**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 |
| Collect  Define  Describe  Examine  Identify  Label  List/Log  Name  Quote  Recall  Recognize  Record  Show  State  Tell  Visualize | Convert  Defend  Demonstrate  Describe  Diagram  Differentiate  Discover  Distinguish  Explain  Give Examples  Paraphrase  Predict  Recognize  Restate  Specify  Summarize | Apply  Calculate  Classify  Complete  Construct  Experiment  Illustrate  Interpret  Manipulate  Model  Re/Produce  Relate  Sequencing  Show  Solve  Use | Analyze  Argue  Categorize  Compare  Contrast  Deduce  Devise  Discuss  Differentiate  Distinguish  Examine  Inspect  Interpret  Modify  Organize  Plan | Compile  Compose  Consolidate  Create  Design  Develop  Explain  Generate  Hypothesize  Justify  Organize  Produce  Report  Schematize  Synthesize  Write | Appraise  Ascertain  Assess  Critique  Defend  Determine  Estimate  Evaluate  Judge  Measure  Rate  Reflect  Revise  Score  Select  Value | 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?