

LEARNING TARGETS

Feedback Form

Several of the criteria identified in the Teacher Effectiveness for Language Learning Framework address the need for developing, sharing and implementing learning targets for students. Use this form when designing learning targets to provide feedback to a colleague or yourself and identify the degree to which your work exemplifies the characteristics of effective learning targets.

DEVELOPING LEARNING TARGETS

TELL Criterion P6a: I set daily performance objectives that are focused on proficiency targets & are based on meaningful contexts.

1. What is the performance goal for the learning target(s)?

☐ Novice Level Range

☐ Intermediate Level Range

☐ Advanced Level Range

2. How are the daily learning targets constructed?

☐ The learning targets support the unit performance objectives.

☐ The learning targets allow students to demonstrate their understanding through performance in the three communicative modes.

☐ The learning targets are measurable.

WRITING LEARNING TARGETS

TELL Criterion P2: I plan learning experiences that address the unique needs and interests of my students.

3. How are the daily learning target(s) written?

☐ The learning targets are written in student-friendly language.

☐ The learning targets allow students to personalize them to meet their needs.

☐ Learning targets are tied to content the students perceive as interesting and relevant.

COMMUNICATING LEARNING TARGETS

TELL Criterion LE2: I use the daily performance objectives to capture my students' energy and commitment.

4. How are the daily learning target(s) communicated?

☐ The learning targets are shared in the opening of class.

☐ The learning targets are used in closing the lesson.

☐ The learning targets are referred to throughout the lesson.

☐ The learning targets are posted so that they can easily be referred to.

THE MESSAGE BEHIND THE LEARNING TARGETS

TELL Criterion PR3: I am a reflective practitioner.

5. Reflection Question: What are the learning target(s) communicating to the students?

