

## Rubric for the Learning Target Badge (Lesson Plan, Video, and Reflection)

**Lesson Plan Target:** I can write a lesson plan that shows how learning targets are written, shared, and then assessed through a performance of understanding.

**Video Target:** I will show through a video how the planned learning target is introduced and shared by the students and teacher.

<b>Learning Targets Lesson Plan &amp; Video</b>				
<b>Competency</b>	<b>Absent</b>	<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Plans lessons based on student-friendly learning targets. .</b>	No opportunity to evaluate.	Demonstrates a complete understanding of how to frame a learning target in student friendly language based on the example in Part V: Skill Demonstration-A1.	Demonstrates a partial understanding of how to frame a learning target in student friendly language based on the example in Part V: Skill Demonstration-A1. The target has one or two missing elements.	Demonstrates a limited understanding of how to frame a learning target in student friendly language based on the example in Part V: Skill Demonstration-A1. The target has two or more missing elements.
		<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Plans for sharing student friendly learning targets with students.</b>	No opportunity to evaluate	The lesson plan includes two or more specific examples of how students and teachers will share the learning target to demonstrate student comprehension of the target.	The lesson plan includes one or two general examples of how students and teachers will share the learning target to demonstrate student comprehension of the target.	The lesson plan includes one general example of how students and teachers will share the learning target to demonstrate student comprehension of the target.
		<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Links the performance of understanding with the learning target.</b>	No opportunity to evaluate	The performance of understanding is clearly and directly linked to the learning target to give specific evidence of how students would demonstrate mastery of the learning target.	The performance of understanding is generally linked to the learning target to give some evidence of how students would demonstrate mastery of the learning target.	The performance of understanding is lacking a clear link to the learning target and/or what evidence students would be needed to demonstrate mastery of the learning target would look.
		<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Video shows evidence that the student friendly learning target was shared with and understood by the students.</b>	No opportunity to evaluate	The video gives clear evidence that the students and teacher shared the learning target in two or more specific ways and that the students comprehended the connection between the target and how it would be assessed through a performance of understanding.	The video gives evidence that the students and teacher shared the learning target in one or two ways and that the students generally comprehended the connection between the target and how it would be assessed through a performance of understanding.	The video gives some evidence that the students and teacher shared the learning target in one way and/or that the students had limited comprehension of the connection between the target and how it would be assessed through a performance of understanding.

**Reflection Target:** I will write a reflection of the interactions during the sharing of the learning target, of the impact on student learning, and of potential changes when writing and sharing a learning target.

<b>Learning Targets Reflection</b>				
<b>Competency</b>	<b>Absent</b>	<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Reflects on the interactions between students and teachers when sharing a student friendly learning targets.</b>	No opportunity to evaluate.	The reflection demonstrated a clear understanding of the importance of sharing learning targets with students. Specific examples were given to demonstrate how the learning target was shared between the teacher and the students. Student comprehension of the connection between the learning target and performance of understanding was clearly described.	The reflection demonstrated an understanding of the importance of sharing learning targets with students. At least one specific example was given to demonstrate how the learning target was shared between the teacher and the students. Student comprehension of the connection between the learning target and performance of understanding was generally described.	The reflection demonstrated a limited understanding of the importance of sharing learning targets with students. A general example of sharing a learning target was given. The example focused primarily on teacher to student interactions or on student to student interactions. Student comprehension of the connection between the learning target and performance of understanding was lacking or poorly described.
	<b>Absent</b>	<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Reflects on the impact on student learning when student friendly learning targets were used.</b>	No opportunity to evaluate	The reflection described the impact on student learning when student friendly learning targets were shared with the teacher and other students. Specific examples of student to student and students to teacher interactions were given and analyzed.	The reflection described the impact on student learning when student friendly learning targets were shared with the teacher and other students. Two or more two examples of student to student and/or students to teacher interactions were given and analyzed.	The reflection had a limited description of the impact on student learning when student friendly learning targets were shared with the teacher and other students. One example of a student to student or students to teacher interaction was given but lacked analysis..
		<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Reflects on the future changes when planning and using student friendly learning targets.</b>	No opportunity to evaluate	The potential changes for improving the process of using and sharing student friendly learning targets included clear analysis and synthesis of ideas. Specific suggestions were given for improving the process for both students and teacher. The multiple suggestions could lead to greater mastery of learning targets as well as greater student involvement.	The potential changes for improving the process of using and sharing student friendly learning targets included suggestions for improving the process for both students and teacher. The suggestions could lead to greater mastery of learning targets along with greater student involvement.	The potential changes for improving the process of using and sharing student friendly learning targets were unclear or irrelevant. General suggestions were given for improving the process for both students and teacher. The suggestions could lead to greater mastery of learning targets
		<b>Mastery</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Quality of Writing</b>	No opportunity to evaluate	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors	The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors	The conventions and/or structures of writing detract from the meaning of the writer's ideas. Many obvious and/or distracting errors indicate a lack of proofreading.