

**Rubric for Learning Targets**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Accomplished | Developing | Beginning |
| Standards-based and rigorous | Derived from our district standards. | Derived from general academic tasks but not grade-specific standards, or they describe learning or tasks that do not meet proficiency standards. | Not derived from standards and do not clearly reference academic tasks. |
| Student-friendly | Written in student-friendly language and begin with the stem “I can.” | Begin with the stem “I can” but may not use student-friendly language, eg. They sound like objectives. | Do not begin with “I can” and/or are simply reiterations of curriculum objectives. |
| Measurable | Measurable and use concrete, accessible verbs (eg. Identify, analyze). The verb suggests the way in which the target will be assessed. | Measurable but may contain two verbs or have too broad a scope in content. | Not measurable (eg. I can understand). |
| Specific and contextualized | Specific. | Articulate only long-term targets that can be generalized for any similar academic task (eg. I can write a persuasive essay). | Too broad for students to see progress (eg. I can read) or too narrow for students to own their learning. |
| Learning-centered | The verb following the “I can” stem clearly identifies the intended learning. | The verb following the “I can” stem focuses on the academic tasks students will do rather than what they will learn (eg. I can complete a graphic organizer). | Focused only on compliance and completion (eg. I can retake my test). |