

Olmsted Falls City Schools Rubric for CLARITY OF LEARNING TARGETS version 1.0  
For the Purposes of Teacher Reflection and Professional Improvement

Learning Target Clarity Construct	Exemplary Level	Proficient Level	Developing Level	Beginning Level
<p><b>Linking Learning Targets &amp; Learning Activities</b></p>	<p><input type="checkbox"/> Teacher <b>consistently</b> communicates a <b>clear connection between learning targets</b> (things we want kids to know) <b>and learning activities</b> (things the teacher will have them do).</p>	<p><input type="checkbox"/> Teacher <b>often</b> communicates a <b>clear connection between learning targets</b> (things we want kids to know) <b>and learning activities</b> (things the teacher will have them do).</p>	<p><input type="checkbox"/> Teacher <b>at times</b> communicates a <b>clear connection between learning targets</b> (things we want kids to know) <b>and learning activities</b> (things the teacher will have them do).</p>	<p><input type="checkbox"/> Teacher <b>does not</b> communicate a <b>clear connection between learning targets</b> (things we want kids to know) <b>and learning activities</b> (things the teacher will have them do).</p>
<p><b>Referencing Learning Targets</b></p>	<p><input type="checkbox"/> Teacher <b>consistently communicates clear learning targets</b> to students and refers to the targets throughout the lesson.</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Smart Board</li> <li>• Student Handout</li> <li>• Verbal</li> </ul>	<p><input type="checkbox"/> Teacher <b>often communicates clear learning targets</b> to students and refers to the targets throughout the lesson.</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Smart Board</li> <li>• Student Handout</li> <li>• Verbal</li> </ul>	<p><input type="checkbox"/> Teacher <b>at times communicates clear learning targets</b> to students and refers to the targets throughout the lesson.</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Smart Board</li> <li>• Student Handout</li> <li>• Verbal</li> </ul>	<p><input type="checkbox"/> Teacher <b>does not communicate clear learning targets</b> to students and refers to the targets throughout the lesson.</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Smart Board</li> <li>• Student Handout</li> <li>• Verbal</li> </ul>
<p><b>Checking for Understanding with Students</b></p>	<p><input type="checkbox"/> Teacher <b>consistently checks with students</b> to see if they can communicate the learning targets for the lesson.</p>	<p><input type="checkbox"/> Teacher <b>often checks with students</b> to see if they can communicate the learning targets for the lesson.</p>	<p><input type="checkbox"/> Teacher <b>at times checks with students</b> to see if they can communicate the learning targets for the lesson.</p>	<p><input type="checkbox"/> Teacher <b>does not check with students</b> to see if they can communicate the learning targets for the lesson.</p>
<p><b>Using Exemplars</b></p>	<p><input type="checkbox"/> Teacher <b>consistently uses strong and weak examples of student work</b> to increase student understanding of learning targets.</p>	<p><input type="checkbox"/> Teacher <b>often uses strong and weak examples of student work</b> to increase student understanding of learning targets.</p>	<p><input type="checkbox"/> Teacher <b>at times uses strong and weak examples of student work</b> to increase student understanding of learning targets.</p>	<p><input type="checkbox"/> Teacher <b>does not use strong and weak examples of student work</b> to increase student understanding of learning targets.</p>
<p><b>Making Connections to Overarching Learning Intentions</b></p>	<p><input type="checkbox"/> Teacher <b>consistently communicates the relevance and relationship of the learning targets to the overall Big Ideas &amp; Essential Questions</b> for the grade level and subject area.</p>	<p><input type="checkbox"/> Teacher <b>often communicates the relevance and relationship of the learning targets to the overall Big Ideas &amp; Essential Questions</b> for the grade level and subject area.</p>	<p><input type="checkbox"/> Teacher <b>at times communicates the relevance and relationship of the learning targets to the overall Big Ideas &amp; Essential Questions</b> for the grade level and subject area.</p>	<p><input type="checkbox"/> Teacher <b>does not communicate the relevance and relationship of the learning targets to the overall Big Ideas &amp; Essential Questions</b> for the grade level and subject area.</p>