

COLOSO & Learning Targets

A Quick Implementation Guide

This guide is created as a review from ASCD's training in 2016 at the Superintendent's Assessment Academy, this short packet will break down COLOSO and how to make learning targets to help students master learning objectives and hopefully move students with GRR to self-assess their own progress.

COLOSO Describes what students are going to learn a bit more straightforward than an essential question and it is broken down as follows:

-CO - Content Objective: This should be based on a TEK and it should be **measurable** but in student friendly language for example if we looked at 8th Grade US History 8.4B "**Explain** the roles played by significant individuals during the American Revolution [...] George Washington." **This can be simplified to a more student-friendly objective** ex: "I can **explain** at least **three** things (measurable-because he did a lot of things) George Washington did to contribute to the American Revolution."

Looking above, to make this CO easier, the teacher used the same verb from the TEK, here we have *explain*, the student should be able to *explain* what Washington did.

Differentiation: Now there can be **differentiation** in this simple Content Objective. If you have one student Jill who is high-level she can do a research project on the accomplishments of George Washington, if you have a low-level student say John, he can be given this stem from TEKS resources, "*George Washington – a resident of Virginia, he was a surveyor, a planter, a soldier in the French and Indian War, a delegate to the First and Second Continental Congresses, commander-in-chief of the Continental Army during the American Revolution, and the chairman of the Constitutional Convention in 1787.*"¹

From there John can be directed to focus on three things listed that George Washington did and explain how those three activities contributed to the American Revolution.

-LO - Language Objective: This objective is a little tricky but think about it in three ways, the LO can either be broken down by vocabulary, structure, or function. Let's attempt function, we can write an LO as follows in student-friendly language, "I will **compare** two readings about George Washington to understand his accomplishments."

Differentiation: If you need to focus on vocabulary an LO can be written as follows, "I will read about George Washington to understand who he was as a **delegate** to the Continental Congress and understand how he was a

¹ (TCMPC 2015)

commander-in-chief of the Continental Army.” (The students are focused in finding the meaning of the vocabulary terms: delegate & commander in chief in relation back to the content objective).

-SO - Social Objective: The Social Objective is the collaborative learning component of the lesson. How is collaborative learning going to be used to help the student learn the content objective? The SO **should be focused on the social process used by the group** (who is doing all the work and how should it be equalized?)

Too often collaborative learning is just students completing a task together or copying off the smartest kid in the group. Each student has to do something but not just task completion, **they need to be prompted to learn and discuss with one another to expand their understanding together.** For example one student can be looking at a reading on George Washington as a commander in chief and the other can look at the reading of him as a delegate, then they have to discuss his accomplishments to learn from one another. In groups of four maybe two read the same one and compare and then share with the other two so they pick up on things the other may have missed.

SO Example: I will read individually about George Washington’s accomplishments as a delegate to the Continental Congress then work with my elbow partner and to discuss his accomplishments. Then we will share what we learned with the rest of our group who studied his accomplishments as a commander in chief to the continental army. (this can be much more simplified which we will go into next with learning targets).

COLOSO & Learning Targets

A Quick Implementation Guide

Learning Targets need to be written from a student's point of view, it is COLOSO but summarized to be **just what the student is aiming for in today's lesson**. A learning target needs a **performance of understanding**, if the student doesn't make, say, do, or write something you and the student have no evidence of what they are thinking. The **performance of understanding has to match the learning target** ex: if the learning target is "I can interpret imagery in a poem," but then they students are made to memorize poems and poets, that's not a match to interpreting imagery in the learning target.

Breaking Down A Learning Target

The learning target **is not the task**. For example if students look at plant cells under a microscope that's fantastic but what should they be learning from doing that lab? A learning target one teacher wrote was: *"Yesterday, we learned and drew the different types of osmotic environments and the effects they have on plant and animal cells. **Today, we are learning to identify the types of environments a cell (plant) is exposed to and ways to explain how we know that.**"*

How are students going to get to the learning target?

Once we have the learning target we have to think what concepts students will need to learn to hit the learning target, the teacher got back in student perspective and wrote: *"In order to do this, we must understand the movement of water in relationship to the concentration of solute on the outside and inside of the cell."* This information can be provided with a small reading passage or mini lesson.

How will students show can hit the learning target? (The Performance Task)

The teacher wrote: *"You will demonstrate/ show that you can identify the environment by viewing elodea cells underneath the microscope and expose them to the different osmotic environments."*

How well did the student meet the learning target, what are the **look-fors** so they can self-assess and understand they got the learning target?

The teacher wrote: *"You will know that you have hit the learning target when you are able to say: I can describe what happens to a cell in a hypertonic, hypotonic, and an isotonic environment.*

-I can identify the type of environment the cell was exposed to by looking at the ending result of the cell and explain why it occurred.²"

We want to check **EVERY** student's understanding of the learning target **often** but be careful with cold calling. We need to continuously check if students know what they are doing but we don't want to set up an evaluate environment where we ask them right or wrong/ yes or no questions. We want to ask open-ended questions

² Carbaugh, Eric. (Carbaugh 2016)

that help students discuss and move toward the learning target. If a student has a misconception we can't just give them the answer we need to help them connect their learning to get to understanding.

Now this can be very confusing at first and overwhelming but just think about breaking down COLOSO into a **student friendly one sentence statement of what they are going to learn**, then break down **what skills and concepts they need to know**, then what task they will do to show they understand with **look-fors in the task so they can measure how well they understand**.

Attached to this document are some examples of teachers breaking down learning targets.

Here are some videos of teachers using learning targets in their classroom for learning and student self-assessment:

<https://vimeo.com/44052220>

<https://vimeo.com/43989781>

<https://vimeo.com/44052221>

I want to apologize for any grammatical errors, in the future I will send out quick guides for GRR, formative assessment, and feedback.

Bibliography

Carbaugh, E. (2016). *Formative Assessment: Learning Targets That Live in a Lesson*. James Madison University. San Antonio: ASCD.

TCMPC. (2015). *TEKS Clarification Social Studies 8th Grade*. Retrieved 08 23, 2016, from TEKS Resource System:
<http://www.teksresourcesystem.net/module/content/search/~ /item/678490/vie wdetail.ashx>

Example – Question Marks

The Learning Target:			
What am I learning? What will I be able to do when I finish today's lesson? (The shared learning target statement: Describe the learning in age and developmentally appropriate language that students would understand.)	What concepts and skills are important for me to learn and understand so I can use this information to do it? (Lesson-sized chunk of content knowledge, skills, reasoning)	How will I be asked to show that I can do it? (Performance of Understanding?)	How will I know I can do this? How well do I have to do it? (Student Look-Fors?)
<p><i>Yesterday, we learned about the question mark, what it looks like and that it comes at the end of an asking sentence.</i></p> <p><i>Today we are learning to write an asking sentence that has a question mark at the end</i></p>	<p><i>To be able to do this we must learn and understand that some asking sentences begin with a "question" word like: Who, what, where, when, why or how why it happened</i></p>	<p><i>You will show that you can do this by rewriting a list of telling sentences as asking sentences and ending each one with a question mark.</i></p>	<p><i>You will know that you have hit the learning target when you are able to say:</i></p> <ul style="list-style-type: none"> • <i><u>I can</u> use one of the asking words to change my telling sentence into a question.</i> • <i><u>can</u> place a question mark at the end of my asking sentence.</i> • <i><u>I can</u> answer my new asking sentence by using my "telling" sentence.</i>

Example – Character Traits

What will I be able to do when I finish today's lesson?	What idea, topic, subject is important for me to learn and understand so I can use this information to do it?	How will I be asked to show that I can do this? (Performance of Understanding?)	How will I have to do it? (Student Look-Fors?)
<p><i>Yesterday, we learned:</i> I can tell what a character (the who) does, says, looks like, and feels to find character traits.</p> <p><i>Today we are learning:</i> I can watch what a character does, says, looks like, and feels (their character traits) in the beginning and end of a story to find out if a character changed.</p>	<p><i>To be able to do this we must learn and understand that:</i></p> <ul style="list-style-type: none"> * Characters have traits that we find by watching what they do, say, look like, and feel * Characters can change from the beginning to the end of a story * an event can cause a character to change 	<p><i>You will show you can do this by:</i></p> <ul style="list-style-type: none"> * using a graphic organizer to tell the character's traits at the beginning and the end of a story * identifying a point where the character started to change (event) 	<p><i>You will know that you have hit the learning target when you are able to say, I can:</i></p> <ul style="list-style-type: none"> * compare the character's traits at the beginning and end of a story to see if they changed * tell what event made them change

Example - Rounding

The Learning Target:			
What am I learning? What will I be able to do when I finish today's lesson? (The shared learning target statement: Describe the learning in age and developmentally appropriate language that students would understand.)	What concepts and skills are important for me to learn and understand so I can use this information to do it? (Lesson-sized chunk of content knowledge, skills, reasoning)	How will I be asked to show that I can do it? (Performance of Understanding?)	How will I know I can do this? How well do I have to do it? (Student Look-Fors?)
<p><i>Yesterday we finished our lesson group on adding and subtracting with regrouping and made sure to be exact in our answers.</i></p> <p><i>Today we are learning to use a process called "rounding" to be able to more easily add and subtract in our head.</i></p>	<p><i>Rounded numbers are only approximate—that means they are a close match.</i></p> <p><i>We use rounding to get an answer that is close but that does not have to be exact.</i></p> <p><i>Making a number line will help us learn to round.</i></p>	<p><i>You will use the rounding process and a number line to decide whether a number should be rounded up or rounded down to the nearest tens place using numbers like:</i></p> <p>56</p> <p>42</p> <p>34</p>	<ul style="list-style-type: none"> <i>Did I make the numbers that end in 1, 2, 3, or 4 into the next lower number that ends in 0. For example 74 rounded to the nearest ten would be 70?</i> <i>Did I make the numbers that end in 5, 6, 7, 8, or 9 into the next higher number that ends in 0. For example the number 88 rounded up to the nearest ten would be 90?</i>

Example for discussion- Prepositional phrases

Students Aim for Understanding in Today's Lesson

Be prepared to craft the statements you will use to share the target verbally throughout the formative learning cycle for today's lesson using the DAY 1: Formative assessment framework:

What will I be able to do when I finish today's lesson?	What idea, topic, subject is important for me to learn and understand so I can use this information to do it?	How will I be asked to show that I can do this? (Performance of Understanding?)	How well will I have to do it? (Student Look-Fors?)
<p>Yesterday we learned: Stud will identify prep phrase and will be able to revise it the sentence so the prepositional phrase is at the beginning. Today we are learning sent. sent.</p>	<p>To be able to do this we must learn and understand that: Stud need to understand prep phrase begins prep ends with the first noun after it. Plus, it needs to be at the beginning of a sent.</p>	<p>You will show that you can do this by: Stud will revise sent. The two small girls sang the song after midnight.</p>	<p>You will know that you have hit the learning target when you are able to say: Discussion - Prep begins - Noun comes after it</p>

Dr. Connie M. Moss, Director
 Center for Advancing the Study of Teaching and Learning (CASTL) • 406 Canevin Hall • Duquesne University
 School of Education • Pittsburgh, PA 15282 • Ph: 412.396.4778 email: moss@castl.duq.edu



Example- Energy

target sharing strategies.

What will I be able to do when I finish today's lesson?	What idea, topic, subject is important for me to learn and understand so I can use this information to do it?	How will I be asked to show that I can do this? (Performance of Understanding)	How well will I have to do it? (Student Look Fors)
<p>Today we are learning—</p> <p>That energy can be converted from one form to another.</p>	<p>To be able to do this we must learn and understand that:</p> <ul style="list-style-type: none"> - there are many different forms of energy: mechanical, chemical, radiant, thermal, potential, + kinetic. - <u>energy conversion</u> is the change from one energy type to another. 	<p>You will show that you can do this by:</p> <p>looking at very specific examples of machines or house hold items (toaster, T.V., etc) ^{and} describing the energy conversion that takes place in the item.</p>	<p>This is what you can look for while we are practicing and when you are working independently:</p> <p>Description must have the two forms of energy. Description must have a <u>starting</u> energy and an <u>ending</u> energy and describe the change from one form to another.</p>

Dr. Connie M. Moss, Director

Center for Advancing the Study of Teaching and Learning (CASTL) • 406 Canevin Hall • Duquesne University
School of Education • Pittsburgh, PA 15282 • Ph: 412.396.4778 email: moss@castl.duq.edu

Example- American Laws

This is a summary of how I will share the learning target verbally throughout the formative learning cycle and will be used for target sharing strategies.

What will I be able to do when I finish today's lesson?	What idea, topic, subject is important for me to learn and understand so I can use this information to do it?	How will I be asked to show that I can do this? (Performance of Understanding)	How well will I have to do it? (Student Look Fors)
Today we are learning... How democratic concepts influence American laws.	To be able to do this we must learn and understand that: <ul style="list-style-type: none"> • The purposes stated in the preamble can come into conflict with one another. • American laws must meet all 5 democratic concepts 	You will show that you can do this by: Examining the U.S. governments reaction to protests at military funerals and analyze if the regulations made meet all 5 Democratic Concepts.	This is what you can look for while we are practicing and when you are working independently: <ul style="list-style-type: none"> • Can I be define & provide examples for the 5 Democratic Concepts • Did I apply all 5 concepts to the government regulation. • Can I evaluate both pieces of the legislation and did my evaluation meet each definition

Dr. Connie M. Moss, Director

Center for Advancing the Study of Teaching and Learning (CASTL) • 406 Canevin Hall • Duquesne University
School of Education • Pittsburgh, PA 15282 • Ph: 412.396.4778 email: moss@castl.duq.edu

LEARNING TARGETS: Helping Students Aim for Understanding in Today's Lesson

<p>What am I learning? What will I be able to do when I finish today's lesson? (The target statement: Describe the learning in age and developmentally appropriate language that students would understand.)</p>	<p>What idea, topic, or subject is important for me to learn and understand so I can use this information to do it? (Content knowledge, skills, reasoning)</p>	<p>How will I be asked to show that I can do this? (Performance of Understanding)</p>	<p>How will I know I can do this? How well do I have to do it? (Student Look-Fors)</p>
<p>Today we are learning ^{on French} how to express in the past tense the things we have done and ^{in French}.</p>	<p>To be able to do this we must learn and understand that...</p> <ul style="list-style-type: none"> • The past tense in French has 2 parts: <ul style="list-style-type: none"> ① Auxiliary verb and ② Past Participle. • There are 2 different auxiliary verbs depending on verb meaning. • 1 auxiliary verb agrees with the gender and number of the subject. • Some past tense key expressions: yesterday • How do ^{we} do this in English first. 	<p>You will show you can do this by...</p> <ul style="list-style-type: none"> • Writing a paragraph about your yesterday and speaking about someone else's yesterday. 	<p>You will know you have hit the learning target when you can find these qualities in your work...</p> <ul style="list-style-type: none"> • Varied expressions of past time • Each past tense verb has 2 parts: auxiliary and the past participle. • Each verb of movement agrees with gender and number of the subject. • Can number the auxiliary verb as ① and the past participle as ②.

Example- Foreign Language

© Connie M. Moss, Ed.D., Director • Susan M. Teaching Brookhart, Ph.D., Senior Researcher
 Center for Advancing the Study of and Learning (CASTL)
 Duquesne University School of Education • 406 Canevin Hall • Pittsburgh, PA 15282
 moss@duq.edu • susanbrookhart@bresnan.net

The Learning Target:

<p>What am I learning? What will I be able to do when I finish today's lesson? (The shared learning target statement: Describe the learning in age and developmentally appropriate language that students would understand.)</p>	<p>What concepts and skills are important for me to learn and understand so I can use this information to do it? (Lesson-sized chunk of content knowledge, skills, reasoning)</p>	<p>How will I be asked to show that I can do it? (Performance of Understanding?)</p>	<p>How will I know I can do this? How well do I have to do it? (Student Look-Fors?)</p>
<p><i>Yesterday, we learned and drew the different types of osmotic environments and the effects they have on plant and animal cells.</i></p> <p><i>Today, we are learning to identify the types of environments a cell (plant) is exposed to and ways to explain how we know that</i></p>	<p><i>In order to do this, we must understand the net movement of water in relationship to the concentration of solute on the outside and inside of the cell.</i></p>	<p><i>You will demonstrate/show that you can identify the environment by viewing elodea cells underneath the microscope and expose them to the different osmotic environments.</i></p>	<p><i>You will know that you have hit the learning target when you are able to say:</i></p> <ul style="list-style-type: none"> <i>I can describe what happens to a cell in a hypertonic, hypotonic, and an isotonic environment.</i> <i>I can identify the type of environment the cell was exposed to by looking at the ending result of the cell and explain why it occurred.</i>

Example-Cells

Part 3 – 11:10 to 11:30

- Planning to use learning targets in my own lessons
- Using the same criteria as you used to critique the examples, describe how you would make a learning target live in a lesson with the four-column framework (handout).
 - COLOSO targets describe what students are to LEARN
 - Performance of understanding embodies target
 - Look-fors support meaningful student self-assessment and teacher feedback.
 - Learning target (4 columns, including statement, POU, L-Fs) makes sense as a whole.
- Make sure to describe how you could use the learning target theory of action to differentiate your lesson for some students.