

## Design Question 1

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

# Establishing and Communicating Learning Goals

Starting place for all effective instruction is designing and communicating clear learning goals.

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## Clearly Articulating Learning Goals as Opposed to Activities and Assignments

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Activities and assignments are used to help students achieve learning goals. They represent the things the student will do to help them learn new information or new skills. Activities are typically completed during a single lesson and assignments are done outside of the regular class time, although they may begin them during class time.

Learning goals state what students should learn over the course of a unit (or a lesson or an entire semester). Learning goals have a very specific format:

*Students will understand* \_\_\_\_\_.

Or

*Students will be able to* \_\_\_\_\_.

When the target of the learning goal is to understand information (declarative knowledge) then the format of the goal is “*students will understand...*”.

When the target of the learning goal is to learn process (procedural knowledge) then the format of the goal is “*students will be able to...*”.

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## Creating Scales and Rubrics for Learning Goals

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Steps to creating a scale for a learning goal (refer to the Marzano Taxonomy)



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## Rewriting Scales in Student Friendly Language

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It is highly useful to translate scales to “student language” to enhance student understanding and buy-in with their learning.

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## Having Students Identify Individual Learning Goals

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When students have personal goals they are more engaged in the content that is addressed in a unit of instruction. Consequently, it is beneficial to ask students to articulate personal learning goals. To help students state their learning goals in a precise manner, the following format can be used:

*When this unit is completed I will better understand \_\_\_\_\_.*

OR

*When this unit is completed I will be able to \_\_\_\_\_.*

Student learning goals should be accompanied with a scale that can be used to track their progress. Below is a generic scale for students:

|                                                                              |
|------------------------------------------------------------------------------|
| 4 = I did even better than the goal I set.                                   |
| 3 = I accomplished my goal.                                                  |
| 2 = I didn't accomplished everything I wanted to, but I learned quite a bit. |
| 1 = I tried, but I didn't really learn much.                                 |
| 0 = I didn't really try to accomplish my goal.                               |

**Something to ponder...**

*To what extent do you have students design their own learning goals for units of instruction? If you do not, how might you do so?*

# Action Planning for Establishing and Communicating Learning Goals

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*Planning a Lesson or Unit*

## Action Step 1: Clearly Articulating Learning Goals as Opposed to Activities and Assignments

Create a learning goal

*Students will understand* \_\_\_\_\_.

Or

*Students will be able to* \_\_\_\_\_.

When the target of the learning goal is to understand information (declarative knowledge) then the format of the goal is “*students will understand...*”.

When the target of the learning goal is to learn process (procedural knowledge) then the format of the goal is “*students will be able to...*”.

List one activity you will use with students

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List one assignment you will use with students

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## Action Step 2: Creating Scales and Rubrics for Learning Goals

### Scale

|                                                                                                                  |     |  |
|------------------------------------------------------------------------------------------------------------------|-----|--|
| Identify a learning goal with related content that is more complex.                                              | 4.0 |  |
| Design a learning goal for an upcoming unit.                                                                     | 3.0 |  |
| Refer to the Marzano Taxonomy to create a learning goal with easier content or knowledge that is a prerequisite. | 2.0 |  |
| With help, a partial understanding of some of the score of 2.0 elements and some of score of 3.0 elements        | 1.0 |  |
| Even with help, no understanding or skill demonstrated.                                                          | 0.0 |  |

### Action Step 3: Rewriting Scales in Student Friendly Language

Rewrite the scale that you created in Action Step 2 in student friendly language:

|     |
|-----|
| 4 = |
| 3 = |
| 2 = |
| 1 = |
| 0 = |

### Action Step 4: Having Students Identify Individual Learning Goals

Refer to the learning goal created in Action Step 1. Describe the directions you will give to students to help them identify personal learning goals that are related to the overall learning goal.

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