



LEARNING SCIENCES
INTERNATIONAL

Study Guide

Creating & Using Learning Targets & Performance Scales

How Teachers Make Better Instructional Decisions

Part 1: Creating Learning Targets and Performance Scales

Read pages 7–11. In the larger circle, write any benefits of learning targets that you found in the text. Discuss how learning targets could help in your individual classroom, in team planning, and at a school level.

Benefits of Learning Targets

Read pages 11–13. At the top of each column, write one type of learning target. On the lines below, write what you have learned about each of the types of learning targets.

Type of Learning Target			
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A Step-by-Step Process for Creating Learning Targets

List the four steps in the process for creating learning targets:

1. _____
2. _____
3. _____
4. _____

For the purpose of this activity, choose one standard with which to work. Use pages 14–24 to guide you through the process for creating learning targets.

Write the standard you have chosen:

Step 1: Identify the declarative and procedural knowledge in a standard.

Above, you have chosen a standard. Circle the verbs (procedural knowledge) and underline the nouns (declarative knowledge) in that standard.

Step 2: Chunk the standard.

Chunking a standard means breaking it apart into chunks called learning goal targets. Carefully read the action verbs and create a word-by-word conversion of the sentences and paragraphs in the standard into bulleted learning goal targets. Write the learning goal targets in the space provided.

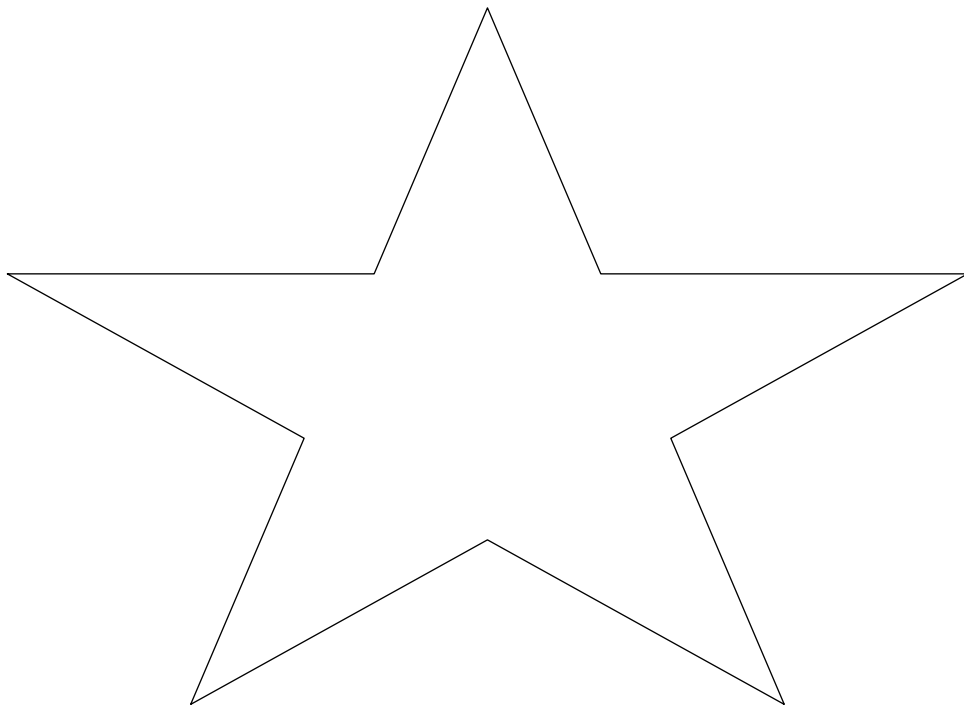
Step 3: Unpack the foundational targets.

For additional support in this step, reread page 18. Then, place your foundational targets in the chart below.

Foundational Knowledge Students will understand . . .	Foundational Processes Students will be able to . . .

Step 4: Create cognitively complex targets.

For additional support in this step, reread pages 21–22. Then, place your cognitively complex target in the star below.



Creating Performance Scales

In your own words, describe a performance scale. Include a definition, a purpose, and benefits.

Recall the three types of targets that you previously created. The chart below will guide you in determining where those targets will be placed on your scale.

Level	Type of Target	Description of the Target
4.0	Cognitively Complex Target	Target that reaches above the cognitive level of the standard and involves making in-depth inferences or applications
3.0	Learning Goal Target	Target that aligns with the cognitive level of the standard
2.0	Foundational Target	Target that builds to the standard (critical process, necessary background information, essential vocabulary), underpinning the learning goal at cognitive levels below the standard
1.0	With help, partial success at level 2.0 content and level 3.0 content	
0	Even with help, no success	

In your own words, differentiate between the four levels of The New Taxonomy.

Knowledge Utilization
Analysis
Comprehension
Retrieval

Look at the learning targets you created. Which is the highest level of complexity? The target(s) with the highest level of complexity determine the complexity level of your standard and will become the learning goal target(s). Those below that will become foundational target(s), and you will learn to build additional foundational targets as well as a cognitively complex target.

The Steps for Creating a Performance Scale

Using the standard that you have used on previous pages as well as your knowledge of the taxonomy, you will now create a performance scale.

Step 1: Identify the taxonomy levels of the targets.

In the figure below, list the learning goal targets that you created for this guide. If necessary, review the taxonomy levels on pages 27–28 in the text, and determine the taxonomy level of each of the learning goal targets. Write the level in the column provided.

Step 2: Determine the scale levels of the learning goal targets.

Using information on pages 33–34 of the text, determine the scale level of each of your learning goal targets. Write the level in the column provided.

Learning Goal Target	Taxonomy Level	Scale Level

The Steps for Creating a Performance Scale

Using the chart on page 5 of this guide, place the learning goal targets in their respective levels on the scale provided. Then, follow the steps below.

Step 3: Integrate the previously identified foundational targets.

Place the foundational targets, which you created on page 4 of this guide, in the space provided in level 2 of the scale.

Step 4: Insert the previously identified cognitively complex targets.

Place the cognitively complex targets, which you created on page 4 of this guide, in the space provided in level 4 of the scale.

4.0	Students will be able to . . .
3.0	Students will be able to . . .
2.0	Students will <i>recognize or recall</i> academic vocabulary including . . . Students will be able to . . .
1.0	With help from the teacher, student has partial success with unit content.
0	Even with help, student has no success with unit content.

Part 2: Using Learning Targets and Performance Scales

Routines for Using Targets and Scales

After reading pages 43–48, record your learning and understanding in the space provided. Use this chart for notes that you can refer back to during future planning.

Routine	What	Why	How

Record and discuss your answers to the following questions:

How will the information on pages 43–58 impact student learning?

Using the scale you created as a reference, discuss ways in which you could implement each of the routines.

Using Teacher-Created Targets and Scales

After reading pages 59–63, reflect on what each of the key teaching behaviors might look like in your classroom. Discuss this with your group. In the spaces provided, write a brief description of what each behavior might look like or sound like during a lesson in your classroom, based on the scale you have previously created in this guide. Record any ideas you may have for future planning as well.

Introduce and Explain the Scale and Its Targets to Students

Ease Students Gradually Into the Challenge of Using Targets and Scales

Refer Continually, Effortlessly, and Seamlessly to Targets and Scales During Instruction

Relate Activities to the Targets and Scales Throughout the Lesson

Using Student-Friendly Scales

After reading pages 75–88, create a student-friendly scale using the scale you previously created in this guide. Include the features appropriate for your level of instruction.

	Student-Friendly Targets (Words)	Student-Friendly Targets (Visual)
4.0		
3.0		
2.0		
1.0		
0		

Discuss and record answers to the following questions:

How is this scale different from the one I created earlier in the guide?

How might this scale benefit my students?

To effectively implement a student-friendly scale during my lesson, in what key teacher behaviors should I engage?

Discuss what each of these key teacher behaviors may look like at your instructional level.

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Using Student-Generated Scales

After reading pages 89–92, list the steps to keep in mind while planning for students to effectively implement student-generated scales. In each area, add any notes that you feel will help you to plan in the future.

Step 1:



Step 2:



Step 3:



Step 4:



How will student-generated scales benefit my students?

How can I avoid some of the common mistakes when working with student-generated scales?

For additional reflection and discussion topics, see page 110 in the text.

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