Formative Instructional Practices
Focus: Clear Learning Targets
How do you know your students are learning?
Defining Formative Instructional Practices

Formative instructional practices (FIP) are the **formal and informal** ways that teachers and students **gather and respond** to evidence of student learning.

- Using clear learning targets
- Collecting evidence of student learning
- Providing effective feedback
- Preparing students to take ownership of their learning
Why Formative Instructional Practices?

- Research-based
- Improve student achievement
- Contribute to change in school culture
- Develop common language school-wide
- Transition to new standards
- Transition to OTES and OPES
- Measure student progress
Focusing on Clear Learning Targets
In a FIP School ...

LEARNING TARGETS ARE CLEAR

Can your students answer the question “Where am I going?”
FIP Starts with Clear Learning Targets

Clear learning targets help teachers:

- Know what to teach and what activities to plan
- Know what to assess
- Create a system for tracking and reporting information
- Accurately interpret and use assessment results
- Know how to give effective feedback
- Prepare students to take ownership of learning
Creating Clear Learning Targets: Deconstruction
Determining Target Type

<table>
<thead>
<tr>
<th>Knowledge Targets</th>
<th>Reasoning Targets</th>
<th>Skill Targets</th>
<th>Product Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge targets represent the factual information, procedural knowledge, and conceptual understandings that underpin each discipline.</td>
<td>Reasoning targets specify the thought processes students are to learn to do well within a range of subjects.</td>
<td>Skill targets are those in which a demonstration or physical skill-based performance is at the heart of the learning.</td>
<td>Product targets describe learning in terms of artifacts in which creation of a product is the focus of the learning target. With product targets, the specifications for quality for the product itself are the focus of teaching and assessment.</td>
</tr>
</tbody>
</table>

“The key question in distinguishing the task or activity from the learning target is ‘What’s the intended learning?’”

Classroom Assessment for Student Learning (2012) by Stiggins, Arter, Chappuis and Chappuis
Activity:
Determine the target type

Social Studies
Compares points of view from historical perspectives.
Activity:
Determine the target type

Social Studies
Compares points of view from historical perspectives.

Reasoning Target
Activity:
Determine the target type

Mathematics
Identify acute, obtuse and right angles.
Activity:
Determine the target type

Mathematics
Identify acute, obtuse and right angles.

Knowledge Target
Activity:
Determine the target type

Science
Make pictographs to describe observations and draw conclusions.
Activity: Determine the target type

Science
Make pictographs to describe observations and draw conclusions.

Product Target
Activity:
Determine the target type

English
Pronounces, blends, and segments syllables correctly in spoken words.
Activity:
Determine the target type

English

Pronounces, blends, and segments syllables correctly in spoken words.

Skill Target
Activity: Determine the target type

Mathematics

Multiply and divide with 100.
Activity: Determine the target type

Mathematics

Multiply and divide with 100.

Knowledge Target
Let’s Practice Deconstructing a Standard Together
A: Determine Ultimate Target Type

Standard: Drive a car with skill.

What is the ultimate target type?
- Knowledge
- Reasoning
- Skill
- Product
B: List Underpinning Targets

**Standard:** Drive a car with skill.

<table>
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<th>Knowledge</th>
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<th>Skill</th>
<th>Product</th>
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### Standard: Drive a car with skill.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Reasoning</th>
<th>Skill</th>
<th>Product</th>
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</thead>
<tbody>
<tr>
<td>• Know the laws</td>
<td>• Analyze road conditions</td>
<td>• Steer accurately</td>
<td>• Know the laws</td>
</tr>
<tr>
<td>• Understand informal rules of the road</td>
<td>• Analyze vehicle performance</td>
<td>• Shift smoothly</td>
<td>• Understand informal rules of the road</td>
</tr>
<tr>
<td>• Know how to read signs and understand them</td>
<td>• Analyze other drivers’ actions</td>
<td>• Park parallel</td>
<td>• Know how to read signs and understand them</td>
</tr>
<tr>
<td></td>
<td>• Evaluate options for safety</td>
<td>• Use signaling lights at</td>
<td>• Analyze road conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>appropriate times</td>
<td>• Analyze vehicle performance</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Analyze other drivers’ actions</td>
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<td>• Evaluate options for safety</td>
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Creating Clear Learning Targets:
CCSS Reading Example
Steps to Create Clear Learning Targets

#1 Deconstruct, or unpack, the standard or learning goal if needed.

#2 Rewrite the learning targets in student-friendly language.

#3 Organize learning targets into a logical progression, considering targets that:
   • Lay the base for learning (foundation learning)
   • Demonstrate **mastery** of the standard
   • Go beyond the standard
Step 1: Deconstruct the Standard

Deconstructing a Standard Template

Standard:

- Ultimate Target Type
  - Knowledge
  - Reasoning
  - Performance Skill
  - Product

- Learning Targets
  - What are the knowledge, reasoning, performance skills and products that underpin the standard?

  - Knowledge Target(s)
  - Reasoning Target(s)
  - Performance Skill Target(s)
  - Product Target(s)

- Define any academic language of the standard that needs clarification.

- Review the intended learning that comes before and after the standard.

Based on professional judgment and experience, is there anything else about this standard you should consider?
A: Determine Ultimate Target Type

Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

What is the ultimate target type?

- Knowledge
- Reasoning
- Skill
- Product
**B: List Underpinning Targets**

**Standard:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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4/2/2013
## B: List Underpinning Targets

**Standard:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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<th>Reasoning</th>
<th>Skill</th>
<th>Product</th>
</tr>
</thead>
</table>
| • Define:  
  • An argument  
  • A claim  
  • Identify a claim made in a text.  
  • Identify the reasons and evidence in the text. | • Trace the argument and specific claims in a text.  
  • Distinguish between supported and unsupported claims.  
  • Evaluate the argument and its specific claims in a text. | • None | • None |
Step 2: Write Student-Friendly Language

Step #2: Rewrite the learning targets in student-friendly language.

In this step, use your Deconstructing a Standard work to write student-friendly learning targets.

Possible learning target stems include:

- I can...
- We are learning to...
- I know...
Step 3: Organize Targets into a Logical Progression

### Student-Friendly Learning Targets Reading Example

**Standard #:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**(Strand: Reading Informational Text, Grade: 6, Topic: Integration of Knowledge and Skills)**

<table>
<thead>
<tr>
<th>Student-Friendly Learning Targets</th>
<th>Instructional Tiering</th>
<th>How might you assess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can assess the relevance of evidence for specific claims in a text.</td>
<td>Going beyond the standard</td>
<td>These targets are for students who have already mastered the standard or learning goal and are ready for enrichment. You can “go beyond” with content, levels of cognitive demand, or a combination of both. (Note: Greater text complexity works, too.)</td>
</tr>
<tr>
<td>I can assess the sufficiency of evidence for specific claims in a text.</td>
<td>Mastering the standard</td>
<td>These targets are the minimum level all students need to master. Mastering these targets means that the student is “working on grade level.”</td>
</tr>
<tr>
<td>I can assess if the reasoning in a text is sound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can define relevant evidence, sufficient evidence, and sound reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can evaluate, or judge, the argument and its specific claims in a text. This means I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support that claim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can distinguish (tell the difference) between claims that are supported and claims that are not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can trace, or follow, an argument and specific claims in a text. This means I can identify the claim made, the reasons given, and evidence provided in support of the claim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the reasons and evidence that support (back up) a claim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify a claim made in a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can define claim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can define argument.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain how an author uses evidence and reasons to support particular points in a text.</td>
<td>Laying a base (Foundation Learning)</td>
<td>These targets are the learning targets that students must know and be able to do in order to learn the mastery targets.</td>
</tr>
<tr>
<td>I can identify an author’s particular points in a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify which evidence and reasons support each point.</td>
<td></td>
<td></td>
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Step 3: Organize Targets into a Logical Progression

**Going Beyond the Standard**
These targets are for students who have already mastered the standard or learning goal and are ready for enrichment. You can “go beyond” with content, levels of cognitive demand or combination of both. (Note: greater text complexity works too.)

**Mastering the Standard**
These targets are the minimum level all students need to master. Mastering these targets means that the student is “working on grade level.”

**Laying the Base (Foundation Learning)**
These targets are the learning targets that students must know and be able to do in order to learn the mastery targets.
SWBAT?

www.teachingchannel.org
# Creating Clear Learning Targets

## Learning Paths Available

<table>
<thead>
<tr>
<th>Learning Paths Available</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Elementary, Middle School, High School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elementary, Middle School, High School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Elementary, Middle School, High School</td>
</tr>
<tr>
<td>Science (Coming soon!)</td>
<td>Elementary, Middle School, High School</td>
</tr>
<tr>
<td>Physical Education (Coming soon!)</td>
<td>K-12</td>
</tr>
</tbody>
</table>

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Resources for Creating Clear Learning Targets

Classroom Assessment for Student Learning (2012)
by Siggins, Arter, Chappuis and Chappuis
Facilitation Guide and Implementation Handbook
Foundations of Formative Instructional Practices

Module 1: Introduction to Formative Instructional Practices

Module 2: Clear Learning Targets

Module 3: Collecting and Documenting Evidence of Student Learning

Module 4: Analyzing Evidence and Providing Effective Feedback

Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More
Application Modules
Release Update

Current

• Creating Clear Learning Targets in ELA
• Creating Clear Learning Targets in Mathematics
• Creating Clear Learning Targets in Social Studies
• FIP in Action ELA (Grade 9-10)

Spring 2013

• Applying FIP in English Language Arts Grade 6
• Applying FIP in Social Studies Grade 7
Application Modules
Release Update

Fall 2013

• Creating Clear Learning Targets in Science
• Creating Clear Learning Targets in Physical Education
• FIP in Action Math (Grade 3)
• Applying FIP in English Language Arts Grade 7
• Applying FIP in Social Studies Grade 6
Contact Information

Find Your FIP Specialist contact information at www.FIPYourSchoolOhio.org

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