



Writing Level-appropriate Targets for Tailored Learning Course Goals

Example verbs for Entry Level	Example verbs for Level 1	Example verbs for Level 2
<p>follow obtain recognise use identify trace understand participate select gain communicate express demonstrate listen engage</p>	<p>state identify follow outline plan indicate describe respond list check organise design locate give adapt</p>	<p>explain describe provide adhere create edit account generate process gather revise assess share maintain inform</p>
<p>Examples:</p> <ul style="list-style-type: none"> • Obtain 2 pieces of information from short text. • Listen to the audio clip and identify the main point. • Demonstrate how to copy and paste text in MS Word. • Participate in a group conversation. • Follow the instructions to make a cup of tea. 	<p>Examples:</p> <ul style="list-style-type: none"> • Give a short presentation to the group including aims and use of visual aids. • Respond to a complaint from a customer in an appropriate way. • Design a poster to show • Organise you email inbox and file your messages in appropriate folders. • Identify the correct spelling of 5 specialist words. 	<p>Examples:</p> <ul style="list-style-type: none"> • Gather three pieces of information required to respond to a customer query. • Share your findings with the rest of the group. • Inform the group about your plans to maintain your healthy lifestyle over the next week. • Generate a report using the data you entered on the spreadsheet





Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	choose	act	analyse	adapt	appraise
describe	cite	administer	appraise	arrange	assess
examine	convert	apply	assess	articulate	collaborate
identify	defend	change	break down	assemble	compare
indicate	describe	collect	calculate	collaborate	conclude
know	detect	compute	categorize	combine	contrast
label	discuss	construct	classify	communicate	criticize
list	distinguish	control	compare	compose	critique
match	estimate	convert	contrast	consolidate	describe
name	explain	demonstrate	debate	construct	discriminate
outline	extend	derive	deduce	create	estimate
recall	generalize	develop	describe	design	evaluate
recognize	give examples	diagram	detect	develop	explain
record	identify	discover	diagram	devise	interpret
relate	infer	employ	differentiate	establish	judge
reproduce	locate	estimate	discriminate	explain	justify
restate	paraphrase	facilitate	distinguish	formulate	measure
select	predict	generalize	elicit	generate	rate
show	recognize	help	examine	incorporate	reconsider
state	rephrase	illustrate	extrapolate	initiate	reflect
	report	implement	identify	integrate	relate
	restate	interpret	illustrate	intervene	summarize
	select	manipulate	infer	justify	support
	summarize	modify	inspect	manage	validate
		operate	question	modify	verify
		perform	recognize	organize	
		practice	reflect	plan	
		predict	relate	predict	
		prepare	select	prepare	
		present	solve	propose	
		produce	sort	reflect	
		provide	systematize	relate	
		regulate	tabulate	revise	
		schedule	test	summarize	
		share		synthesize	
		show		tell	
		solve		write	
		use			

Setting Appropriate Course Targets

- Targets enable learners to know what they can expect to learn on the course and help them to measure their achievement.
- Ensure the targets that you set are suitable for the course level and the learners enrolled on it.
- Targets must be SMART: **S**pecific, **M**anageable, **A**chievable, **R**ealistic and **T**imely
- SMART targets on community learning courses can be amended to suit the needs of individual learners.
- Think about the evidence you need from your learners to show that they have achieved their targets.
- Design activities to fit the course targets.

Taken from: [Course-Level Learning Goals/Outcomes | Center for Teaching & Learning \(berkeley.edu\)](https://www.centerforteachingandlearning.org/)

