

Grade 5 Math**Greg Justice****Standard: 5.NBT.3a**

Read, write, and compare decimals to thousandths:

A. read and write decimals to the thousandths using base-ten numerals, number names and expanded form.

Success criteria:

1. I can read and write decimals to thousandths using base-ten numerals in standard form.
2. I can read and write decimals to thousandths using base-ten numerals in word form.
3. I can read and write decimals to thousandths using base-ten numerals in expanded form.

Grade 7 Social Studies**Dusty Cremeans****Government #16**

The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

I can compare Athenian society to Spartan society.

Learning Targets:

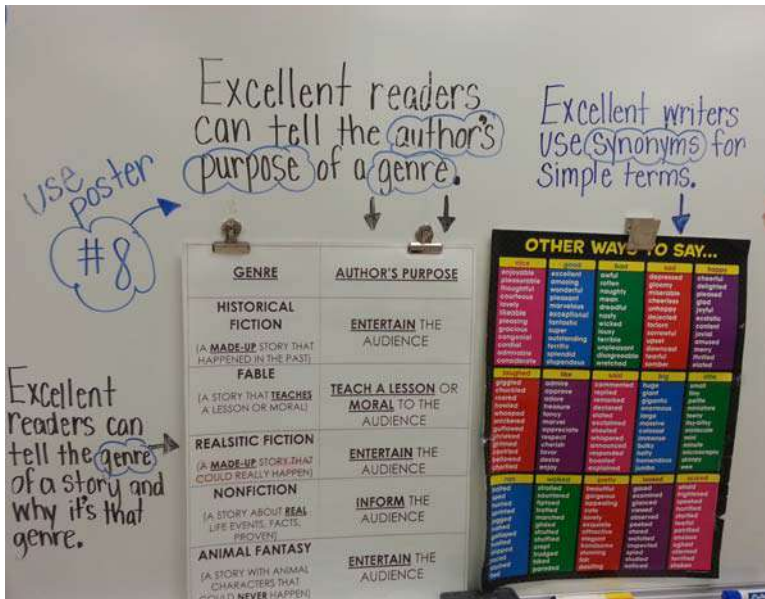
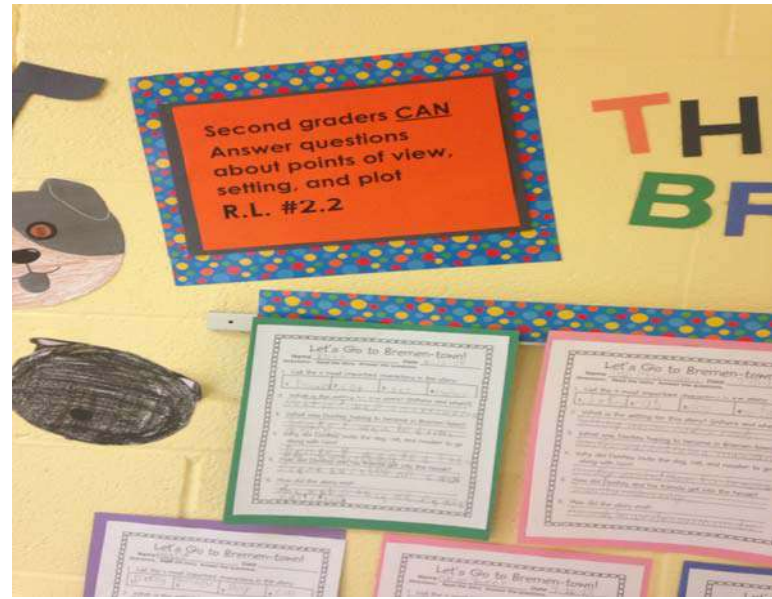
1. Explain the importance of the Agora to both societies.
2. Describe the importance of the Acropolis to both societies.
3. Define Helot.
4. Describe what life was like for a Spartan.
5. Describe what life was like for an Athenian.
6. Explain why Sparta became a military society.
7. Explain how Sparta's government worked.
8. Define oligarchy

Grade 2 Language Arts**Robin Murray**

Our learning targets on the board in the front of the room. I have been reading the learning targets to my students at the beginning of class, then they choral read them back to me. At the end of class, we read them and ask ourselves how we feel we did hitting the target...they can give a thumbs-up, so-so, or thumbs-down hand signal. We talk about the results. Sometimes my struggle is the end-of-class revisiting because either I forget or we run out of time! One of *my* learning targets is to make this a priority that I do not forget to do. I have actually put it on the schedule to ask and discuss during our wrap-up.

Grade 4 Language Arts**Robin Burke**

Before our reading assessment, I will show the students a list of all the learning targets that will be on the test. Then I have students evaluate where they are. On a sticky note, each student will indicate if they are ready for the test or not. If not, they will tell which learning target(s) they still need help with. Then I will meet individually with each student and reteach the information.

**Grade 3 Language Arts, Bronwyn Ervin****Grade 2 Language Arts, Brittani Roe****Grade 9 Science****Jessica Osburn**

My target statements are posted on my bulletin board for the entire unit. Students use the on target sheets to copy down the targets and mark their understanding as they go. Today I created a jeopardy game where each category was one of my targets. Next unit I am going to put the target we are working on that day on the guided notes so that students can see which targets go with which notes.

WHS Science**Kyle Exline**

Students keep an On Target sheet where they record posted targets. Students then check a box that says "Get Help", "Getting It", "Got It". We refer to targets daily and they are reminded to change their level checked as their level of understanding changes. I try to regularly remind students as we discuss targets that if they can do those things then they know what they need to and they will be successful on the summative assessment.