



## Activity 2.2

### Learning Targets and Success Criteria

#### Learning Target for the Activity

- Explain the role of learning targets and success criteria in connecting classroom-level instruction and learning with broader learning goals.

#### Purpose

This activity provides some additional information about learning targets and success criteria and a description of how they are used in one district.

#### Time

One hour

#### Materials Needed

- *Reading:* Moss et al. (2011).
- Survey, on a slide with prepared questions or a printed version, or entered into a questioning app (e.g., Socrative). If printed, make two copies for each group member.
- Flip chart and markers or interactive whiteboard

#### Suggested Room Setup

This is a small-group activity. Sit around a table where everyone can comfortably see and hear one another.

#### Directions

Working in small groups, complete each step in the order below:

1. Give everyone two copies of the survey (if printed) and a copy of the article or electronic access to it. If the survey is on a slide, project it.
2. Before reading the article, each group member individually completes the five-question survey. Summarize the group results on a flip chart or whiteboard, or project the summary from the questioning app. For each question note how many people selected each option (strongly disagree . . . strongly agree).
3. Individually, read the article "Knowing Your Learning Target." Using a highlighter, highlight the *one sentence* in each section that you think most clearly conveys the main idea of the section. If you are reading the article electronically, write the sentence down. If two or more sentences seem to be relevant, force yourself to select the one of them that, in your estimation, conveys the main idea most clearly. You should end up with eight highlighted sentences, one for each of these sections: (1) What Is a Shared Learning Target? (2) The Dangers of Flying Blind (3) Constructing a Learning Target (4) Beginning to Share (5) The Power of Meaningful Sharing (6) Designing a Strong Performance of Understanding (7) Explaining the Criteria for Success and (8) Empowering Every Student.

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4. One of the group should volunteer to be the facilitator in a discussion of each section in turn. First, the facilitator should have each group member share the sentence they selected as the main idea and explain why. Follow-up questions should probe areas of agreement and disagreement. A scribe should make notes on a flip chart or whiteboard.
5. The facilitator then asks a final question: "How do learning targets and success criteria contribute to clear standards, the theme of this assessment literacy goal?" Participants should reference the information on the flip chart or whiteboard to support their answers.
6. After the discussion has ended, the participants individually fill in the survey again. Again, summarize the group results on a flip chart or whiteboard, or project the summary from the questioning app. For each question note how many people selected each option (strongly disagree . . . strongly agree). Compare these results with the results obtained before the reading and discussion. Notice any patterns and try to explain them.

## Closure

The group reaches closure by facilitating a discussion based on this question: What did I learn from this activity that is important for me to know in my role as a school leader?

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	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Students who do not know the intention of a lesson expend precious time and energy trying to figure out what their teachers expect them to learn.				
2. Learning targets get their power from sharing them with students.				
3. What you ask students to do in a lesson helps communicate to them what you intend them to learn.				
4. Success criteria describe for students what good work looks like.				
5. Learning targets and success criteria affect student motivation as well as achievement.				