YOU CAN DO IT!

Learning Goals and Performance Scales
Cooper City Elementary

BROWARD COUNTY PUBLIC SCHOOLS
Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events
- DQ1: Communicating Learning Goals and Feedback
  1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
  2. Tracking Student Progress
  3. Celebrating Success
- DQ6: Establishing Rules and Procedures
  4. Establishing Classroom Routines
  5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content
- DQ2: Helping Students Interact with New Knowledge
  6. Identifying Critical Content
  7. Organizing Students to Interact with New Content
  8. Previewing New Content
  9. Chunking Content into “Digestible Bites”
  10. Helping Students Process New Content
  11. Helping Students Elaborate on New Content
  12. Helping Students Record and Represent Knowledge
  13. Helping Students Reflect on Learning
- DQ3: Helping Students Practice and Deepen New Knowledge
  14. Reviewing Content
  15. Organizing Students to Practice and Deepen Knowledge
  16. Using Homework
  17. Helping Students Examine Similarities and Differences
  18. Helping Students Examine Their Reasoning
  19. Helping Students Practice Skills, Strategies, and Processes
  20. Helping Students Revise Knowledge
- DQ4: Helping Students Generate and Test Hypotheses
  21. Organizing Students for Cognitively Complex Tasks
  22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
  23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot
- DQ5: Engaging Students
  24. Noticing When Students are Not Engaged
  25. Using Academic Games
  26. Managing Response Rates
  27. Using Physical Movement
  28. Maintaining a Lively Pace
  29. Demonstrating Intensity and Enthusiasm
  30. Using Friendly Controversy
  31. Providing Opportunities for Students to Talk about Themselves
  32. Presenting Unusual or Intriguing Information
- DQ7: Recognizing Adherence to Rules and Procedures
  33. Demonstrating “Withitness”
  34. Applying Consequences for Lack of Adherence to Rules and Procedures
  35. Acknowledging Adherence to Rules and Procedures
- DQ8: Establishing and Maintaining Effective Relationships with Students
  36. Understanding Students’ Interests and Backgrounds
  37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
  38. Displaying Objectivity and Control
- DQ9: Communicating High Expectations for All Students
  39. Demonstrating Value and Respect for Low Expectancy Students
  40. Asking Questions of Low Expectancy Students
  41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.
DQ1: Communicating Learning Goals and Feedback

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success
"We know that true transformation in schools can only happen when there is a clear target that is known and owned by those who are implementing the goal and to those who are striving to achieve it"

- Rich Newman
# Your Personal Pre-Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to level 3 I can: develop formative assessments to determine student mastery at each level of the performance scale.</td>
</tr>
<tr>
<td>3</td>
<td>I can: develop performance scales for standards based learning goals that guide progress to mastery.</td>
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</table>
| 2     | I can:  
  - create clear learning goals aligned to content standards  
  - differentiate between:  
    - learning goal and learning target  
    - goal and activity/assignment  
    - performance scale and scoring rubric  
  - Define the following key terms: activity, assignment, formative assessment, learning goal, learning target, monitoring, performance scale, rigor, rubric, standard, tracking student progress |
| 1     | With help I have a partial understanding of the simpler details and processes. |

*What is a personal goal that you have for this session?*
1. Define key terms

2. Create rigorous learning goals aligned to content standards

3. Develop performance scales for standards based learning goals that guide progress toward mastery
OUTLINE

1. Introduction/Opener
2. Define Key Terms: Concept Centers
3. Create Clear Learning Goals
4. Develop Performance Scales
5. Breakout Sessions: Create Samples
6. Group Share: Gallery Walk
NORMS

- Active Listening
- Equity of Voice
- Monitor Use of Technology
- Respect for all Perspectives
- Safety and Confidentiality
1. Read the article silently.

2. As you read, underline 3-4 sentences that stand out as important.

3. After reading, use the Round Robin Sharing Strategy.
1. COMMON LANGUAGE
CONCEPT CENTERS

- Count off A-D
- Work as a team to complete your center
- You have 7 Minutes to work on each task
- Rotate to the next center
- Repeat until all three have been completed
CLARIFYING KEY TERMS

- Activity/Assignments
- Learning Goal
- Learning Target
- Performance Scale
- Scoring Rubric
- Rigor
Rigor is automatically embedded in the standards.

Level of Performance

Level of Thinking

Level of Autonomy

Rigor

COGNITIVE COMPLEXITY + STUDENT AUTONOMY

EMPLOYEE EVALUATIONS
OFFICE OF TALENT DEVELOPMENT
Performance Scales and Rubrics

PERFORMANCE SCALE

– Long-term
– Learning Progression
– Linked to the Florida Standards (MAFS/LAFS/NGSSS)

SCORING RUBRIC

– Short-term
– Grading tool
– Linked to Activity/Assignments
LEARNING GOAL

- Defines what a student is expected to know, understand, or be able to do

- Based on the Florida Standards (MAFS/LAFS/NGSSS)

ACTIVITY/ASSIGNMENT

- Ways for students to apply, practice, and demonstrate their knowledge, deepen their understandings, and polish procedures/processes
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Activity/Assignment</th>
<th>Statements</th>
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<td></td>
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<td>1. Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
</tr>
<tr>
<td></td>
<td>□ Is the content focus clear?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Is it clear which cognitive task, applied to the content, is expected?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students will produce a book report on a book of their choice, including a table of contents, with proper pagination and format throughout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</td>
</tr>
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<td></td>
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<td>4. Students will describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
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<td></td>
<td></td>
<td>5. Students will practice solving 10 equations in cooperative groups.</td>
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<td></td>
<td></td>
<td>6. Fluently add and subtract multi-digit whole numbers using the standard algorithm.</td>
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<td>---------------</td>
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If we don’t know where we are going, we will probably wind up somewhere else.
WHAT IS A TARGET LEARNING GOAL?

TARGET LEARNING GOAL

- Standards based
- End Point
- Written in student centered language
- Contains Declarative/Procedural Knowledge
- Level 3 on the Performance Scale

WHAT IS A TARGET LEARNING GOAL?
Learning Goals

Knowledge

Procedural
- skills
- strategies
- processes

Declarative
- Generalizations, principles, time sequences, facts and vocabulary terms
UNWRAPPING A STANDARD

- Verbs = COGNITIVE TASKS
- Nouns and noun phrases = CONTENT
What level of thinking will ultimately be required of students (represented by the verbs)?
SC.3.L.14.1 - Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

What knowledge does this standard encompass? (Nouns & Noun Phrases)
LAFS.8.RI.3.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant evidence is introduced.

What level of thinking will ultimately be required of students (represented by the verbs and their objects)?
UNWRAPPING A STANDARD

LAFS.8.RI.3.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

What knowledge does this standard encompass? (Nouns & Noun Phrases)
CONNECTOR REVISIT

- Find verbs and noun phrases in your created scales

- Determine procedural and declarative knowledge or both
3. DEVELOPING PERFORMANCE SCALES
Scales serve as a road map in guiding student mastery of content.

- teacher to track students’ performance
- students to track their own academic progress
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to 3, in-depth inferences and applications that go beyond what was taught</td>
</tr>
<tr>
<td>3</td>
<td>The student can demonstrate mastery of the standard(s)</td>
</tr>
<tr>
<td>2</td>
<td>The student can do most of it</td>
</tr>
<tr>
<td>1</td>
<td>The student can do it with help</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>Complex learning goal (Extend/Enrichment)</td>
</tr>
<tr>
<td>3</td>
<td>Target learning goal - the standard</td>
</tr>
<tr>
<td>2</td>
<td>Simpler content that builds to level 3</td>
</tr>
<tr>
<td>1</td>
<td>With help, partial success at 2 content</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>3</td>
<td>Standards-based target learning goal</td>
</tr>
</tbody>
</table>
| 2     | The student will recognize or recall specific vocabulary, such as:  
• key terms  

The student will understand/perform basic processes, such as:  
• processes |
| 1     | With help, a partial understanding of some of the simpler details and processes |
### 3rd Grade Life Science Benchmark

<table>
<thead>
<tr>
<th>1</th>
<th>With help, a partial understanding of some of the simpler details and processes</th>
</tr>
</thead>
</table>
| 2 | The student will recognize or recall specific vocabulary, such as:  
   • Nutrient, ovary, petals, photosynthesis, pistil, reproduce, stamen  
   **The student will perform basic processes, such as:**  
   • Identify the internal structures of a plant  
   • Identify the external structures of a plant |
| 3 | Students will be able to describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. |
| 4 | In addition to 3, in-depth inferences and applications that go beyond what was taught |
# 8th Grade Reading Informational Text Standard

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to 3, in-depth inferences and applications that go beyond what was taught</td>
</tr>
<tr>
<td>3</td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
</tr>
</tbody>
</table>
| 2 | The student will recognize or recall specific vocabulary, such as:  
- Argument, assess, claim, delineate, evaluate, evidence, irrelevant, reasoning, relevant, sound, sufficient, text  
The student will perform basic processes, such as:  
- Delineate the argument and specific claims in a grade-appropriate text  
- Recognize examples of relevant/irrelevant evidence in isolation |
<p>| 1 | With help, a partial understanding of some of the simpler details and processes |</p>
<table>
<thead>
<tr>
<th>3rd Grade Life Science Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>
Grade Level Sharing
Subject: Social Studies (Writing in History and Social Studies)  

Standard: LAFS.68.WHST.3.8 – Gather relevant information from multiple grade-appropriate print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Skill: Research – Data collection and accuracy of information

Grade Level(s):

In addition to level 3, in-depth inferences and applications that go beyond instruction to the standard. The student will:

4. Use textual evidence to make inference regarding the impact of the historical event/concept on society today.
   - Make claims and arguments that reflect their own claims about the impact of the historical event/concept and its relevance to today’s society.

No major errors or omissions regarding the level 4 content.

In addition to level 2, students will be able to:

3. Gather relevant information from multiple grade-appropriate print and digital sources, using search terms effectively.
   - Assess the credibility and accuracy of each source.
   - Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

No major errors or omissions regarding the level 3 content (simple or complex).

The student will recognize or recall specific vocabulary, such as:
   - Accuracy, citation format, cite, conclusion, credibility, data, digital, information, paraphrase, plagiarism, print, quote, relevant, search, source, term

2. The student will perform basic processes, such as:
   - Use a teacher-provided template or process to compile and cite grade-appropriate information.
   - Describe the criteria for credible and accurate sources.

1. With help, a partial understanding of some of the simpler details and processes.
<table>
<thead>
<tr>
<th>COMPONENTS OF EACH LEVEL OF THE SCALE</th>
<th>LEARNING GOALS</th>
<th>STUDENT EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to 3, in-depth inferences and applications that go beyond what was taught/real-world</td>
<td>I can: • Progress monitoring tasks for real world application</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Standards-based target learning goal</td>
<td>I can: • Progress monitoring tasks for mastery of the standard</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>The student will recognize or recall specific vocabulary, such as: • key terms The student will understand/perform basic processes, such as: • processes</td>
<td>I can: • Progress monitoring tasks for initial processes and/or standards</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>With help, a partial understanding of some of the simpler details and processes</td>
<td>I can: • Progress monitoring tasks for prerequisite skills</td>
</tr>
<tr>
<td></td>
<td>Properties of Matter and Practice of Science</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>In addition to 3, in-depth inferences and applications that go beyond what was taught</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.</td>
<td></td>
</tr>
</tbody>
</table>
| 2 | The student will recognize or recall specific vocabulary, such as:  
• Properties, sink, float, variable |
|   | The student will perform basic processes, such as:  
• Identify the properties of an object by describing size, shape, color, temperature, weight, texture and buoyancy (sink or float)  
• Investigate buoyancy |
| 1 | With help, a partial understanding of some of the simpler details and processes |
# Operations with Decimals

**Course:** Regular & Advanced  
**Learning Goal:** Students will fluently add, subtract, multiply, and divide multi-digit decimals.

**Grade 6**

<table>
<thead>
<tr>
<th>Standards: MAFS.6.NS.2.2, MAFS.6.NS.2.3</th>
<th>Student Evidences</th>
</tr>
</thead>
</table>
| 4 Students can apply multiplication and division of rational numbers. | □ I can convert fractions and decimals to solve real-world problems.  
□ I can interpret a word problem and decide which operations to use. |
| 3 Students can fluently multiply and divide multi-digit decimals using the standard algorithm for each operation. | □ I can divide decimals by a decimal.  
□ I can divide decimals by whole numbers.  
□ I can divide multi-digit whole numbers.  
□ I can model decimal division.  
□ I can estimate to check whether the decimal point was placed correctly in the product.  
□ I can multiply decimals.  
□ I can model decimal multiplication. |
| 2 Students can fluently add, and subtract multi-digit decimals using the standard algorithm for each operation.  
Students can recall specific vocabulary terms:  
decimal, divide, dividend, divisor, multiply, operation, product, quotient, rational number, symbol, whole number. | □ I can recall specified vocabulary terms.  
□ I can subtract decimals.  
□ I can add decimals.  
□ I can model decimal addition. |
| 1 Students can accurately multiply and divide whole numbers and fractions. | □ I can divide 4-digit whole numbers by 2-digit whole numbers using long division.  
□ I can multiply and divide whole numbers and fractions.  
□ I can multiply decimals by powers of 10.  
□ I can recall the multiplication facts up to 12.  
□ I can write numerical expressions from verbal phrases.  
□ I can subtract whole numbers with regrouping. |
## Represent, Count, and Write Numbers 11 to 19

**Subject:** Math  

**Learning Goal:**  
Students will fluently represent, count, and write numerals 11 to 19.

**Standards:** MAFS.K.CC.1.1, MAFS.K.CC.1.2, MAFS.K.CC.1.3, MAFS.K.NBT1.1

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Student Evidences</th>
</tr>
</thead>
</table>
| 4      | The student will: Use counting and numbers to determine quantities beyond 19. | □ I can use numbers beyond 19 to solve real-world math problems.  
□ I can represent, count and write numerals beyond 19. |
| 3      | The student will represent, count, and write numerals 11 to 19, including: Understanding that numbers from 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. The student recognizes and describes specific vocabulary such as:  
  - represent, count, compare | □ I can represent numbers from 11-19.  
□ I can count number from 11-19.  
□ I can use written numerals to write numbers from 0-19. |
| 2      | The student will: Use counting and numbers to determine quantities to 10. | □ I can represent numbers 0-10.  
□ I can count number 0-10.  
□ I can use written numerals to write numbers 0-10.  
□ I can recall specified vocabulary. |
| 1      | The student will: Use counting and numbers to determine quantities to 5. | □ I can represent numbers 0-5.  
□ I can count number 0-5.  
□ I can use written numerals to write numbers 0-5. |
RECAP OF GOALS

1. Define key terms

2. Create rigorous learning goals aligned to content standards

3. Develop performance scales for learning goals that guide progress towards mastery
• Choose 2 standards

• Create 2 learning goals and performance scales
  • Include student evidence column

• Record on chart paper to be displayed
### GALLERY WALK CRITERIA

**Proficiency at each level**
Specificity in wording All concepts and processes contained in the standard are included

<table>
<thead>
<tr>
<th>Level 4 Criteria</th>
<th>In addition to the level 3 specific targets that go beyond what was explicitly taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 Criteria</td>
<td>Mastery statement aligns to the standard in its entirety with no parts missing</td>
</tr>
<tr>
<td>Level 2 Criteria</td>
<td>- All key concepts and basic skills are included</td>
</tr>
<tr>
<td></td>
<td>- All key vocabulary terms are listed</td>
</tr>
<tr>
<td>Level 1 Criteria</td>
<td>Contains a “with help” statement suggesting a partial understanding of simpler details and processes in Level 2</td>
</tr>
</tbody>
</table>
CONNECTOR REVISIT

- Edit your performance scales to reflect on the knowledge gained today
# Your Personal Post-Assessment

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• Define the following key terms: activity, assignment, formative assessment, learning goal, learning target, monitoring, performance scale, rigor, rubric, standard, tracking student progress |
| 1     | With help I have a partial understanding of the simpler details and processes. |

*Reflect on your learning today. Did you achieve your goal?*
RESOURCES

- Office of Talent Development
  - [www.broward.k12.fl.us/talentdevelopment/HTML/evaluation/lgps.html](http://www.broward.k12.fl.us/talentdevelopment/HTML/evaluation/lgps.html)

- Marzano Research Proficiency Scale Bank
  - [www.marzanoresearch.com](http://www.marzanoresearch.com)

- CPALMS.org