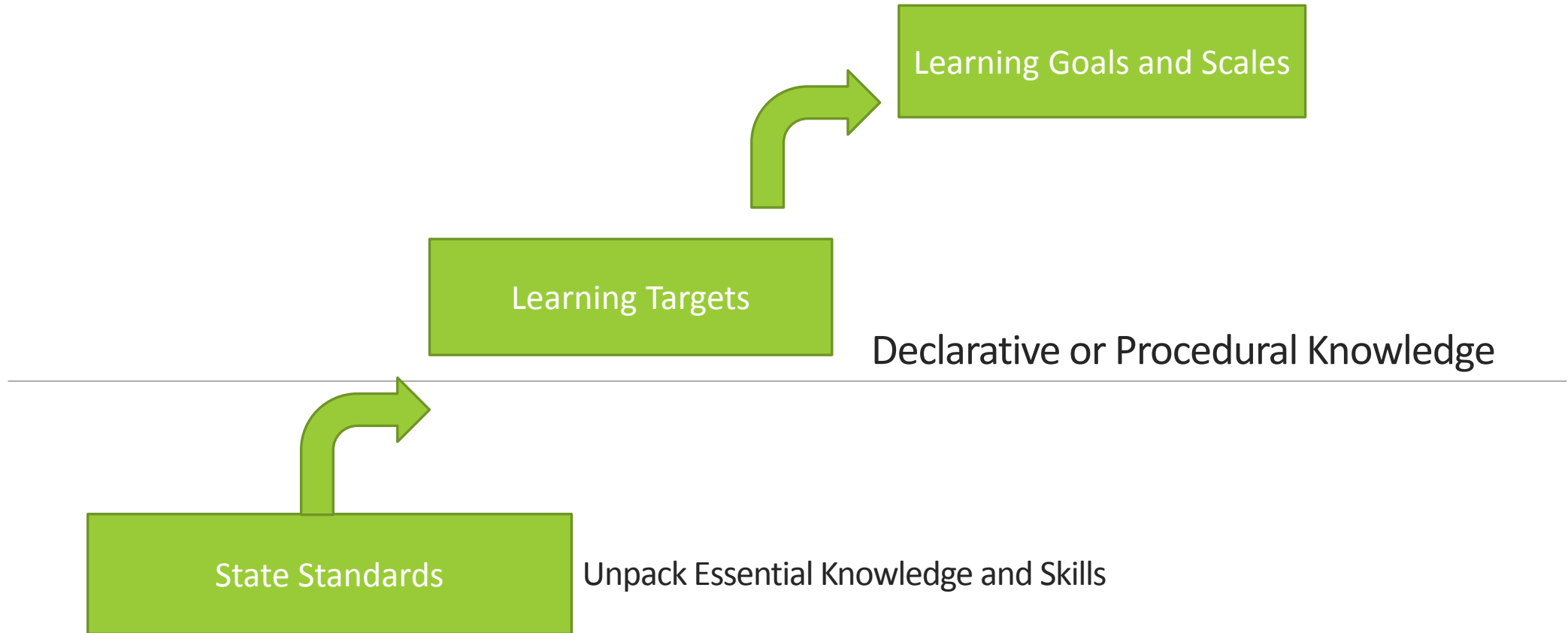
- ❖ Unpack standards to identify learning targets
- ❖ Use a taxonomy to identify levels of cognitive complexity required by standards
- ❖ Organize targets into a scale that describes levels of performance
- ❖ Implement and train learning goals, scales, and targets in your school

# Learning Goals:

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- ❖ How do teachers in your school currently use learning goals and/or scales in their classrooms?
- ❖ How do teachers currently use scales to drive instruction?
- ❖ What are some things you need to do to help teachers and students learn?

# Criteria for success



# Why learning goals and scales?

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Learning goals and scales are used to provide feedback to students on their current level of performance and where they should be headed.

“When learning goals have been articulated in scale format, the teacher and students have clear direction about instructional targets as well as descriptions of levels of understanding and performance for those targets.” Marzano 2007

“The teacher must be clear about what students are to learn, not just about what students are to do.” Sutton 2003

# Learning Targets

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- ❖ Are the essential **knowledge** and **skills** that students need in order to demonstrate the standard
- ❖ Include the **foundational** concepts that build to the level of the standards
- ❖ Include concepts that **extend beyond** the standard

# What's the difference

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## Learning Goal and Scale

Identifies what students will know and be able to do  
Based on standards

## Learning Targets

Escalate in complexity and align with the increasingly difficult levels of a taxonomy and scales

## Activities and Assignments

Align to the learning targets in order to advance students toward mastery of the learning goal

## Let's Practice: Learning goal vs. Activity/Assignment

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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 shape of a line.



# Learning Targets are Essential Knowledge and Skills

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## Essential Knowledge

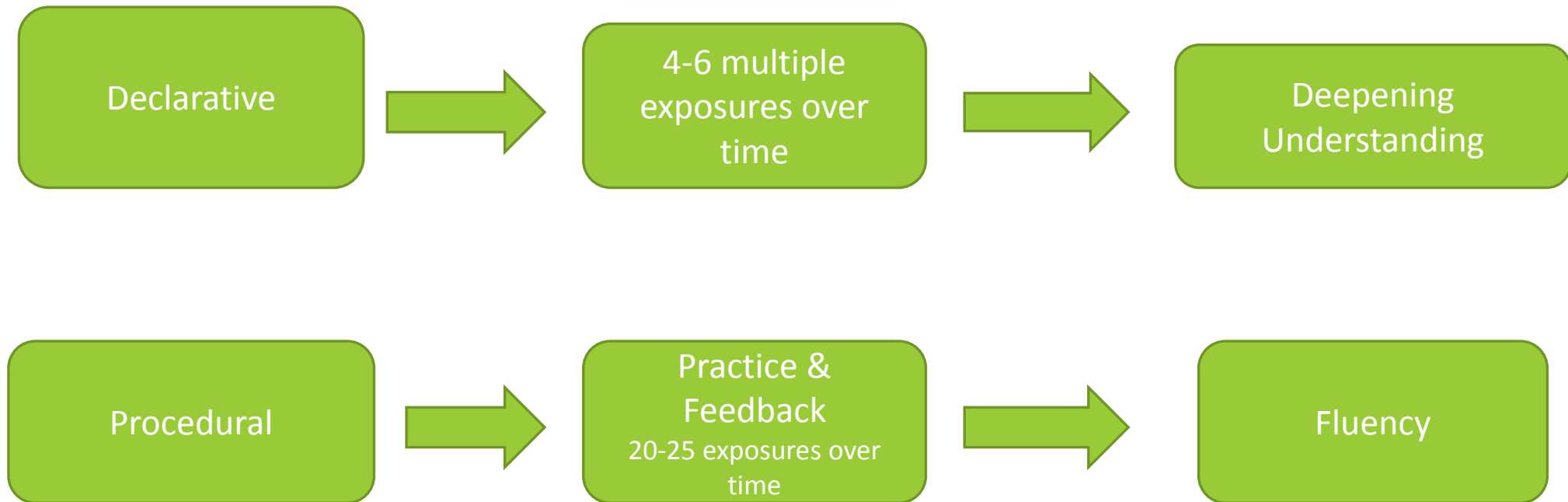
- Declarative
- Vocabulary
- Nouns

## Essential Skills

- Procedural
- Processes
- Verbs

# Procedural and Declarative Knowledge

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# Let's Practice: Declarative vs. Procedural

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Determine whether each statement is declarative or procedural

1. Evaluating the effectiveness of the structure an author uses.
2. The relationship between the seasons and the tilt of the earth.
3. Creating a line graph to represent data.
4. Describing the events that led to the Cold War.


# Now You Try: Group Standards

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What standard(s) will you work with today?

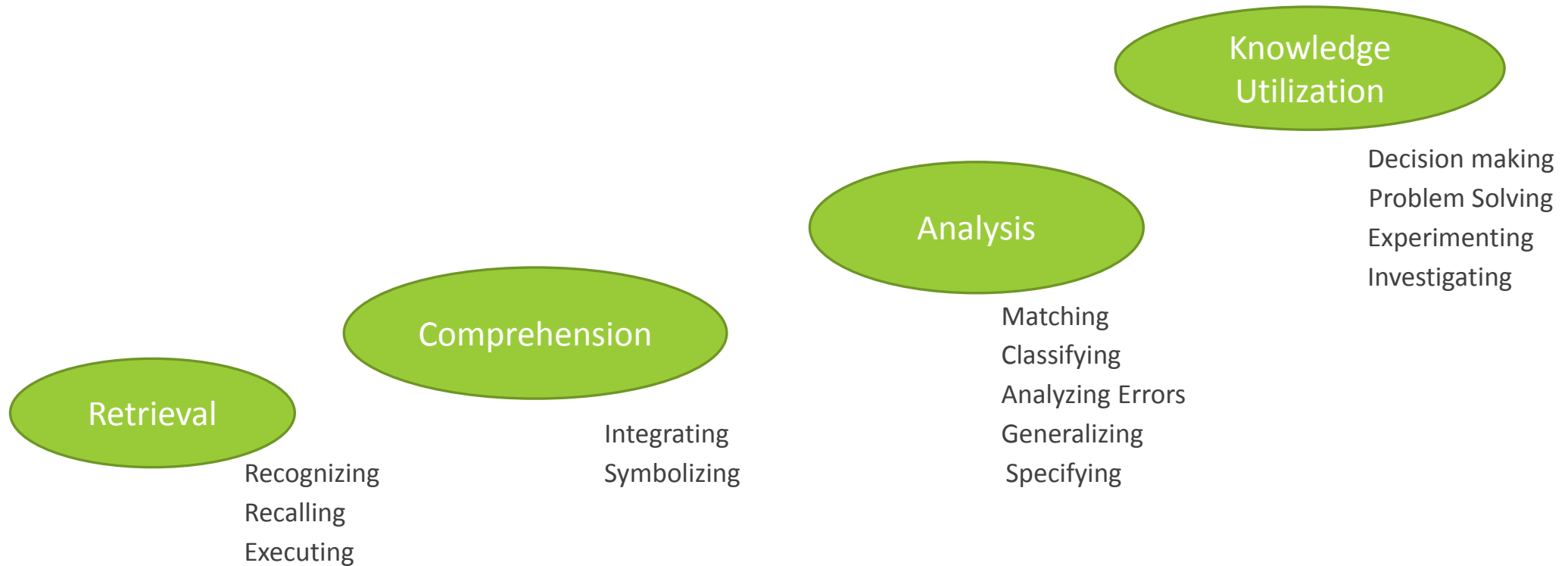
Identify the standard(s) in the unit for which you will create learning goals and scales.

## Identify Knowledge and Skills

- **Circle** the  **Procedural knowledge** (verb)
- **Underline** the declarative knowledge (noun)

# The New Taxonomy of Educational Objectives

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# Let's Practice: Level of Cognitive Complexity

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Identify the level of cognitive complexity of the following:

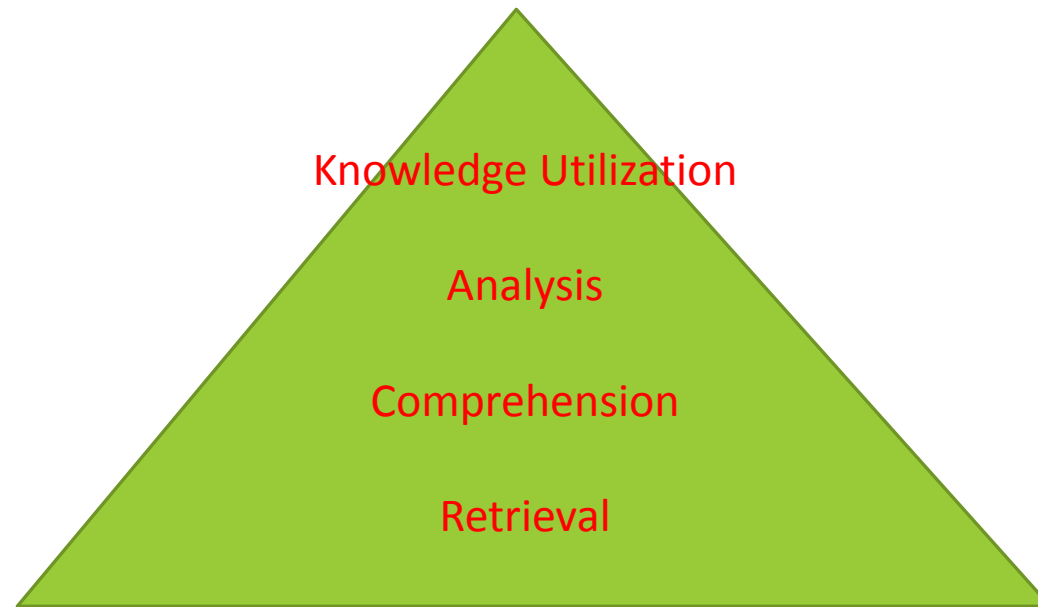
Students will be able to...

1. Discuss the key aspects of Roosevelt's foreign policy during World War II.
2. Recognize accurate statements about Roosevelt's foreign policy during World War II.
3. Compare the successes and failures of different presidents' foreign policies during times of conflict.

# Now you try: Identify level of complexity

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Identify the level of cognitive complexity in your chosen standard(s)



# Unpacking Learning Targets & CCSS

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Pick a standard from your CCSS book to work with. It should be one that you want to practice creating a learning goal & scale for.

With your partner, look at nouns & verbs in the standard. Is it mostly declarative or procedural?  
What is the level of complexity?

What would a lesson size goal be?



# A Scale

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☐ articulates **distinct levels** of knowledge and skill relative in achieving the standard

☐ is a **progression** of learning

☐ is based on **ONE** measurement topic

## Tips

☐ Can be more than one scale per unit

☐ Can be more or less than one standard per scale

# Creating a Scale

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|     |  |  |
|-----|--|--|
| 4.0 | <b>MORE COMPLEX TARGET</b>   | <b>in depth inferences or applications</b> |
| 3.0 | TARGET ASSIGNED TO STANDARD  | Becomes the learning goal                  |
| 2.0 | SIMPLER TARGET   | Content and skills needed to move to 3.0   |
| 1.0 | With help from the teacher, student has partial success with content |  |
| 0.0 | Even with help, student has no success with content                  |  |

Mathematics (4.G.A.2) Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

|     |   |
|-----|---|
| 4.0 | Students will be able to<br>Determine the best way to classify two-dimensional shapes into groups when comparing more than one attribute at a time.   |
| 3.0 | Students will be able to:<br>Classify two-dimensional figures based on the presence or absence of: <ul style="list-style-type: none"><li>○ Parallel or perpendicular lines</li><li>○ Angles of a specified size</li></ul>   |
| 2.0 | Students will <i>recognize</i> or <i>recall</i> specific vocabulary, including: <ul style="list-style-type: none"><li>○ Parallel, perpendicular, right triangle, polygon, two-dimensional figures</li></ul><br>Students will be able to: <ul style="list-style-type: none"><li>○ <i>Describe</i> the key parts of polygons and two-dimensional figures, including:<ul style="list-style-type: none"><li>▪ Quadrilaterals (square, rectangle, trapezoid, parallelograms (rhombus) and triangles (right, acute, obtuse) and the presence or absence of<ul style="list-style-type: none"><li>Parallel or perpendicular lines</li><li>Angles of a specified size</li></ul></li></ul></li><li>• Identify that right triangles are a category of polygons</li></ul> |
| 1.0 | With help, partial success at level 2.0 content and level 3.0   |

# Now you try: Create a Scale

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Create a scale based on the essential knowledge and skills you identified.

3.0 content and skills (standard specific)

2.0 content and skills needed to build to the 3.0 level (foundational knowledge)

4.0 content and skills that have students **moving up a cognitive level** from the goal (3.0) level

# Check yourself

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Are the targets at the...


## **4.0 level**

- knowledge and skills that extend beyond the standard?
- more cognitively complex than the standard?

## **3.0 level**

- knowledge and skills needed to demonstrate the standard?
- at the same level of cognitive complexity of the standard

## **2.0 level**

- knowledge and skills that build to the standard?
  - at the levels of cognitive complexity leading to the standard?
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# Let's share our scales

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Based on the feedback you receive, improve your scale.

This is a work in progress and will need to be revised again especially once you put into practice with students!

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What is most important is that **teaching** is visible to the student and that the **learning** is visible to the teacher. Hattie, 2009

# Effective Practices: Learning Targets

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**SHOULD be:** referenced during the lesson

**CAN be:** posted in classroom or listed on student handouts  
separate and more detailed than the scale  
listed in the scale

**Students SHOULD be able to explain:** the learning target  
how their current activities relate to the learning target



# Individual Student Learning Targets and Goals

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- Align to the standard and scale
- Can be for the day or the unit
- Based on individual needs and interests

Example:

By the end of this unit, I will be able to modify a text so it is written from a minor character's point of view.

# Communicating Learning Targets

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- ❖ Do students know what the learning targets are?
- ❖ How is monitoring occurring to make sure students know the learning target?
- ❖ How can learning targets be communicated to students?
- ❖ When will learning targets be communicated to students?

# Effective practices: Scales

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**SHOULD be:** easy for students to access  
referenced during the lesson

**CAN be:** posted in classroom or listed on student handouts

**Students SHOULD be able to explain:** the meaning of the levels of performance  
what level of performance they have achieved

# Create a Student Friendly Scale

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- Not necessary if students are able to read and understand the scale already created
- Adapt the scale into words your students understand
- Keep the intent of the standard of each target
- Use a taxonomy to ensure the targets are at the same level of cognitive complexity previously identified

# Implementing Scales

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- How can the expected levels of performance be communicated to students?
- When will the expected levels of performance be communicated?
- How will the expected levels of performance be **monitored**?

# Examples of scales

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Marzano research.com

iobservation Resource Library

Marzano book: Designing & Teaching Learning Goal & Objectives

# Action Plan

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1. Share your action plan with a colleague or colleagues

2. Pick a date to meet with your colleague or colleagues to share your reflection of the implementation

3. After Implementation

Did you reach the desired result with all students? Reflect on the implementation of learning goals and scales.

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“Tell me and I forget, teach me and I may remember, involve me and I learn.”

Ben Franklin





# Learning Targets

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