**Developing Learning Goals**

Providing students with clear Learning Goals conveys to students what they will learn, how deeply they will learn it and how to demonstrate their learning. Teachers who are clear on Learning Goals will be focussed in their teaching.

Learning Goals are a statement of what students will know and be able to do as a result of instruction. They are:

Overarching (unit goals)

Clear statements of knowledge or information

Posted and be able to be read by students

Written in student friendly language

Referenced during the lesson

Directly related to proficiency scales

It is not what they do to demonstrate their learning, these are learning experiences which help students reach their learning goals.

Learning Goals can take two forms:

**Declarative Knowledge:**

Students will understand…

Developed through review, revision, error analysis and identification of similarities and differences

**Procedural Knowledge:**

Students will be able to…

Oriented towards skills, strategies and processes; over time this knowledge is shaped by the learner

**Developing Proficiency Scales**

Proficiency Scales give the teacher and the students clear direction about instructional targets as well as descriptions of levels of understanding and performance for those targets. Proficiency Scales should be:

Related to the Learning Goals

Posted/available and be able to be read by students

Written in student friendly language

Referenced during the lesson

**Learning Goals should be overarching goals:**

|  |
| --- |
| Learning Goal |
| Students will understand…. (declarative)  Students will be able to do…. (procedural) |
| Proficiency Scales |
| Soaring  Above  Baseline  Experiencing Difficulty  Really Don’t Understand |
| Learning Experiences |
| Guided learning activity experiences that take place in the lesson. These are not Learning Goals or Success Criteria. |