Learning Targets/Setting Objectives

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Designing & Teaching Learning Goals and Objectives – *Robert Marzano*
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Classroom Strategies That Work library

Designing & Teaching
Learning Goals & Objectives
by Robert J. Marzano

Objectives

- Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.
- Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.
- Learners will begin to understand and develop learning targets at different levels of difficulty.

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

- The importance of learning targets to the day-to-day execution of classroom activities is fairly obvious. Goals are the reason classroom activities are designed.
  - Good teaching *begins* with clear learning targets from which teachers select appropriate instructional activities and assessments that help determine students' progress on the learning targets.

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

- Two types of targets:
  - Performance targets – typically include a desired score. "All students will be determined proficient or higher by the end of the school year"

  - Mastery targets – articulate the content that is to be learned. "Students will be able to use word segmentation and syllables to decode an unrecognized word?

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Number a piece of paper from 1 - 10.

Complete the following activity independently

  – Learning Goals vs. Activities and Assignments

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Turn to a partner to compare and discuss your answers.

Continue the discussion with the correct answers displayed

Answers to Exercise 2.1

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Content knowledge can be organized into two broad categories: declarative knowledge and procedural knowledge.

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Declarative Knowledge is informational.

Students will understand _____.

Procedural Knowledge involves skills, strategies, and processes.

Students will be able to _____.

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Occasionally a learning goal involves a substantial amount of declarative and procedural knowledge.

Students will understand _____ and be able to _____.

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Number a piece of paper from 1 - 10.

Complete the following activity independently

Declarative vs. Procedural Knowledge

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

Turn to a partner to compare and discuss your answers.

Continue the discussion with the correct answers displayed

Answers to Exercise 2.2

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

An effective learning goal (target) provides students (and the teacher) with a clear understanding of the target knowledge.

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Target knowledge can be defined as the information and/or skill, strategy, or process that demonstrates attainment of the learning goal (target).

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Language Arts general statement; *Understand and use a variety of sentence types.*

Learning Target:

Students will be able to produce examples of a simple, compound, and complex sentences and write a brief essay that includes all three types.

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Complete the following activity independently

Translating General Statements Into Learning Goals

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Make eye contact with someone from across the room. (In other words work with someone you have not worked with today)

Share and discuss your learning targets comparing them to the examples provided

Exercise 2.3 Examples

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

After articulating a clear learning target the next logical step is to design a tasks or tasks that will be used to determine whether students have accomplished that particular goal.

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Designing tasks to accompany learning goals makes expectations for students even more specific.

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Discuss the following 4 examples at your table;

Target

- Students will be able to use syllabication to sound out words.

Task

- *Break each of the words below into syllables using the format provided, and then put the syllables back together to sound out the word.*

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Target

- Students will be able to find the volume of a cylinder given its circumference and height.

Task

- *The cylinder in the drawing below has a circumference of 42 cm and a height of 26 cm. Find the volume of the cylinder, showing your work.*

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Target

- Students will describe the major events of the Vietnam War and the order in which they occurred.

Task

- *Create a timeline that orders the following events; the Gulf of Tankin Resolution, the Battle of the Ia Drang, and the Tet Offensive. In the space provided, briefly explaining the significance of each event.*

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Target

- Students will describe the key characteristics of warm-blooded animals (internal maintenance of temperature, live births).

Task

- *From the group of pictures of animals provided, select an animal that is warm-blooded. Briefly explain what makes the animal warm-blooded and what excludes another animal from the same group.*

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Complete the following activity independently, pick 2 of the 10 to write an assessment task.

Designing Assessment Tasks for Learning Goals

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Compare and discuss your work with a colleague, then compare your work to the examples provided here;

Exercise 2.4 Examples

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Review of Key Points;

- Distinction between learning targets and activities/assignments.
  - *Learning targets are the ends; and activities/assignments are the means to those ends.*

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Review of Key Points;

- When designing learning targets, it is useful to keep in mind the difference between declarative knowledge (information) and procedural knowledge (skills, strategies, and processes).

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

Review of Key Points;

- After developing clear learning targets, develop a task or tasks (formative assessment) to determine if students have attained the learning target.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Goals must be at the right difficulty level to enhance student achievement.

Targets must challenge students but be perceived as attainable.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Learning targets at 4 different levels

- Level 4 – Knowledge Utilization
- Level 3 – Analysis
- Level 2 – Comprehension
- Level 1 - Retrieval

Learners will begin to understand and develop learning targets at different levels of difficulty.

Retrieval goals require the recognition and recall of basic information and the execution of procedures.

Work with your table group to identify the different types of retrieval targets in this exercise; Identifying Different Types of Retrieval Goals

Learners will begin to understand and develop learning targets at different levels of difficulty.

Check your understanding of retrieval goals with the answers provided; Answers for exercise 3.1

Learners will begin to understand and develop learning targets at different levels of difficulty.

Comprehension targets require students to demonstrate an understanding of the overall structure of knowledge – the critical versus noncritical aspects of the knowledge.

- Integrating Goals
- Symbolizing Goals

Learners will begin to understand and develop learning targets at different levels of difficulty.

Integrating Goals – these goals and tasks require students to describe the critical information regarding content.

- **Verbs used with integrating goals;**
  - Describe how or why……….
  - Describe the effects…………
  - Explains ways in which………
  - Paraphrase………..
  - Summarize…………..

Learners will begin to understand and develop learning targets at different levels of difficulty.

Symbolizing Goals– these goals and tasks require students to translate their understanding into some pictorial, graphic, or pictographic representation.
- **Verbs used with symbolizing goals;**
  - Show……..
  - Diagram…………
  - Chart………
  - Use Models………..
  - Draw…………..

Learners will begin to understand and develop learning targets at different levels of difficulty.

Complete the following exercise independently;

Identifying Different Types of Comprehension Targets

Learners will begin to understand and develop learning targets at different levels of difficulty.

Check your answers here;

Answers to Exercise 3.2

and discuss with a partner.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Analysis Goals– these goals and tasks require students to go beyond what was actually taught in class and make inferences that create new awareness.

- **5 types of analysis goals;**
  - Matching
  - Classifying
  - Analyzing
  - Generalizing
  - Specifying

Learners will begin to understand and develop learning targets at different levels of difficulty.

Matching Goals and Tasks include the following verbs;

- Categorize……..
- Compare and Contrast………..
- Differentiate……….
- Sort………
- Create an analogy………
- Create a metaphor………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Classifying Goals and Tasks include the following verbs;

- Classify…….
- Organize……….
- Sort…….
- Identify a broader category……….
- Identify different types………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Analyzing Goals and Tasks include the following verbs;

- Identify problems…….
- Assess……….
- Critique…….
- Diagnose……….
- Evaluate………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Generalizing Goals and Tasks include the following verbs;

- What conclusions can be drawn…….
- What inferences can be made……….
- Create a rule…….
- Trace the development of……….
- Form conclusions………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Specifying Goals and Tasks include the following verbs;
- Make and defend…….
- Predict……….
- Judge…….
- Develop an argument for……….
- Under what conditions………

Learners will begin to understand and develop learning targets at different levels of difficulty.

In summary, there are five types of analysis targets: matching goals, classifying goals, analyzing goals, generalizing goals, and specifying goals.

Work with a partner to Identify Different Types of Analysis Goals.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Discuss your conclusions at your table referring to the Answers for Exercise 3.3.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Knowledge Utilization Goals require students to apply or use knowledge in specific situations.

There are 4 types of Knowledge Utilization Goals
- Decision-making Goals
- Problem-solving Goals
- Experimenting Goals
- Investigating Goals

Learners will begin to understand and develop learning targets at different levels of difficulty.

Decision-making Goals and Tasks include the following verbs;
- Decide……..
- What is the best way………..
- Which of these is most suitable……….
- Select the best among the following alternatives………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Problem Solving Goals and Tasks include the following verbs;
- Solve……..
- How would you overcome………..
- Adapt……….
- Develop a strategy to………
- Figure out a way to………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Experimenting Goals and Tasks include the following verbs;
- Experiment……..
- Generate and test………..
- What would happen if……….
- How can this be explained………
- How would you determine if………

Learners will begin to understand and develop learning targets at different levels of difficulty.

Investigating Goals and Tasks include the following verbs;
- Research……..
- Take a position on………..
- What are the differing features of……….
- How or why did this happen………
- What would happen if………

Learners will begin to understand and develop learning targets at different levels of difficulty.

In summary, there are four types of knowledge utilization goals: decision-making goals, problem-solving goals, experimenting goals, and investigating goals.

Work with a partner to Identify Different Types of Knowledge Utilization Goals.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Discuss your conclusions at your table referring to the Answers for Exercise 3.4.

Learners will begin to understand and develop learning targets at different levels of difficulty.

Review: *A key considerations in designing learning goals is level of difficulty. By designing goals at different difficulty levels, the teacher can ensure that each student is challenged without being overwhelmed.*

Terms and Phrases **used when designing assessment tasks for learning goals at various levels.**

Check for Understanding

- Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.
- Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.
- Learners will begin to understand and develop learning targets at different levels of difficulty.

Check for Understanding

Learners will understand learning targets and be able to recognize, adapt and use learning targets in their daily lessons.

To what degree was this objective accomplished?

What do you need to further your understanding?

Check for Understanding

Learners will design assessment tasks for learning targets that will be used as a formative assessment in their classroom.

To what degree was this objective accomplished?

What do you need to further your understanding?

Check for Understanding

Learners will begin to understand and develop learning targets at different levels of difficulty.

To what degree was this objective accomplished?

What do you need to further your understanding?

Feedback/Evaluation

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