### Daily Learning Target Template

#### What Are We Learning?

By the end of the class, students will be able to _______________ (what) _______________ as evidenced by ____________________________________.

*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

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect</td>
<td>Convert</td>
<td>Apply</td>
<td>Analyze</td>
<td>Compile</td>
<td>Appraise</td>
</tr>
<tr>
<td>Define</td>
<td>Defend</td>
<td>Calculate</td>
<td>Argue</td>
<td>Compose</td>
<td>Ascertian</td>
</tr>
<tr>
<td>Describe</td>
<td>Demonstrate</td>
<td>Classify</td>
<td>Categorize</td>
<td>Consolidate</td>
<td>Assess</td>
</tr>
<tr>
<td>Examine</td>
<td>Describe</td>
<td>Complete</td>
<td>Compare</td>
<td>Create</td>
<td>Critique</td>
</tr>
<tr>
<td>Identify</td>
<td>Diagram</td>
<td>Construct</td>
<td>Contrast</td>
<td>Design</td>
<td>Defend</td>
</tr>
<tr>
<td>Label</td>
<td>Differentiate</td>
<td>Experiment</td>
<td>Discuss</td>
<td>Develop</td>
<td>Determine</td>
</tr>
<tr>
<td>List/Log</td>
<td>Discover</td>
<td>Illustrate</td>
<td>Devise</td>
<td>Explain</td>
<td>Estimate</td>
</tr>
<tr>
<td>Name</td>
<td>Distinguish</td>
<td>Interpret</td>
<td>Devise</td>
<td>Generate</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Quote</td>
<td>Explain</td>
<td>Manipulate</td>
<td>Deducing</td>
<td>Generate</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Recall</td>
<td>Give Examples</td>
<td>Model</td>
<td>Explain</td>
<td>Hypothesize</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Recognize</td>
<td>Paraphrase</td>
<td>Re/Produce</td>
<td>Inspect</td>
<td>Justify</td>
<td>Judge</td>
</tr>
<tr>
<td>Record</td>
<td>Predict</td>
<td>Relate</td>
<td>Interpret</td>
<td>Measure</td>
<td>Measure</td>
</tr>
<tr>
<td>Show</td>
<td>Recognize</td>
<td>Sequencing</td>
<td>Modify</td>
<td>Rate</td>
<td>Rate</td>
</tr>
<tr>
<td>State</td>
<td>Restate</td>
<td>Show</td>
<td>Organize</td>
<td>Reflect</td>
<td>Reflect</td>
</tr>
<tr>
<td>Tell</td>
<td>Specify</td>
<td>Solve</td>
<td>Plan</td>
<td>Revise</td>
<td>Revise</td>
</tr>
<tr>
<td>Visualize</td>
<td>Summarize</td>
<td>Use</td>
<td>Synthesize</td>
<td>Revise</td>
<td>Score</td>
</tr>
</tbody>
</table>

### B Performing/Showing Verbs

- Arranging/Matching
- Building / Constructing
- Charting
- Computing
- Counting
- Creating
- Discussing w/ Partner
- Drawing
- Formulating
- Graphing
- Grouping
- Highlighting/Pointing
- Modeling
- Presenting/Teaching
- Solving
- Summarizing
- Translating

### C Assessment/Product

- Anticipatory Chart
- Collaborative poster
- Concept/Graphic Organizer
- Diagram
- Exit Slip
- Foldable
- Group presentation
- Kinsella Vocabulary Template
- Quickwrite
- Rhetorical Precis
- Summary w/specific purpose
Criteria for Developing Learning Targets

√ student-oriented

√ observable

√ specific

√ action-oriented

√ reasonable

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

Design
How will learners accomplish this performance goal?

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?
<table>
<thead>
<tr>
<th>A</th>
<th>ANALYSIS</th>
<th>What are the performance goals and existing learning gaps?</th>
</tr>
</thead>
</table>
|   | • 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 |
| D | DESIGN | How will learners accomplish performance goals/learning targets? |
|   | • plan learning objectives, assessment instruments, activities, content, subject matter analysis, lesson planning and media selection ensuring equitable access and…  
  **Systematicity:** a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals  
  **Specificity:** each element of the instructional design plan needs to be executed with attention to details |
| D | DEVELOPMENT | What should be assembled for instructional units/lessons to ensure performance solution? |
|   | • 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 |
| I | IMPLEMENTATION | What delivery method will be used? |
|   | • 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) |
| E | EVALUATION | How well did performance solution achieve the performance objective/learning targets? |
|   | • formative  
  • summative  
  • reflections/feedback |