


DQ 1:  
COMMUNICATING  
LEARNING GOALS  
AND FEEDBACK





Participants will be able to describe how to communicate learning goals and provide specific feedback so that students understand their level on the scale and are motivated to enhance their status.

**LEARNING GOAL**

## What is a Learning Goal?

- A *learning goal* is a statement of what students will know or be able to do.
- Typically, the *learning goal* will be the standard.



# RESEARCH

ON AVERAGE, CREATING  
A LEARNING GOAL IS  
ASSOCIATED WITH A **25**  
PERCENTILE POINT GAIN  
IN THEIR ACHIEVEMENT.



IS THIS REALLY A  
LEARNING GOAL?

## Learning Goal, Activity or Assignment?

*Activities and assignments* are things students will be asked to do.

- Critical to teaching, but not the ends themselves
- Activities- students complete with guidance
- Assignments- completed independently

# Learning Goals and Assignments/Activities

TOPIC	LEARNING GOAL	ASSIGNMENTS/ACTIVITIES
Science	Students will be able to identify similarities and differences between various planets in the solar system.	Students will watch the video on the characteristics of the planets, moons and sun. The students will take notes and list the characteristics of the planets. Read pp 24-32 and complete the graphic organizer.

# Three Learning Goals and an Assignment

- ✓ Students will understand the defining characteristics of a democracy.
- ✓ **LEARNING GOAL**
- ✓ Students will be able to recognize the protagonist, theme, and voice of a piece of literature.
- ✓ **LEARNING GOAL**
- ✓ Students will solve 10 equations with one variable.
- ✓ **ASSIGNMENT**
- ✓ Students will be able to make valid inferences and draw conclusions based on data.
- ✓ **LEARNING GOAL**



Ways to  
display  
learning  
goals





# USING THE LEARNING GOAL TO MAKE A SCALE



# RESEARCH

ON AVERAGE, THE PRACTICE OF HAVING STUDENTS TRACK THEIR OWN PROGRESS WAS ASSOCIATED WITH A **32** PERCENTILE POINT GAIN IN THEIR ACHIEVEMENT.

# Academic Scale vs.

# Check for Understanding Can you tell the difference?

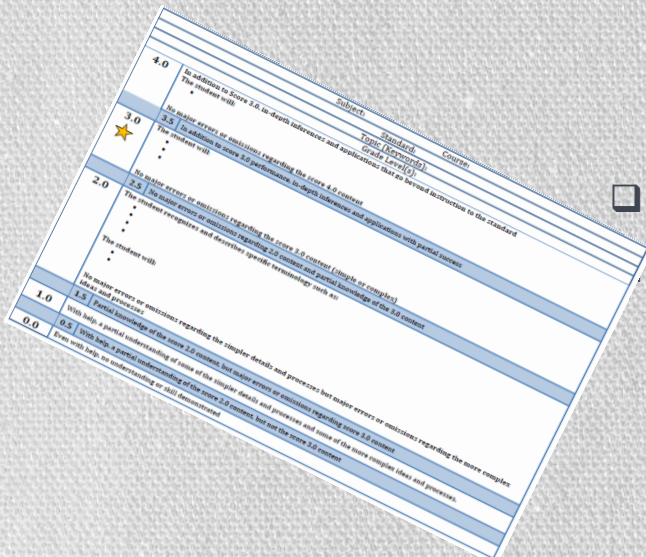
## Check for Understanding Scales



- ❑ Non Specific
- ❑ Communicates student self-assessment of
  - daily objective
  - current activity
  - instructions

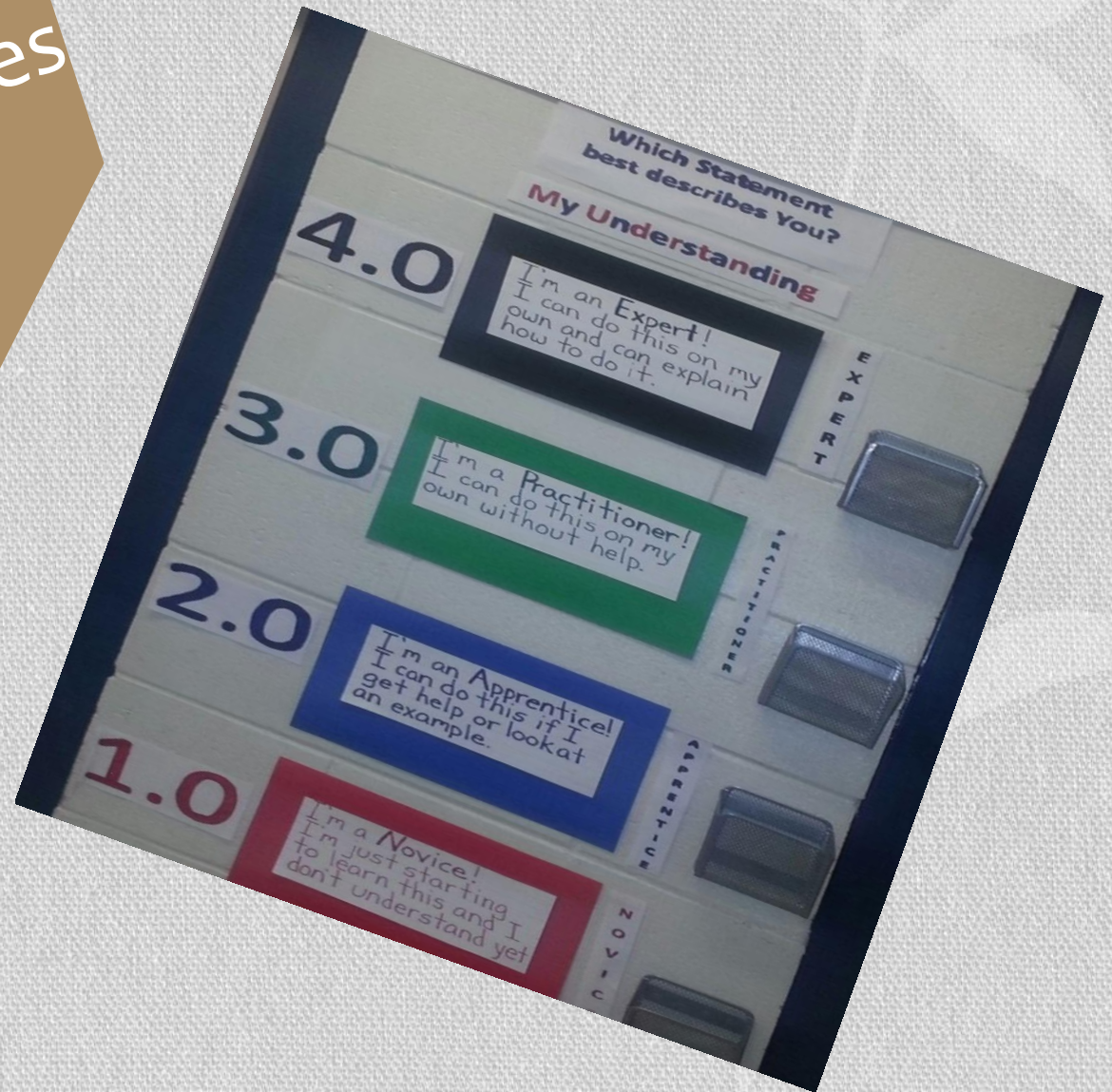
## Academic Scales

- ❑ Specific to Learning Goal
  - Identifies levels of progressive complexity towards mastery of the learning goal.
  - Score 2.0 – Simple Content
  - Score 3.0 – Complex Content of Learning Goal
  - Score 4.0 – More Complex Content



# Check For Understanding Scales

Simple Scales



# Academic Scale

I can identify and compare shapes based on their attributes.

241

4	I can explain how two (2-D or 3-D) shapes are alike and different based on their attributes.
3	I can identify and compare shapes based on their attributes.
2	I can identify shapes based on their attributes but have difficulty comparing shapes.
1	I can identify and compare shapes based on their attributes with help.

# Academic Scale

## Learning Scale: Starting a New Nation Grade 8: U.S. History - Mr. Smith

**Standard:** The student will demonstrate an understanding of the founding principles of our nation, an understanding of the principles, functions and organization of government, and the causes, course, and consequences of western expansion.

**4** In addition to score 3.0, in-depth inferences and applications that go beyond instruction to the standard  
The student will:  
• Compare/Contrast the Presidential administrations of George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, and Andrew Jackson.  
• Provide additional materials not taught.

No major errors or omissions regarding the 4.0 content

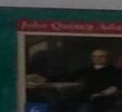
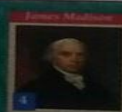
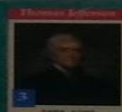
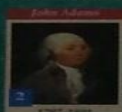
**3** The student will understand  
• The influences of George Washington's Presidency in the formation of the new nation.  
• Major domestic and international economic, military, political, and socio-cultural events of John Adams' and Thomas Jefferson's Presidency.  
• The time period from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, and the working class.)  
• The causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness.  
• The effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

No major errors or omissions regarding the score 3.0 content (Simple or complex)

**2** The student recognizes and describes specific terminology such as:  
• precedents, Party System, XYZ Affair, Alien and Sedition Acts, Marbury v. Madison, judicial review, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Embargo of 1807, War of 1812, Convention of 1818, Adams-Onis Treaty, Monroe Doctrine, Trail of Tears  
The student will:  
• Recognize the influence of George Washington's Presidency.  
• Recognize the distinction between the 1<sup>st</sup> political parties.  
• Recognize the conflicts encountered by the nation in the early years.  
• Recognize the reasons for westward expansion.

No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.

**1** With help, a partial understanding of some of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.





Check for  
Understanding



Academic  
Scale





# HOW DO I WRITE A COMPLEX SCALE?

**Grade/Content:** 4<sup>th</sup>- Reading

**Learning Goal:** The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

<b>SCORE</b> 4.0	<p>The student will analyze the impact of the _____ (elements of the story) on the outcome of the story.</p> <p>Elements of the story: plot structure, including exposition, setting, character development, problem/resolution, theme</p> <p><b>No major errors regarding the score 4.0 content</b></p>
<b>SCORE</b> 3.0	<p>The student will identify and explain:</p> <ul style="list-style-type: none"><li>• plot, including exposition</li><li>• setting</li><li>• character</li><li>• problem/resolution</li><li>• theme</li></ul> <p>in a specific story.</p> <p><b>No major errors regarding the score 3.0 content</b></p>
<b>SCORE</b> 2.0	<p>The student will define and understand the purpose for:</p> <ul style="list-style-type: none"><li>• plot, including exposition</li><li>• setting</li><li>• character</li><li>• problem/resolution</li><li>• theme</li></ul> <p><b>No major errors regarding the score 2.0 content</b></p>
<b>SCORE</b> 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p>
<b>SCORE</b> 0.0	<p>Even with help, no success</p>

The student will **analyze** the impact of the plot on the outcome of the story.

The student will **identify** and **explain**:  
Plot  
Setting  
Character  
Problem/Resolution

The student will **define** and understand the purpose for the plot.





2

- **Tracking Student Progress**

Teacher

- **Teacher facilitates tracking of student progress using a FORMATIVE approach to assessment.**

Student

- **Students understand their level of performance on the scale.**

**How Do I Get There?**  
(Scales & Tracking Progress)

Engage Students in Reflective Practice and Focused Revision

Provide Rigorous Learning Goals/Scales

**Where Am I Going?**  
(Learning Goals & Scale)

Use Examples of Strong & Weak Work

Formative Assessment Process

Create a Classroom Climate that Promotes Collaboration & Peer Feedback

Elicit Evidence of Student Learning  
(discussion, activity, products, formative assessment tools)

**Where Am I Now?**  
(Scale & Tracking Progress)

Provide Regular Descriptive Feedback that Moves Students Forward

Teach Students to Self Assess Using Evidence, Track Progress, & Set Goals

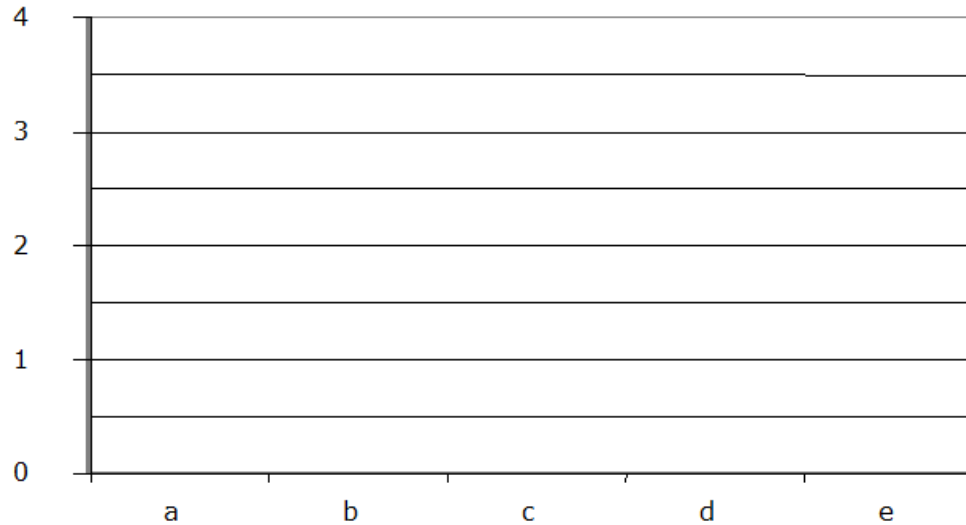


# Tracking My Progress

Tracking Progress

Name \_\_\_\_\_

Learning Goal:



Write a sentence providing evidence for your rating.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

# Tracking My Progress

■

**Tracking My Own Learning**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Goal**  
\_\_\_\_\_  
\_\_\_\_\_

My score at beginning: \_\_\_\_\_ My goal: \_\_\_\_\_ by \_\_\_\_\_

4									a	_____
3									b	_____
2									c	_____
1									d	_____
0									e	_____
									f	_____
									g	_____
									h	_____

4 \_\_\_\_\_

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_



# Elementary Tracking

Subject:		Course:	
Standard:		Topic/Keywords):	
Grade Level(s):			
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard	<p>I can write a paragraph and tell what my purpose for writing is.          I can analyze a paragraph and tell if my purpose for reading is different from the author's purpose for writing.</p>	
	The student		
	No major errors or omissions regarding 3.0 content		
3.0	In addition to Score 2.0, in-depth inferences and applications with partial success	<p>I can tell my teacher the author's purpose after I read a 3<sup>rd</sup> grade passage.          I can name words or underline words that signal an author's purpose.</p>	
★	The student will:		
	No major errors or omissions regarding the score 3.0 content (simple or complex)		
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
	The student recognizes and describes specific terminology such as:	<p>Persuade, Inform, Entertain</p>	
2.0	The student will:		
	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes		
1.5	Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the score 2.0 content, but not the score 3.0 content		
0.0	Even with help, no understanding or skill demonstrated		



# Elementary Tracking

Soaring towards our Learning Goals!

I am able to add and subtract two digit numbers by using a variety of strategies and can explain what I did.

**4** 


**Out of this World!**

- I am able to write and solve word problems using subtraction (with and without regrouping).
- I am able to explain what an error was made in a word or number problem.

**3**  

**Soaring Over the Rainbow**

- I am able to subtract three-digit numbers by a variety of strategies and I am able to explain what I did.
- I understand the steps of how to subtract three-digit numbers (with and without regrouping).

**2** 

**Blasting Off**

- I am able to independently complete some of the steps when subtracting three-digit numbers and use some of the strategies.
- I am able to recognize and describe the vocabulary words: regroup, difference, hundreds, thousands.

**1** 

**Counting Down**

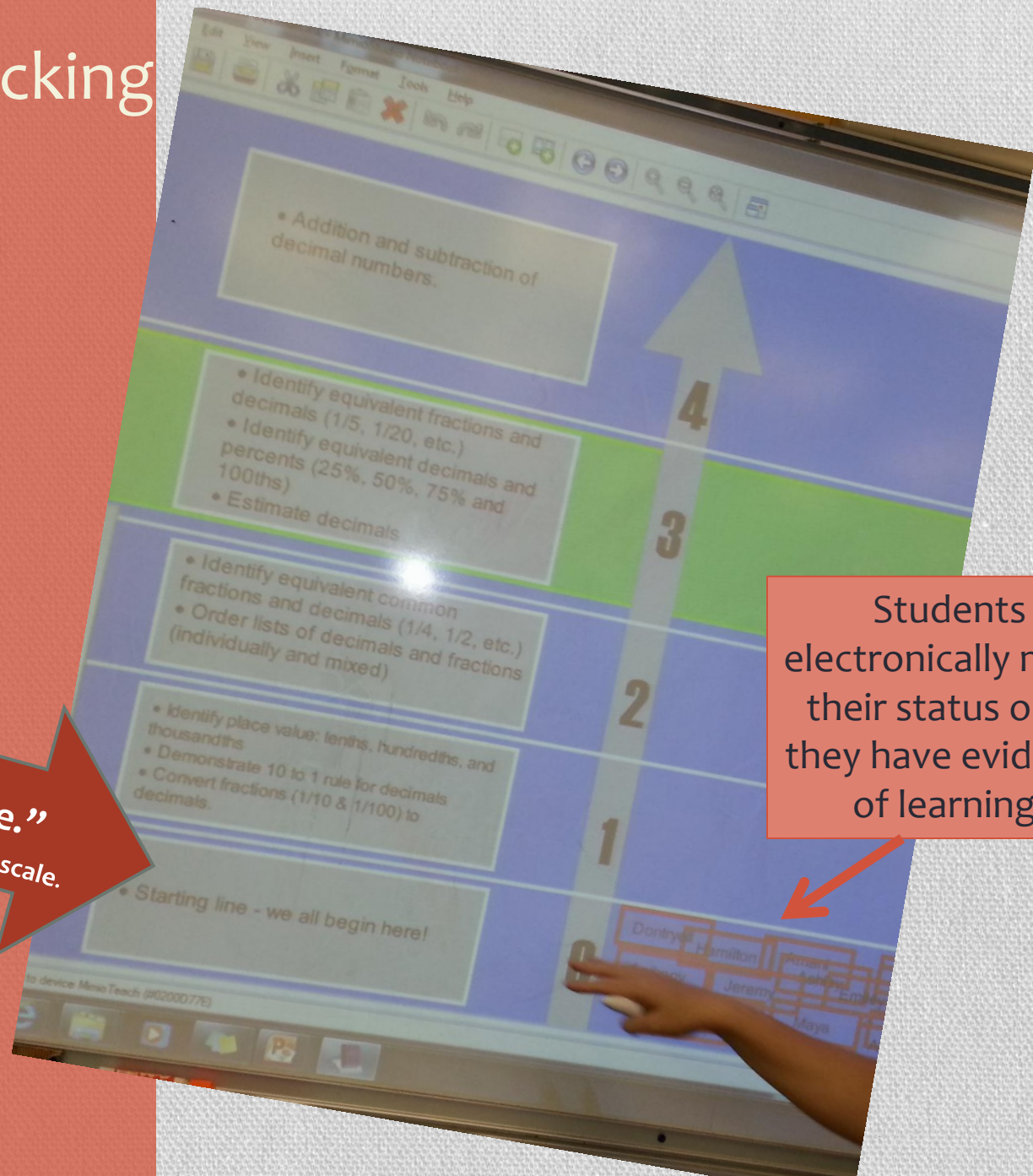
- With help, I am able to subtract three-digits by using different strategies or be able to explain what I did.
- With help, I understand the steps of how to subtract three-digits (with and without regrouping).

**0** 

**On the Launch Pad**

- Even with help, I am not able to subtract three-digits by using different strategies or be able to explain what I did.
- Even with help, I do not understand the steps of how to subtract three-digits (with and without regrouping).

# Elementary Tracking









Students electronically move their status once they have evidence of learning.

**0 is the "Starting Line."**  
Evidence is required to move up the scale.

# Elementary Tracking

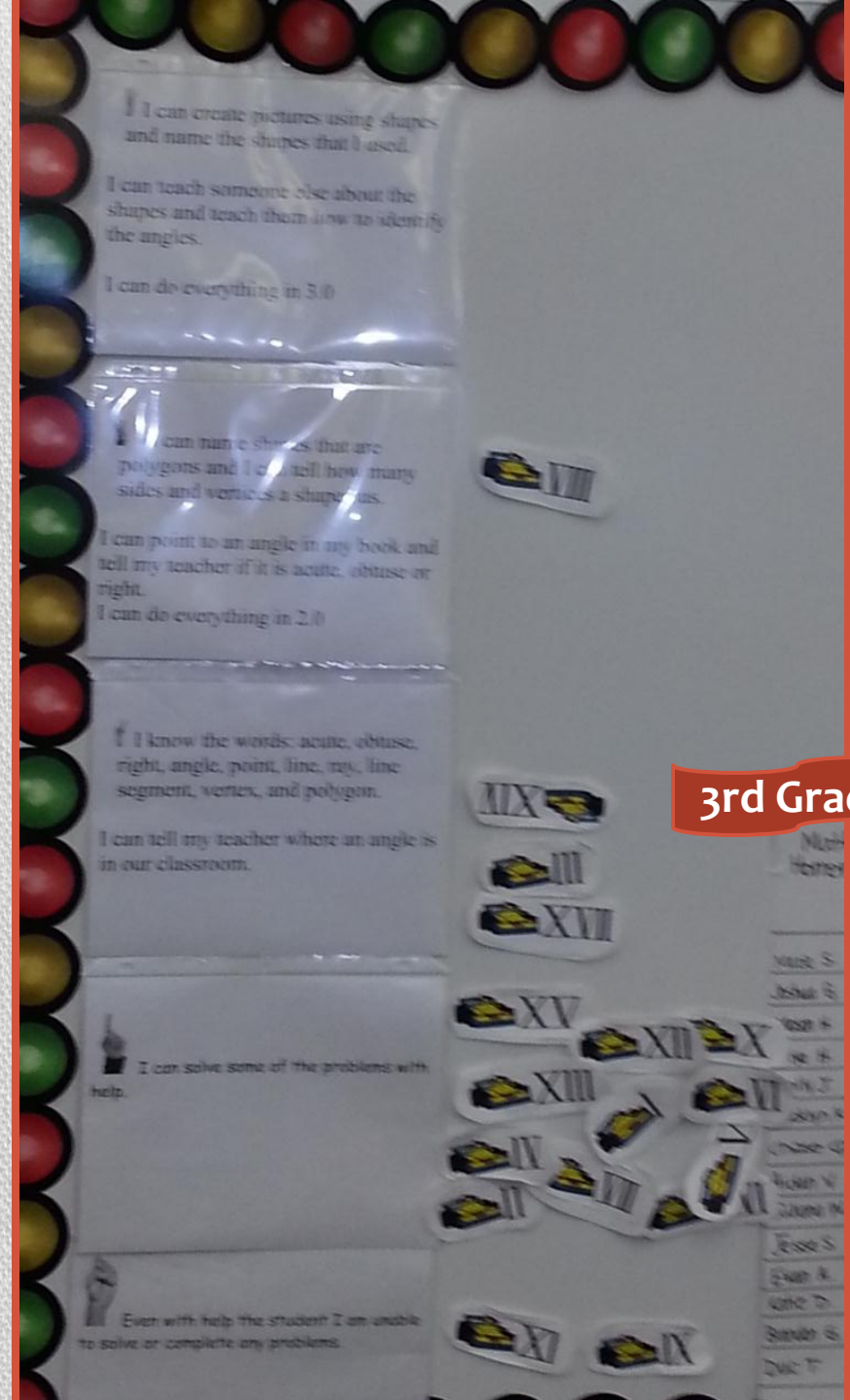
Goal: MA.3.G.3.1 Describe, analyze, compare and classify two-dimensional shapes using slides and angles- including acute, obtus and right angles- and connect these ideas to the definition of shape.

	"Pre"	"Mid"	"Post"
	<p>Date: <u>2/27/13</u></p> <p>I can create pictures using shapes and name the shapes that I used. I can teach someone else about the shapes and teach them how to identify the angles.</p>	<p>Date: _____</p> <p>My Goal: _____</p> <p>I can create pictures using shapes and name the shapes that I used. I can teach someone else about the shapes and teach them how to identify the angles.</p>	<p>Date: _____</p> <p>My Goal: _____</p> <p>I can create pictures using shapes and name the shapes that I used. I can teach someone else about the shapes and teach them how to identify the angles.</p>
	<p>I can do everything in 3.0</p> <p>I can name shapes that are polygons and I can tell how many sides and vertices a shape has.</p>	<p>I can do everything in 3.0</p> <p>I can name shapes that are polygons and I can tell how many sides and vertices a shape has.</p>	<p>I can do everything in 3.0</p> <p>I can name shapes that are polygons and I can tell how many sides and vertices a shape has.</p>
	<p>I can point to an angle in my book and tell my teacher if it is acute, obtuse or right.</p> <p>I can do everything in 2.0</p>	<p>I can point to an angle in my book and tell my teacher if it is acute, obtuse or right.</p> <p>I can do everything in 2.0</p>	<p>I can point to an angle in my book and tell my teacher if it is acute, obtuse or right.</p> <p>I can do everything in 2.0</p>
	<p>I know the words: acute, obtuse, right, angle, point, line, ray, line segment, vertex, and polygon.</p> <p>I can tell my teacher where an angle is in our classroom.</p>	<p>I know the words: acute, obtuse, right, angle, point, line, ray, line segment, vertex, and polygon.</p> <p>I can tell my teacher where an angle is in our classroom.</p>	<p>I know the words: acute, obtuse, right, angle, point, line, ray, line segment, vertex, and polygon.</p> <p>I can tell my teacher where an angle is in our classroom.</p>
	<p>I can solve some of the problems with help.</p>	<p>I can solve some of the problems with help.</p>	<p>I can solve some of the problems with help.</p>
	<p>Even with help the student I am unable to solve or complete any problems.</p>	<p>Even with help the student I am unable to solve or complete any problems.</p>	<p>Even with help the student I am unable to solve or complete any problems.</p>

Bar is colored to indicate current status.

# Elementary Tracking

Students keep track of progress directly on the scale using evidence identified from three assessments. In addition current status is tracked as a class on the board.



# Secondary Tracking

Students track progress on a tracking sheet in their journal. Evidence is included for each tracking point. (The summative assessment includes questions at all levels on the scale.)

Scale Worksheet

Learning Goal: The student will be able to determine the main idea or essential message in grade level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

What do you already know about the learning goal? I know that I can Infer Paraphrase and determine the main idea of essential message. But I'm not so sure about the details part.

Every time we evaluate our understanding of the Learning Goal, take a look at the rubric and mark what level at which you think you are. Mark the number in the grid and the small space for each letter and then explain why you are at the level you chosen in the bigger space at the bottom.

	a	b	c	d	e	f	g	h	i	j
4										
3										
2										
1										
0										

a. 2.5  
b. 3.0  
c. 3.0  
d. 4.0  
e. \_\_\_\_\_


a. 2.5 because I can do 2.0 Very well but 3.0 partially so in the middle.  
b. 3 because I determine main idea can do objective summary etc  
c. 3.0 because I determine main idea and can do objective summary etc.  
d. Because I got a (59/50) 100% on the test (perfection).  
e. \_\_\_\_\_


7<sup>th</sup> Grade


# Secondary Tracking


Students track progress directly on the scale with star stickers, notating the date a level is achieved. Students record evidence in their reflection journals.

Score	Description
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard The student will: <ul style="list-style-type: none"> <li>Create the 28<sup>th</sup> Amendment to the Constitution and write an opinion based on evidence and historical reasoning as to why it should be ratified.</li> </ul> No major errors or omissions regarding the score 4.0 content
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
3.0	Students will be able to explain the opposing viewpoints of the Federalists and Anti-Federalists regarding the ratification of the Constitution and the creation of the Bill of Rights. <ul style="list-style-type: none"> <li>Define the system of Federalism as it was set forth in the Constitution.</li> <li>Compare and contrast the views of the Federalists (Madison, Hamilton, Jay) and Anti-Federalists (Jefferson, Patrick Henry.)</li> <li>Describe how the opposition by the Anti-Federalists led to the writing and inclusion of the Bill of Rights in the Constitution.</li> </ul> No major errors or omissions regarding the score 3.0 content (simple or complex)
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
2.0	The student recognizes and describes specific terminology such as: <ul style="list-style-type: none"> <li>Ratify</li> <li>Compromise</li> <li>Amendment</li> </ul> The student will: <ul style="list-style-type: none"> <li>Explain the ratification process.</li> <li>Describe the difference between a Federalist and an Anti-Federalist.</li> </ul> No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes
1.5	Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.5	With help, a partial understanding of the score 2.0 content, but not the score 3.0 content
0.0	Even with help, no understanding or skill demonstrated

9/23/13 

9/18 

9/16/13 

9/12/13 





**KEEP  
CALM  
AND  
ASK ME  
QUESTIONS**

*X The TLE  
Team*



**DQ1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?**

**Providing Rigorous LG & Scales**

**1**

**TEACHER:**  
provides rigorous LG accompanied by a scale that describes levels of performance relative to the learning goal.



**STUDENTS:**  
understand the learning goal and the levels of performance on the scale.

**2**

**Tracking Student Progress**

**TEACHER:**  
facilitates tracking of student progress using a **FORMATIVE** approach to assessment.



**STUDENTS:**  
understand their level of performance on the scale.

**3**

**Celebrating Student Success**

**TEACHER:**  
provides students with recognition of their current status and their knowledge gain relative to the learning goal.



**STUDENTS:**  
are motivated to enhance their status on the scale.