

Daily Learning Target Template

What Are We Learning?*

By the end of the class, students will be able to _____ (what) _____

Timeframe

A Verb/Bloom's Taxonomy

Content / Concept / Skill

as evidenced by _____ a _____.

B Activity / Showing Verb

C Assessment or Product

*Considerations: What are your opportunities to use academic language and discourse as well as check for understanding?

Closure Question: What question will students be able to answer at the end of the period as evidence of their having achieved the learning target?

A Bloom's Taxonomy/Critical Thinking Skills						B Performing/Showing Verbs	C Assessment/Product
Key Verbs						<ul style="list-style-type: none"> • Arranging/Matching • Building / Constructing • Charting • Computing • Counting • Creating • Discussing w/ Partner • Drawing • Formulating • Graphing • Grouping • Highlighting/Pointing • Modeling • Presenting/Teaching • Solving • Summarizing • Translating 	<ul style="list-style-type: none"> • Anticipatory Chart • Collaborative poster • Concept/Graphic Organizer • Diagram • Exit Slip • Foldable • Group presentation • Kinsella Vocabulary Template • Quickwrite • Rhetorical Precis • Summary w/specific purpose
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation		
Collect	Convert	Apply	Analyze	Compile	Appraise		
Define	Defend	Calculate	Argue	Compose	Ascertain		
Describe	Demonstrate	Classify	Categorize	Consolidate	Assess		
Examine	Describe	Complete	Compare	Create	Critique		
Identify	Diagram	Construct	Contrast	Design	Defend		
Label	Differentiate	Experiment	Deduce	Develop	Determine		
List/Log	Discover	Illustrate	Devise	Explain	Estimate		
Name	Distinguish	Interpret	Discuss	Generate	Evaluate		
Quote	Explain	Manipulate	Differentiate	Hypothesize	Judge		
Recall	Give Examples	Model	Distinguish	Justify	Measure		
Recognize	Paraphrase	Re/Produce	Examine	Organize	Rate		
Record	Predict	Relate	Inspect	Produce	Reflect		
Show	Recognize	Sequencing	Interpret	Report	Revise		
State	Restate	Show	Modify	Schematize	Score		
Tell	Specify	Solve	Organize	Synthesize	Select		
Visualize	Summarize	Use	Plan	Write	Value		

Criteria for Developing Learning Targets

✓ student-oriented



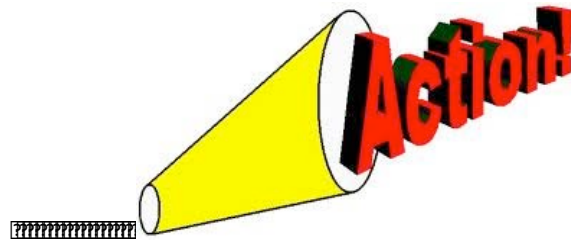
✓ observable



✓ specific



✓ action-oriented



✓ reasonable



✓ timely



Design
How will learners accomplish this performance goal?

Analysis
What is the performance goal?
What are the identified gaps?



Development
What mix of concepts, strategies, activities, resources are needed to develop instructional units/lessons?

Implementation
What delivery method will be used to ensure rigor and equitability?
What are my parameters in terms of learners, time, facility, etc?

<h1>A</h1>	<h2>ANALYSIS</h2> <p>What are the performance goals and existing learning gaps?</p>	<ul style="list-style-type: none"> • clarify the instructional problem • establish the instructional goals and objectives (ie. UBD, ERWC units, learning targets) • identify the learning environment and learner's existing knowledge and skills
<h1>D</h1>	<h2>DESIGN</h2> <p>How will learners accomplish performance goals/learning targets?</p>	<ul style="list-style-type: none"> • plan learning objectives, assessment instruments, activities, content, subject matter analysis, lesson planning and media selection ensuring equitable access and... <p>Systematicity: a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals</p> <p>Specificity: each element of the instructional design plan needs to be executed with attention to details</p>
<h1>D</h1>	<h2>DEVELOPMENT</h2> <p>What should be assembled for instructional units/lessons to ensure performance solution?</p>	<ul style="list-style-type: none"> • create and assemble the unit/lesson and corresponding activities, resources, materials, etc. blueprinted in the design phase • infuse strategies to ensure access and equitability for all learners • debug/troubleshoot procedures • review lesson/unit • revise according to feedback received
<h1>I</h1>	<h2>IMPLEMENTATION</h2> <p>What delivery method will be used?</p>	<ul style="list-style-type: none"> • instruct/train learners (staff/students) • cover the curriculum, learning targets, method of delivery, and assessment procedures • employ explicit modeling, bridging, meta-cognition, academic vocabulary and frequent checks for understanding • employ gradual release of responsibility (I do, We do, You do)
<h1>E</h1>	<h2>EVALUATION</h2> <p>How well did performance solution achieve the performance objective/learning targets?</p>	<ul style="list-style-type: none"> • formative • summative • reflections/feedback