

Writing Measurable Learning Targets

Are:	Are Not:
<ul style="list-style-type: none"> • A list of goals written in student friendly language that help students understand exactly what they will learn and what their work will look like when they learn it. 	<ul style="list-style-type: none"> • Rewritten standard with the words “I can...” front of them.
<ul style="list-style-type: none"> • Written so that they describe the learning. <ul style="list-style-type: none"> ◦ Ask yourself “What will students learn by doing this activity?” if you find yourself writing activities. 	<ul style="list-style-type: none"> • Written as an activity the students will perform. <ul style="list-style-type: none"> ◦ Example: “Students will write five sentences” is an activity. “I can use a subject and predicate to express a complete thought” tells what they will learn and what their work will look like when it is proficient.
<ul style="list-style-type: none"> • Newly written every day so students get the sense of how lessons build on one another; and embody the learning target within the performance task of the day so the activity feels meaningful, important, and essential to the learning. 	<ul style="list-style-type: none"> • The same learning target repeated day after day OR • Placed on the board as a list for the whole unit.
<ul style="list-style-type: none"> • Designed specifically for the lesson, used by the teacher along with the students throughout the lesson, and assessed in some way for understanding. 	<ul style="list-style-type: none"> • Written on the board and referred to once or not at all.

Resource: Brookhart, S. M., & Moss, C. M. (2014, October). Learning Targets on Parade. *Educational Leadership*, 72(2), 28-33.