Describe Your Course

Course Name:	Description	on:		
	Finding your	Learnin	g Target	
Competencies Develop short and concise one or two word descriptions of the valued competencies that relate to that description.	Skills Develop short and concise one or two word descriptions of the skills that are needed to achieve those competencies.		Targets Write an "I can" statement for each skill that answers the questions "What and How Well?"	Criteria ist ALL the pre-requisite skills, knowledge, ideas, context, tools that a tudent needs to achieve the target
Hint: Think Big Skills	Hint: Think Small Skills		Hint: Think Expectations	Hint: Think Content
	Finding Your Pro	oficiency	/ Scale	
Level 4 Above Mastery Using the Level 3 statement change or add words to create a phrase that describes being above proficient/ mastery	3 Level Proficient/Mastery Copy and Paste one of your Targets here		Level 2 Approaching Mastery Using the Level 3 statement change or add words to create a phrase that describes approaching proficient/	Level 1 Still Developing Using the Level 2 statement change or add words to create a phrase that describes a still developing

What do you want students to know?

Unit:		Learning Target:							
How will you know they know it?									
Develop a short and concise experience: activity, assessment, prompt, etc. to measure the target.		Agree to when the assessment will be given.		Identify a team meeting time after the assessment to discuss the results					
Attach		Date Range:	Meeting Date:						
What should success look like?									
Each teacher should develop exemplar answers for the assessment.		Using these exemplars, agree to how the assessment will be graded.		What result would mean success for an individual student and for the entire group?					
Share & Discuss		What are you looking for?		Set a Smart Goal					

What do you want students to know or be able to do?

Proficiency Scale: Copy and Paste Proficiency Scale Here

How will you know they know it?

Experience Purpose
Deliver, Develop, Determine



Experience Structure
Individual
Pair/Small Group
Whole Group



Develop a short and concise experience: activity, assessment, prompt, etc. to measure the target.

Attach



Experience Structure
Performance
Contemplation
Observation
Collaboration

Mistakes to Avoid

Too Long, Too Many Questions Students Can't react to Feedback Not at the right level of the proficiency scale Forgetting to Stay Connected to Target Not Real Evidence of Learning the Target