



Learning Targets to Establish Success Criteria and Engage Students

Competency

Educator uses learning targets to create a shared vision for learning expectations, to establish success criteria, and to engage students in the intended learning.

Key Method

The educator deconstructs a larger content standard or set of standards to create a unit of lessons that include student-friendly learning targets for each lesson. The educator then chooses an appropriate strategy for sharing the learning targets, establishing success criteria, and engaging students in the intended learning.

Method Components

What Is a Learning Target?

A brief statement that describes what students will be expected to learn by the end of a course, unit, or lesson.

Common Language

Educators may use a variety of terms to describe the intended learning for the course, unit, or lesson. Possible terms may include learning target, objective, or learning goals. For the purpose of this micro-credential, we will use the term “learning target” as a statement of what students are expected to know and be able to do as a result of instruction.

Why Are Learning Targets Important for Educators?

(See *Learning Targets: Helping Students Aim for Understanding in Today's Lesson* in Resources.)

Learning targets give educators a shared vision for learning expectations. They guide the planning, instruction, and assessment process and empower educators to deconstruct broad content standards. As a result, educators can create actionable lesson-sized learning targets that build upon each other within a unit of study. This process empowers educators to identify prerequisite skills necessary for student success, identify essential criteria for success, plan assessment, and provide descriptive feedback to students throughout the learning process.

Why Are Learning Targets Important for Students?

(See *Learning Targets: Helping Students Aim for Understanding in Today's Lesson* in Resources.)

Learning targets provide students with a clear vision of the intended learning. As a result, the teacher and student are aligned with expectations and criteria for success. Students can then use this information to engage in the lesson, identify strengths and areas of growth, self-assess, set goals, plan next steps, and provide feedback to peers.

Components of a Learning Target

(See *Knowing Your Learning Target* in Resources.)

A strong learning target should:

- Define the essential content or skills to be learned within the lesson. This may include the content as well as any possible forms of reasoning such as analyzing, synthesizing, evaluating, etc., written in student-friendly language. This means that academic vocabulary is defined or described at the onset of the lesson.

Types of Learning Targets

(See *Student-Centered Classroom Assessment* in Resources.)

The educator will use five different learning target types to plan instruction. Learning target types include knowledge, reasoning, skill, product, and disposition targets. Knowing the appropriate learning target type will help the educator to effectively plan for instruction with aligned learning outcomes and assessment methods.

Components of a Deconstructed Content Standard

(See Template for Deconstructing a Content Standard-Clear Learning Targets in Resources.)

Deconstructing a learning target is a process of evaluating a large or complicated content standard and breaking it down into actionable learning targets. During this process, the educator will:

- Identify what the student needs to be successful
- Establish the criteria for learning
- Develop learning targets within a unit of study that include the components of the larger content standard

Strategies for Sharing Learning Targets with Students

(See Unwrapping the Standards: A Simple Way to Deconstruct Learning Outcomes and Chapter 2: Leveling the Playing Field: Sharing Learning Targets and Criteria for Success in Resources.)

Educators can share targets with students using a variety of strategies. Many times, educators will “unwrap” the target by deconstructing the academic vocabulary to understand the meaning of the target at a deeper level. Educators may post the target in a visible area and engage students with the target in a variety of ways.

Strategies may include the following:

- Questioning and discussion
- Analyzing examples for quality
- Creating rubrics with student-friendly language

Supporting Rationale and Research

Oregon Education Association, et al. A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning.

<https://digital.osl.state.or.us/islandora/object/osl%3A16866>

Mellati, M., & Khademi, M. (2018). Exploring Teachers' Assessment Literacy: Impact on Learners' Writing Achievements and Implications for Teacher Development. Australian Journal of Teacher Education, 43(6).

<https://drive.google.com/file/d/1TqQa8JZ7ZXphtV9GBHKL6Fro3AdhqO8L/view?usp=sharing>

Great Schools Partnership. Research Supporting the Ten Principles: Learning Standards

<https://www.greatschoolspartnership.org/proficiency-based-learning/research-evidence/research-supporting-ten-principles-learning-standards/>

Resources

Learning Targets and Success Criteria

[Leaders of Their own Learning, Chapter 1: Learning Targets](#)

[Learner-Centered Assessment That Empowers Students](#)

[Designing Assessments with Learners at the Center](#)

[Template for Deconstructing a Content Standard—Clear Learning Targets](#)

[Unwrapping the Standards: A Simple Way to Deconstruct Learning Outcomes](#)

[Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success](#)

[Learning Goals and Success Criteria](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient rating for all components in Part 2.

Part 1. Overview Questions (Provide Context)

(175 - 250 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Describe your current classroom demographics. Include grade level, subject area, relevant cultural information, and any special considerations regarding student characteristics (English language learners, student with exceptionalities, etc).
2. What are your current professional learning goals as an educator? How would you like to improve your teaching practice as a result of your work with learning targets? How will your work with learning targets improve student learning?

Passing:

Educator provides appropriate and specific context for teaching and learning. Educator learning goals are clearly described in relation to the relevant learning context. Writing is comprehensive and coherent.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following four **artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Deconstructed Content Standard

Deconstruct a relevant content standard using the graphic organizer provided within the “Template for Deconstructing a Content Standard—Creating Learning Targets” in Resources. The content standard chosen should be the foundation for your unit of lessons provided in artifact two.

- To access the template, click on the resource, and then click on the HTML link provided at the top of the web page. Download the template and use it to deconstruct the content standard.
- For more information on learning target types, see the following resource: “Student-Centered Classroom Assessment” in Resources.

Artifact 2: Unit Outline

Create and submit a unit outline of five to ten lessons that include the overarching content standard(s) and the student-friendly learning targets for each individual lesson. Learning targets should:

- Clearly identify the learning target type
- Define academic vocabulary
- Describe the intended learning
- Clearly connect to the relevant content standard
- Accommodations and modifications for English language learners and students with disabilities
- Be documented in notes throughout the lesson outline that clearly describe how the planned activities or discussions are aligned with the learning target.

Artifact 3: Strategy for Sharing Learning Targets

Write a detailed description of at least one strategy for sharing a learning target. Refer to the Resource section for ideas (250-word limit).

Artifact 4: Annotated Evidence

Provides **at least one additional artifact** with annotated notes describing the artifact and how it was used to share the learning target or establish criteria for success. This may include the following:

- A short video (maximum of five minutes) of the educator sharing the learning target and engaging students in the intended learning using one of the strategies from the resource.

- Student work or artifacts suggested in the resource, such as a student-created planning chart, notes, or reflections.
- Instructional examples created by the teacher or students that are used to represent success criteria related to the learning target.
- A rubric used during instruction that is used to establish success criteria and align instruction with the learning target.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Deconstructed Content Standard	<p>Includes:</p> <p>The original content or priority standard</p> <p>Identifies the ultimate target type represented in the standard</p> <p>Identifies the prerequisite or underlying knowledge, reasoning, or skills represented in each of the “Underpinning Learning Targets” section</p> <p>All questions answered completely and with enough detail to show understanding of what the standard should look like.</p>	<p>Includes only:</p> <p>The original content or priority standard</p> <p>Identifies the ultimate target type represented in the standard</p> <p>Identifies some of the prerequisite or underlying knowledge, reasoning, or skills represented in the “Underpinning Learning Targets” section</p> <p>Answers may be lacking in detail and clarity</p>	<p>Artifact missing several or all key elements and work is incomplete</p>
Artifact 2: Unit Outline	<p>Unit outline of 5–10 lessons that includes all of the following:</p> <p>Overarching content standard</p>	<p>Unit outline of fewer than five lessons that may include the following:</p> <p>Overarching content standard</p>	<p>Unit outline of fewer than five lessons that may include some but not all of the following:</p>

	<p>Student-friendly learning targets for each individual lesson</p> <p>Detailed notes throughout the outline that describe how instruction is aligned with the learning target</p>	<p>Learning targets for each individual lesson in adult language</p> <p>Notes about how the standard and the learning target align</p>	<p>Overarching content standard</p> <p>Learning targets for each individual lesson</p> <p>Notes that describe how instruction is aligned with the learning target</p>
Artifact 3: Strategy for Sharing	<p>Educator provides a detailed description of the strategy chosen, and the strategy is practical and relevant</p>	<p>Description of the strategy chosen is limited in details and may not be practical or relevant</p>	<p>Description may not be clear or may not describe an appropriate strategy</p>
Artifact 4: Annotated Evidence	<p>Additional artifact selected from the options provided with annotated notes describing the artifacts and how it was used to share the learning target and to establish criteria for success</p>	<p>Additional artifact is included with a few notes describing the artifact and may or may not describe how it was used to share the learning target or to establish criteria for success</p>	<p>Additional artifact may or may not include notes describing the artifact and how it was used to share the learning target or to establish criteria for success</p>

Part 3. Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Create a written reflection describing the process of deconstructing a content standard, developing a unit of study that includes student-friendly learning targets, and implementing a strategy to share the learning target and/or establish success criteria with students. Address the following questions:

1. How did your teaching practice improve as a result of your work with learning targets?
2. How did your students benefit from engaging with the learning target and/or establishing success criteria? Include how the special population of students benefited from engaging with the learning target and/or establishing success criteria.
3. How will your work with learning targets influence or change your future teaching practice?

Passing: Reflections answer all of the questions and cite specific examples from the planning and teaching of the lesson(s).