**WRITING LEVEL APPROPRIATE COURSE TARGETS FOR COMMUNITY LEARNING COURSE GOALS**

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| **Example verbs for Entry Level** | **Example verbs for Level 1** | **Example verbs for Level 2** |
| followobtainrecogniseuseidentifytraceunderstandparticipateselectgaincommunicateexpressdemonstratelistenengage | stateidentifyfollowoutlineplanindicatedescriberespondlistcheckorganisedesignlocategiveadapt | explaindescribeprovideadherecreateeditaccountgenerateprocessgatherreviseassesssharemaintaininform |
| **Examples:*** **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.
 | **Examples:*** **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.
 | **Examples:*** **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
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**Setting Appropriate Course Targets**

* Targets enable learners to know what they can expect the 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.

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| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** |
| definedescribeexamineidentifyindicateknowlabellistmatchnameoutlinerecallrecognizerecordrelatereproducerestateselectshowstate | chooseciteconvertdefenddescribedetectdiscussdistinguishestimateexplainextendgeneralizegive examplesidentifyinferlocateparaphrasepredictrecognizerephrasereportrestateselectsummarize | actadministerapplychangecollectcomputeconstructcontrolconvertdemonstratederivedevelopdiagramdiscoveremployestimatefacilitategeneralizehelpillustrateimplementinterpretmanipulatemodifyoperateperformpracticepredictpreparepresentproduceprovideregulatescheduleshareshowsolveuse | analyseappraiseassessbreak downcalculatecategorizeclassifycomparecontrastdebatededucedescribedetectdiagramdifferentiatediscriminatedistinguishelicitexamineextrapolateidentifyillustrateinferinspectquestionrecognizereflectrelateselectsolvesortsystematizetabulatetest | adaptarrangearticulateassemblecollaboratecombinecommunicatecomposeconsolidateconstructcreatedesigndevelopdeviseestablishexplainformulategenerateincorporateinitiateintegrateintervenejustifymanagemodifyorganizeplanpredictprepareproposereflectrelaterevisesummarizesynthesizetellwrite | appraiseassesscollaboratecompareconcludecontrastcriticizecritiquedescribediscriminateestimateevaluateexplaininterpretjudgejustifymeasureratereconsiderreflectrelatesummarizesupportvalidateverify |

Taken from: [Course-Level Learning Goals/Outcomes | Center for Teaching & Learning (berkeley.edu)](https://teaching.berkeley.edu/resources/design/course-level-learning-goalsoutcomes)