

	<b>Instructional Objective</b> Framed from the Teacher Point of View	<b>Learning Target</b> Framed from the Student Point of View
Where does it come from?	<ul style="list-style-type: none"> <li>Derived from a standard and/or curricular goal.</li> </ul>	<ul style="list-style-type: none"> <li>Derived from an instructional objective.</li> </ul>
Who uses it?	<ul style="list-style-type: none"> <li>Used by the teacher to guide instruction during a lesson or over a group of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Used by the teacher and the students to aim for understanding and assess the quality of student work during today's lesson.</li> </ul>
What does it describe, and how does it describe it?	<ul style="list-style-type: none"> <li>Describes content knowledge (concepts, understandings) and skills that students should be able to demonstrate.</li> <li>Uses teacher language (the language of curriculum and standards).</li> <li>May span one lesson or a set of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Asks, "What am I going to learn?"</li> <li>Uses student language as well as pictures, models, and/ or demonstrations when possible</li> <li>Asks, "What should I be able to do at the end of today's lesson? And how is it connected to yesterday's and tomorrow's lessons?"</li> </ul>
How does it connect to a performance of understanding?	<ul style="list-style-type: none"> <li>Generalizes to many potential tasks, from which teachers select one or several to be the performance of understanding for instructional activities and formative assessment for a series of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Is connected to the specific performance of understanding that the teacher has chosen for today's lesson.</li> </ul>
How does it promote evidence-based assessment?	<ul style="list-style-type: none"> <li>Includes criteria and performance standards in teacher language.</li> </ul>	<ul style="list-style-type: none"> <li>Includes student look-fors – criteria and performance standards in student language – often accompanied by tools (e.g., "I can" statements, rubrics, checklists) and examples of work.</li> </ul>

### Checklist for Evaluating Learning Targets

A learning target contains ALL of the following characteristics. It must:

- Describe exactly what the student is going to learn by the end of today's lesson.
- Be stated in developmentally appropriate language that the student can understand.
- Be framed from the point of view of a student who has not yet mastered the intended learning outcome for today's lesson.
- Be connected to and shared through the specific performance of understanding designed by the teacher for today's lesson (what students will be asked to do, say, make, or write that will deepen student understanding, allow students to assess where they are in relation to the learning target, and provide evidence of mastery).
- Include student look-fors – descriptive criteria that students can use to judge how close they are to the target, stated in terms that describe mastery of the learning target (not in terms that describe how the students' performance will be scored or graded).