

13th Annual

# Thinking & Learning Conference

**DR SUSAN BROOKHART**

Friday 20 May

**Learning Targets: Helping students  
aim for understanding**

Session 1

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**MELBOURNE**

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# DR SUSAN BROOKHART

Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment.

A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne.

Susan has been a columnist for Phi Kappa Phi's *National Forum* journal and editor of *Educational Measurement: Issues and Practice*. She is author or coauthor of several books and over 50 articles on classroom assessment, teacher professional development and evaluation.

Susan holds a master's degree in religion from Lutheran Theological Seminary and a doctorate in educational research and evaluation from Ohio State University.



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## Learning Targets: Helping Students Aim for Understanding

Sue Brookhart

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### Session Summary

The first thing students need to learn is what it is that they are supposed to be learning. Sharing learning targets and criteria for success is the fundamental formative assessment method, upon which all the others depend. Learning targets are often characterized as simply instructional objectives in student-friendly language. This is not true! A learning target is only a target if students are aiming for it, and a learning target is tied to what students actually do in an individual lesson. Participants in this session will discover strategies for helping students answer the question “What am I supposed to be learning?”

### Objectives and Outcomes:

- Viewing a learning target from the student’s point of view
- Making learning targets “live” in a lesson: the performance of understanding
- Developing assessment-capable students: student look-fors

### Session Outline

- Why every lesson should have a learning target
- Learning targets form a learning trajectory
- Learning targets include four elements:
  - Learning target statement
  - Lesson-sized chunk of content
  - Performance of understanding
  - Success criteria or student “look-fors”
- Planning a lesson using a learning target theory of action (p. 2)

### For More Information:

*Learning Targets: Helping Students Aim for Understanding in Today’s Lesson*, by Connie M. Moss & Susan M. Brookhart, 2012, ASCD.

<p><b>What am I learning? What will I be able to do when I finish today's lesson?</b> (The target statement: Describe the learning in age and developmentally appropriate language that students would understand.)</p>	<p><b>What idea, topic, or subject is important for me to learn and understand so I can use this information to do it?</b> (Content knowledge, skills, reasoning)</p>	<p><b>How will I be asked to show that I can do this?</b> (Performance of Understanding)</p>	<p><b>How will I know I can do this? How well do I have to do it?</b> (Student Look-Fors)</p>
<p><i>Today we are learning...</i></p>	<p><i>To be able to do this we must learn and understand that...</i></p>	<p><i>You will show you can do this by...</i></p>	<p><i>You will know you have hit the learning target when you are able to say...</i></p>
<p>How will this learning target be shared with students?</p>			

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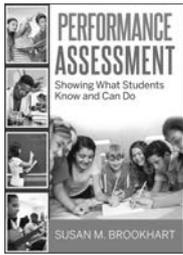




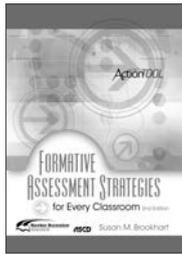


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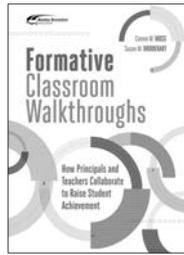
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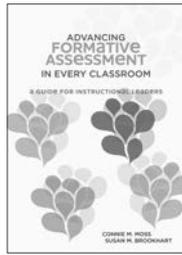
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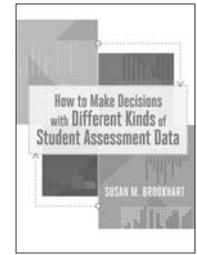
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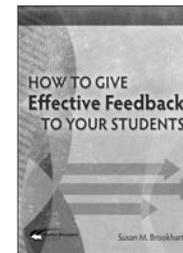


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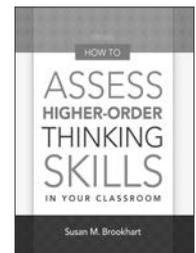
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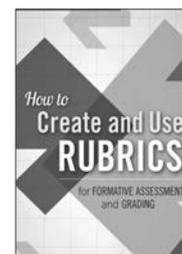
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