

CLASSIFYING TARGETS AS KNOWLEDGE. Classifying learning targets isn't a 100 percent foolproof process. Sorting by the verb in the target works well most of the time, but not always. A target beginning with the word *knows* very often is, but may not be, a knowledge target. For example, consider the two targets "Knows how healthy practices enhance the ability to dance" and "Knows folk dances from various cultures" (Kendall & Marzano, 1997, pp. 387, 386). Are they both knowledge targets? Before classifying each as *knowledge* because of the verb, we need to make sure that *knowledge* is the intent. "Knows how healthy practices enhance the ability to dance" is likely to be a knowledge target, but perhaps the intent of "knows folk dances from various cultures" is that students are able to perform a variety of folk dances. In that case, it is a skill target in its intent and should be rewritten to reflect that.

Sometimes a target that looks like procedural knowledge may not be. Consider the target "Knows how to narrow or broaden inquiry when appropriate." There is procedural knowledge involved, but figuring out when a topic is too broad or too narrow requires reasoning. And if the target's intent is that students actually broaden or narrow a topic, that is also reasoning. So while at first glance this may look like a knowledge target, it is in fact a reasoning target.

FIGURE 3.3 Examples of Knowledge Targets

Subject	Learning Target
Mathematics	1. Recognizes acute, obtuse, and right angles. 2. Knows the remainder theorem for polynomial division.
English Language Arts	3. Identifies nouns and verbs. 4. Knows how to use subject and object pronouns correctly.
Social Studies	5. Explains the difference between <i>power</i> and <i>authority</i> . 6. Knows the major reasons for the rapid expansion of Islam during the 7th and 8th centuries.
Science	7. Describes how organisms interact with each other to transfer energy and matter in an ecosystem. 8. Describes where mitochondria and chloroplasts come from.
Health/Physical Education	9. Identifies factors that determine the reliability of health information. 10. Knows influences that promote alcohol, tobacco, and other drug use.
The Arts	11. Identifies and describes elements of design in a work of art. (Visual Arts) 12. Identifies and writes notes on a treble clef. (Music)

Sources: Item 1 is from Common Core State Standards Initiative. 2010c. *Common Core State Standards for Mathematics*. Washington, DC: Council of Chief State School Officers & National Governors Association. Retrieved January 2011 from http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf, p. 32 (hereafter cited as CCSSI, 2010c)
Item 2 is from <http://www.education.ky.gov/users/otl/KLN/Math/Arith%20with%20Poly%20and%20Ration%20St2%20Algebra.doc>
Item 5 is from <http://www.civiced.org/index.php?page=k4erica>
Item 6 is from <http://apcentral.collegeboard.com/apc/public/repository/ap-world-history-course-description.pdf>
Items 11 and 12 are from North Thurston Public Schools K-12 Arts Curriculum