



# 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



Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
<p>Knowledge targets represent the factual information, procedural knowledge, and conceptual understandings that underpin each discipline.</p>	<p>Reasoning targets specify the thought processes students are to learn to do well within a range of subjects.</p>	<p>Skill targets are those in which a demonstration or physical skill-based performance is at the heart of the learning.</p>	<p>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.</p>

“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.

Knowledge	Reasoning	Skill	Product



# B: List Underpinning Targets



## Standard: Drive a car with skill.

Knowledge	Reasoning	Skill	Product
<ul style="list-style-type: none"><li>• Know the laws</li><li>• Understand informal rules of the road</li><li>• Know how to read signs and understand them</li></ul>	<ul style="list-style-type: none"><li>• Analyze road conditions</li><li>• Analyze vehicle performance</li><li>• Analyze other drivers' actions</li><li>• Evaluate options for safety</li></ul>	<ul style="list-style-type: none"><li>• Steer accurately</li><li>• Shift smoothly</li><li>• Park parallel</li><li>• Use signaling lights at appropriate times</li></ul>	



# 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

**Battelle for Kids**  
Formative Instructional Practices  
Clear Learning Targets

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### Deconstructing a Standard Template

**Standard:**

**a** **Ultimate Target Type**  
\_\_\_ Knowledge \_\_\_ Reasoning \_\_\_ Performance Skill \_\_\_ Product

**b** **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)

**c** Define any academic language of the standard that needs clarification.

**d** 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.

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.

Knowledge	Reasoning	Skill	Product
<ul style="list-style-type: none"><li>• Define:<ul style="list-style-type: none"><li>• An argument</li><li>• A claim</li></ul></li><li>• Identify a claim made in a text.</li><li>• Identify the reasons and evidence in the text.</li></ul>	<ul style="list-style-type: none"><li>• Trace the argument and specific claims in a text.</li><li>• Distinguish between supported and unsupported claims.</li><li>• Evaluate the argument and its specific claims in a text.</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

# Step 2: Write Student-Friendly Language



## #2

**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 #6: 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)

Student-Friendly Learning Targets	Instructional Tiering	How might you assess?
<ul style="list-style-type: none"> <li>I can assess the relevance of evidence for specific claims in a text.</li> <li>I can assess the sufficiency of evidence for specific claims in a text.</li> <li>I can assess if the reasoning in a text is sound.</li> <li>I can define relevant evidence, sufficient evidence, and sound reasoning.</li> </ul>	<p><b>Going beyond the standard</b></p> <p>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.)</p>	
<ul style="list-style-type: none"> <li>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.</li> <li>I can distinguish (tell the difference) between claims that are supported and claims that are not.</li> <li>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.</li> <li>I can identify the reasons and evidence that support (back up) a claim.</li> <li>I can identify a claim made in a text.</li> <li>I can define claim.</li> <li>I can define argument.</li> </ul>	<p><b>Mastering the standard</b></p> <p>These targets are the minimum level all students need to master. Mastering these targets means that the student is "working on grade level."</p>	
<ul style="list-style-type: none"> <li>I can explain how an author uses evidence and reasons to support particular points in a text.</li> <li>I can identify an author's particular points in a text.</li> <li>I can identify which evidence and reasons support each point.</li> </ul>	<p><b>Laying a base (Foundation Learning)</b></p> <p>These targets are the learning targets that students must know and be able to do in order to learn the mastery targets.</p>	



# 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](http://www.teachingchannel.org)

# Creating Clear Learning Targets

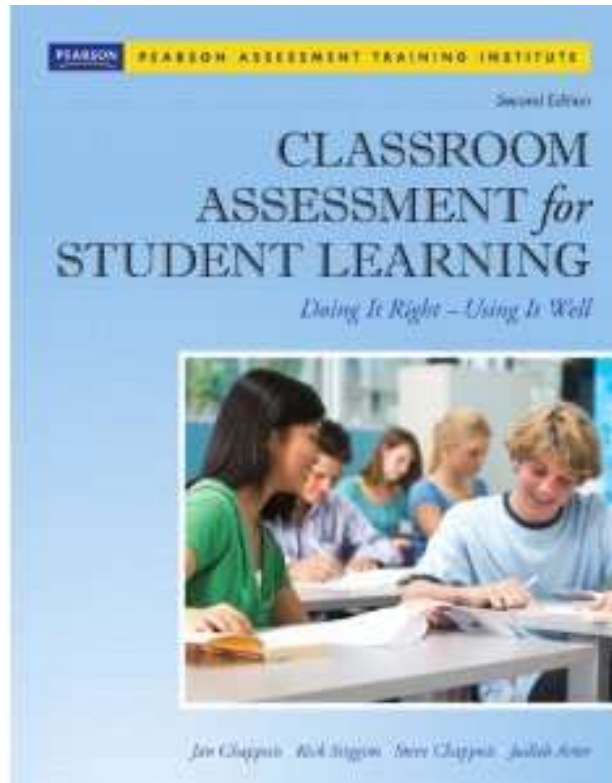
## Learning Paths



Learning Paths Available	Modules
English Language Arts	Elementary Middle School High School
Mathematics	Elementary Middle School High School
Social Studies	Elementary Middle School High School
Science ( <i>Coming soon!</i> )	Elementary Middle School High School
Physical Education ( <i>Coming soon!</i> )	K-12



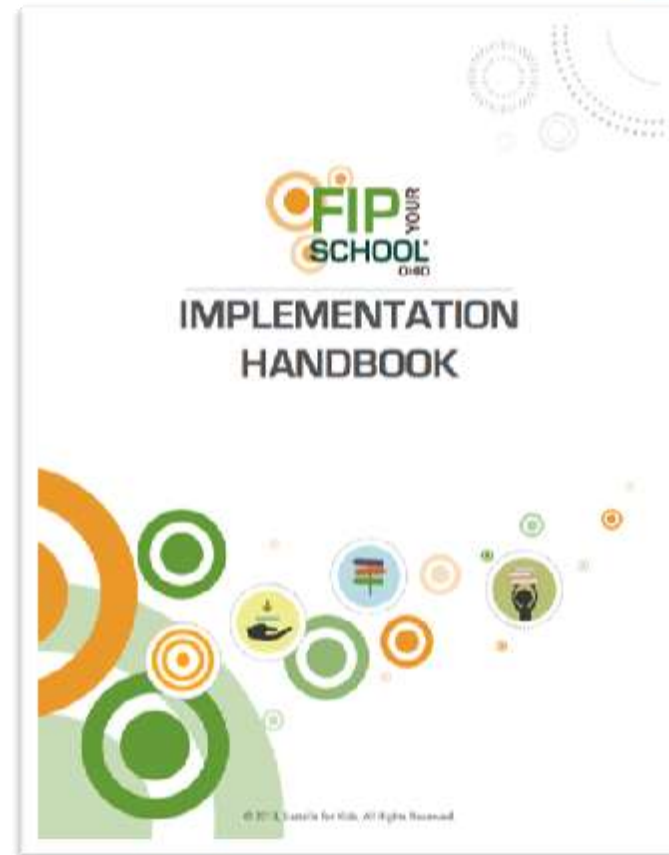
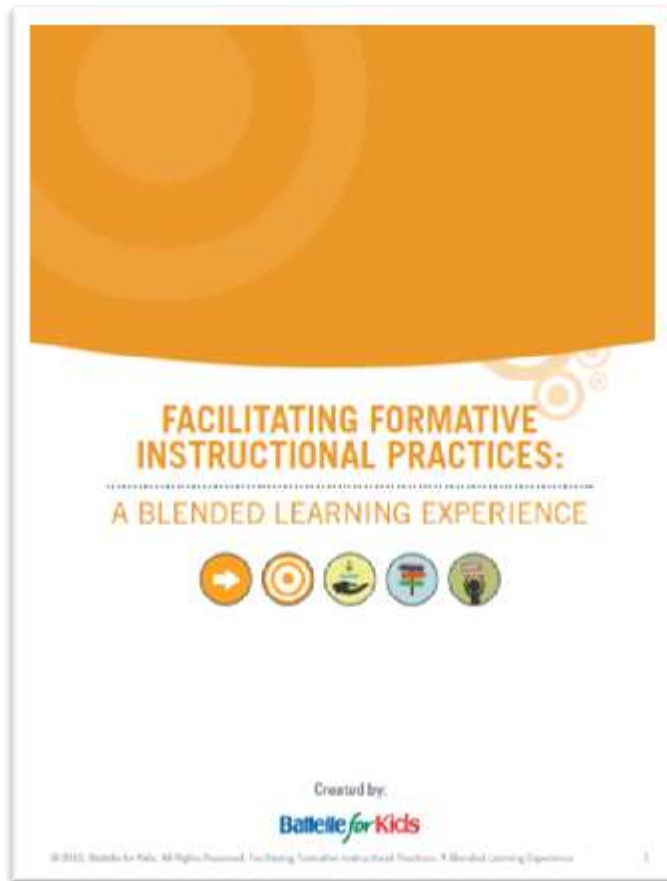
# Resources for Creating Clear Learning Targets



## ***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](http://www.FIPYourSchoolOhio.org)**

## **Race to the Top**

Virginia Ressa, *RttT FIP Project  
Coordinator*

(614) 728-6920

[virginia.ressa@ode.state.oh.us](mailto:virginia.ressa@ode.state.oh.us)

**Technical questions regarding  
online modules:**

1-866-543-7555

[Support@BattelleforKids.org](mailto:Support@BattelleforKids.org)