



# EXPEDITIONARY LEARNING

## Learning Targets Rubric

	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
<b>Standards-based and rigorous</b>	<p>They are derived from national or state standards and school or district documents such as curriculum maps and adopted program materials.</p> <p>Targets fall across multiple categories in a cognitive rigor matrix.</p>	<p>They are derived from general academic tasks but not grade-specific standards, or they describe learning or tasks that do not meet proficiency standards.</p> <p>Targets fall across limited categories in a cognitive rigor matrix.</p>	<p>They are not derived from standards and do not clearly reference academic tasks.</p> <p>Targets fall primarily in one or two columns/rows of a cognitive rigor matrix, or learning targets are not rigorous enough.</p>
<b>Student-friendly</b>	<p>They are written in student-friendly language (accessible vocabulary and from a student perspective) and begin with the stem “I can”.</p>	<p>They begin with the stem “I can” but may not use student-friendly language; i.e., they sound like “objectives.”</p>	<p>They do not begin with “I can” and/or are simply reiterations of state objectives.</p>
<b>Measurable</b>	<p>They are measurable and use concrete, assessable verbs (e.g., identify, compare, analyze). The verb suggests the way in which the target will be assessed (e.g., “analyze” suggests a writing or problem-solving assessment, not a multiple choice quiz).</p>	<p>They are measurable but may contain two verbs or have too broad a scope in content (e.g., I can draw a raccoon and describe its habitat).</p>	<p>They are not measurable (e.g., I can understand, or I can commit).</p>
<b>Specific and contextualized</b>	<p>They are specific, often referring to the particular context of a lesson, project, or case study.</p>	<p>They articulate only long-term targets that can be generalized for any similar academic task (e.g., I can write a persuasive essay).</p>	<p>They are too broad for students to see progress (e.g., I can read) or too narrow for students to own their learning (e.g. I can put my name on my paper).</p>
<b>Learning-centered</b>	<p>The verb following the “I can” stem clearly identifies the intended learning, articulating what the students will learn rather than how they will demonstrate their learning.</p>	<p>The verb following the “I can” stem focuses on the academic tasks students will do rather than what students will learn (e.g., I can complete a graphic organizer).</p>	<p>The targets are focused only on compliance and completion (e.g., I can retake my test).</p>