

Teach 360: Standards vs. Learning Targets

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Instructional Coaches

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Do Now/Entry Activity

- Please place a dot on the Standards Continuum that represents where you are in standards based education.

Agenda

- Standards/Learning Target Continuum
- Standards/LT card sort
- What is the difference between a standard and a learning target?
- Cognitive Demand of standards and learning targets
- How to write a learning target

Card Sort

- At your table, take out the cards and sort them into 3 piles;
 - Standards
 - Learning Targets
 - Others

What is a standard? A learning target?

- **Standard:** What we want students to be able to know and do at the end of any given time. Standards are provided by the state and derived from the National Standards. *Also can be known as Performance Expectations (PE in math), Content Standards (in science), GLE (reading, writing, social studies...)*
- **Learning Targets:** These are statements of *intended learning based on the standards*. Learning targets are in kid friendly language and are *specific to the lesson for the day and directly connected to assessment*.

Standards vs Learning Targets

Standards

- **Math 7.1:** Students add, subtract, multiply, and divide rational numbers—fractions, decimals, and integers—including both positive and negative numbers. With the inclusion of negative numbers, students can move more deeply into algebraic content that involves the full set of rational numbers. They also approach problems that deal with a wider range of contexts than before. Using generalized algebraic skills and approaches, students can approach a wide range of problems involving any type of rational number, adapting strategies for solving one problem to different problems in different settings with underlying similarities.
- **Science 1:** The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems.
- **Writing EALR 2.** The student writes in a variety of forms for different audiences and purposes.
- **Civics EALR 1:** The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.
- **Communication EALR 2:** The student uses communication skills and strategies to interact/work effectively with others.
- **Educational Technology 1.3.3** Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.

Learning Targets

- **Reading:** I can summarize with evidence from the reading.
- **Math:** I can add and subtract fractions.
- **Science:** I can draw a labeled food web showing the relationships among all of the ecosystem's plants and animal populations.
- **Writing:** I can write in an expository form. This means I can write a letter to the City Board and ask them to build a new skate park.
- **Social Studies:** Today we will explain the impact of third party candidates in the United States elections.
- **Educational Technology:** Learn how to combine information from separate sources to be able to counter an argument. This means I can look online to help find information to support my side of an issue.

...Others...

- Health GLE 1.5.1
- The food pyramid
- Student will complete book reports
- Write a sentence using each word from your vocab list
- Get out your pen and paper
- Complete the vocabulary definitions of these 5 words
- I can complete a diorama
- Finish lab 5.1
- Communication GLE 2.1.1
- Work online

Turn and Talk

- With a neighbor, talk about:
 - What surprises you on any of the lists? Why?
- Let's go back to the definitions...
 - Standards: What we want students to know and be able to do at the end of any given time...
 - Learning Target: Intended learning based on standards...in kid friendly language...focuses on the lesson of the day...tied to assessment.
- With a neighbor...
 - What questions do you still have around standards and targets?
 - How do you create a learning target based on a standard?

- Learning targets also address another important piece...*the cognitive demand of the standard.*

Cognitive Demand: DOK

- Depth of Knowledge (DOK) was created by Norman Webb from the Wisconsin Center for Education Research.
- Verbs alone do not determine the DOK's level of an assessment task. DOK's focus is on how deeply students need to know content for a given response.

Standards, Learning Targets & Cognitive Demand

Standards	Learning Targets	Cognitive Demand (DOK)
<p>6-8 LS2B</p> <p>The student knows that: Energy flows through an <i>ecosystem</i> from <i>producers</i> to <i>consumers</i> to <i>decomposers</i>. These relationships can be shown for specific <i>populations</i> on a <i>food web</i>.</p>	<p>I can identify a Producer.</p> <p>I can identify a Consumer.</p> <p>I can identify a Decomposer.</p> <p>I can organize producers, consumers and decomposers into a food chain.</p>	<p>Level 1 (Recall)</p> <p>Level 1 (Recall)</p> <p>Level 1 (Recall)</p> <p>Level 2 (Skill / Concept)</p>
	<p><i>I can.... Draw a labeled food web showing the relationships and energy transfers among all of an ecosystem's plant and animal populations.</i></p> <p>I can....Describe how a change in one population might affect all of the populations in a food web.</p>	<p><i>Level 3 (Strategic Thinking)</i></p> <p>Level 3/4 (Extended Thinking))</p>

Your charge tomorrow...

- With your content area group:
 - Pick a standard that addresses a unit or lesson that you will be working with in the fall.
 - Follow the example and use the DOK chart to create a learning target(s).

Thank you!

- Please quietly reflect on the following...
 - How does this information confirm your knowledge of standards and learning targets?
 - Why is this knowledge important?
 - What questions do you still have?
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