**Learning Target Template**

**What Are We Learning?\***

By **the end of the**  students **will be able to** (what)

Timeframe

Content / Concept / Skill

**A Bloom’s Taxonomy/Critical Thinking Skills**

as evidenced by a

**C Assessment/Product**

**B Performing/Showing Verbs**

 **A Bloom’s Taxonomy/Critical Thinking**

 Key Verbs

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** | **B Performing/Showing Verbs** | **C** Assessment or Product |
| CollectDefineDescribeExamineIdentifyLabelList/LogNameQuoteRecallRecognizeRecordShowStateTellVisualize | ConvertDefendDemonstrateDescribeDiagramDifferentiateDiscoverDistinguishExplainGive ExamplesParaphrasePredictRecognizeRestateSpecifySummarize | ApplyCalculateClassifyCompleteConstructExperimentIllustrateInterpretManipulateModelRe/ProduceRelateSequencingShowSolveUse | AnalyzeArgueCategorizeCompareContrastDeduceDeviseDiscussDifferentiateDistinguishExamineInspectInterpretModifyOrganizePlan | CompileComposeConsolidateCreateDesignDevelopExplainGenerateHypothesizeJustifyOrganizeProduceReportSchematizeSynthesizeWrite | AppraiseAscertainAssessCritiqueDefendDetermineEstimateEvaluateJudgeMeasureRateReflectReviseScoreSelectValue | Arranging/MatchingBuilding / ConstructingChartingComputingCountingCreatingDiscussing w/ PartnerDrawingFormulatingGraphingGroupingHighlighting/PointingModelingPresenting/TeachingSolvingSummarizingTranslating | **Short-answer questions**[**Concept maps**](http://www.schrockguide.net/concept-mapping.html)****[**Writing a topic sentence**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/callahan03/task3.htm)****[**Identifying a theme**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/landschoot08/magazine%20picture.pdf)****[**Making predictions**](http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000009)****[**Brief summaries**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/willis08/reading%20strategies.pdf)****[**Peer editing**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/callahan03/task11.htm)****[**Venn diagram**](https://www.eduplace.com/graphicorganizer/pdf/venn.pdf)****[**Journal response**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/kaese03/task6.pdf)****[**Homework reflections**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/bossenga08/homework%20reflection.pdf)****[**article reflections**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/hayner03/journalentries.pdf)****[**Evaluating work of others**](http://ctl.utexas.edu/teaching/assess-learning/feedback/peer-assessment)****[**Self-assessment**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/dobrodt03/reflectiontakingturns.pdf)****[**Self and group evaluation**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/szymanski08/individual%20group%20evaluation.pdf)****[**Goal setting**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/rakes08/reflection.pdf)****[**Question generation**](http://jonathan.mueller.faculty.noctrl.edu/toolbox/examples/landschoot08/entry%20slip.pdf)[**Other examples**](http://jfmueller.faculty.noctrl.edu/toolbox/tasks.htm) |

**\*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?