Strategy: Sharing Learning Targets
Clarifying and sharing learning targets and success criteria

Technique	Description	Implementation Notes
Annotated Examples	Instructor shares annotated work from another class, previous year, or instructor mock-up.	This is especially useful with lab reports and other types of complex student assignments that have multiple sections or multiple characteristics of quality.
End-of-Lesson Student Review	Individual student reports to other students on learning achieved during class period.	Dependent on having a classroom culture where the instructor is not seen as "picking on" a particular student, but is an effective and reasonable method to help all students' thinking go deeper and/or wider.
Groups Discuss Expectations	Students discuss the learning target and/or success criteria in small groups and then report out to the whole class.	Often students feel freer to ask questions or to offer answers when they are interacting with their peers. Also, they tend to understand something better when a peer explains it to them in "student language."
Key Word Posters	Instructor puts words or short phrases on the board or chart paper that are key to talking about learning.	The instructor might place these key words on a chart or electronic bulletin board, or she might take a few minutes to do it as she explains the learning targets for one of the first lessons. New words or phrases may be added as the quarter continues.
Learning Targets	Instructor communicates learning targets (learning goals or objectives) for the lesson to students.	Learning targets are what the students are expected to learn, not the learning activities they will participate in during the lesson.
Planning/Writing Frames	Instructor provides structured frameworks or outlines for student work, such as writing webs, graphic organizers, or blank outlines.	Writing webs, graphic organizers, and blank outlines are readily available online for a wide range of assignments in various subjects.
Rubric Cards	Instructor explains a rubric, its levels, and how it is applied to an assignment. Students, working in small groups, then evaluate several student work samples, according to the rubric. Each group has a set of rubric cards, and after a specified period of time, is asked to use them to vote as a group on the score they would assign each sample.	The selected examples should be well-chosen from another class, previous year, or instructor mock-up, and there should be a two-way or small-group discussion of strengths and weaknesses that can be seen in each sample. Students can come to understand what quality work looks like and how it differs from less accomplished work. The rubric cards are colored index cards, with each color corresponding to one level of the rubric.

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Share Exemplars of Student Work	Instructor uses work from another class, previous year, or instructor mock-up to share with current students.	The selected examples should be well-chosen from another class, previous year, or instructor mock-up, and there should be a two-way or small-group discussion of strengths and weaknesses that can be seen in each sample.
Share Rubrics	Instructor shares success criteria in the form of a rubric with students.	The instructor may choose to use her own rubric, one designed with the help of her students, or one produced by an outside agency. Multiple rubrics are readily available online for a wide range of assignments in various subjects. If a generic rubric (one that can be applied to lots of different assignments) is used, the discussion should directly address how the criteria in the rubric relate to the specific assignment it is being used to assess.
Success Criteria	Instructor shares success criteria that demonstrate evidence of anticipated learning for a specific piece of work.	The emphasis is on specific forms of *evidence* that signal that the student really "gets it." In the learning targets technique, the emphasis is more on what the student is *expected* to learn or be able to do after the lesson is taught. The success criteria may be presented in different forms (e.g., rubric, scoring guide).
Student-Developed Rubrics	Whole class develops a rubric collaboratively, guided by the instructor.	The rubric should be designed and presented as part of a two-way or small-group discussion of the strengths and weaknesses discussed in the different levels of the rubric. This way, students can better come to understand what quality work looks like and how it differs from less accomplished work.
Thirty-Second Share	Several students take a turn to report something learned in the lesson.	Dependent on having a classroom culture where the instructor is not seen as "picking on" a particular student, but is an effective and reasonable method to help all students' thinking go deeper and/or wider.