

Table 5.1 Communicating Learning Targets

1. Identify the most worthwhile learning target for these students at this time by analyzing the materials you've picked or that the curriculum presents.
2. Determine whether the students have adequate prior knowledge for the target you have in mind. This is especially important for low-confidence, underperforming students who can get overwhelmed and tune out if this isn't considered.
3. Compose the learning target in mastery language so you yourself know what student performance ("will be able to do") you would take as evidence of mastery.
4. Communicate the learning target to the students in student-friendly language.
5. Check for a minute or two to be sure the students understand the learning target (i.e., unpack it).

6. Be sure the learning target is posted somewhere in the room so students can refer back to it.
7. Tell the students the series of steps they'll be going through to meet the learning target.
8. Get the students to understand why the learning target is something worth learning (i.e., the reason it is important).
9. Establish the criteria for success for performances or products the students will be producing.
10. Have the students self-evaluate according to the criteria for success.
11. Return to what the learning target is, at least once during the lesson and again at the end.
12. Be sure to distinguish in your planning between thinking skill objectives and mastery objectives in the academic disciplines.