

# Learning Goals and Scales



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# Why do I need to have a goal?

Ralph Tyler (1949) “Well-constructed objectives should contain a clear reference to a specific type of knowledge as well as reference to the behaviors that demonstrate proficiency relative to that knowledge.

The words “goals” and “objectives” are used interchangeably in Marzano’s work.

# Goals Come From The Standards

Common Core State Standards guide teacher instruction and student learning and are used to create learning goals.

Teachers must first deconstruct the standard and identify its big ideas.

Write learning targets that will lead to students learning each big idea

- Statements of knowledge and skills students need to demonstrate mastery of a standard
- Are not daily objectives and often require a series of lessons to accomplish

# Goals, Activities, and Assignments

Activities or Assignments are things students will be asked to DO. They are a critical part of effective teaching, but not an ends in themselves.

A learning goal is a statement of what students will know or be able to do at the end of a lesson.

Don't confuse learning targets with learning activities or assignments. These are designed to allow students to demonstrate their learning and progress in meeting the learning target.

# Making Goals Bite-Sized

Subject and Grade Level: Social Studies 6-8

Statement from State Standards: Understands the basic concept of a democracy

Explicitly Articulated Learning Goals: Students will be able to explain the basic defining characteristics of a democracy, including the following:

- Civic responsibility is exercised by voting
- Majority is rule, and there is a focus on individual rights

# General Statements to Learning Goals

1. Speaking effectively (ELA)
2. Reducing fractions (Math)
3. Understanding photosynthesis (Science)
4. Knowing local history (SS)
5. Agility (PE)
6. Using Excel (Technology)
7. Spanish Conversation (Languages)
8. Music appreciation (Music)
9. Reading Comprehension (ELA)
10. Estimating (Math)

# Writing Goals and Scales

4.0	MORE COMPLEX (Knowledge Utilization)
<b>3.0</b>	<b>TARGET GOAL: Derived from the Essential Standard</b> (Analysis)
2.0	SIMPLER (Comprehension)
1.0	With help from the teacher, the student has partial success with the unit content. (Retrieval)
0.0	Even with help, the student has no success with the unit content.



# Marzano's New Taxonomy



- **Knowledge Utilization** : Decision Making, Problem Solving, Experimenting, Investigating
- **Analysis**: Matching, Classifying, Analyzing Errors, Generalizing, Specifying
- **Comprehension**: Integrating, Symbolizing
- **Retrieval**: Executing, Recalling, Recognizing



**EALR 4: Earth and Space Science****Big Idea: Earth Systems, Structures and Processes (ES2)****Core Content: Cycles in Earth Systems****Topic: Water Cycle****Grade: 6-8 (ES2C)**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>describe the water cycle and give local examples of where parts of the water cycle can be seen</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Can explain local weather patterns showing understanding of the water cycle.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls how water changes as it progresses through the water cycle</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Labels a diagram of the water cycle.</li> </ul>
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 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 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

# Evidence of Goals and Scales

## Teacher Evidence:

- Posted in the classroom where students can see them.
- The Learning Goal is a clear statement of knowledge or information
- Use student-friendly language.
- Refer to the goal and the scale during the lesson.
- Post a scale or rubric that relates to the Learning Goal so all students can see it.
- Start small: one class or subject, and continue adding.

# Evidence of Goals and Scales

Student Evidence: When asked...

- Students can explain the learning goal
- Students can explain how their current activities relate to the learning goal
- Students can explain the meaning of the levels of performance articulated in the scale/rubric

<https://youtu.be/ZVz44HGOtCE>

# Conversion Scale to Traditional Grades

Average Scale Score	Traditional Grade	Average Scale Score	Traditional Grade
3.51-4.00	A	2.17-2.33	C
3.00-3.50	A-	2.00-2.16	C-
2.84-2.99	B+	1.84-1.99	D+
2.67-2.83	B	1.67-1.83	D
2.50-2.66	B-	1.50-1.66	D-
2.34-2.49	C+	.00-1.49	F

# Scales: It is Really This Easy

A proficiency scale presents knowledge or skills as a continuum of simpler, target, and complex goals that students work toward sequentially

- See the Generic Proficiency Scale
- Proficiency Scale Bank in [marzanoresearch.com](http://marzanoresearch.com)
- [Tbaisd.org](http://Tbaisd.org) - Educational Services - General Education - Subject - Instructional Resources
- [Effectiveducators.com](http://Effectiveducators.com) - Resource Library

4	I know it even better than my teacher taught it.
3	I know it just the way my teacher taught it.
2	I know some of the simpler stuff but can't do the harder parts.
1	With some help, I can do it.
0	<b>Even with help, I can't do it.</b>



4

" and  
can teach a  
friend!

3

I've got it!

2

"  
could use some  
more practice.

1

need some  
help  
understanding.

4

ot it and

3

I've got it!

2

I've got it but  
could use some  
more practice.

The help  
understanding.

## Student Self-Assessment Rubric



### Sheldon

I understand and can do it without any mistakes.  
*"Don't you think if I were wrong I'd know it?"*



### Leonard

I understand and can do it with few mistakes.  
*"Giz' that's how we role in the Shire!"*



### Raj

I understand most of the time.  
*"Can you at least tell me what went wrong?"*  
*"It's okay, I can take anything. Unless it's something I did or said... 'cause those are like my buttors."*



### Howard

I am starting to understand.  
*"Look what you created here, it's like Nerdland."*



### Penny

I still don't understand.  
*"I know you think you are explaining yourself, but you're really not."*



[https://youtu.be/kd\\_Uhs2cSLQ](https://youtu.be/kd_Uhs2cSLQ)