**Writing Level-appropriate Targets for Tailored Learning Course Goals**

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| **Example verbs for Entry Level** | **Example verbs for Level 1** | **Example verbs for Level 2** |
| follow  obtain  recognise  use  identify  trace  understand  participate  select  gain  communicate  express  demonstrate  listen  engage | state  identify  follow  outline  plan  indicate  describe  respond  list  check  organise  design  locate  give  adapt | explain  describe  provide  adhere  create  edit  account  generate  process  gather  revise  assess  share  maintain  inform |
| 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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| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** |
| define describe examine identify indicate know label list match name outline recall recognize record relate reproduce restate select show state | choose cite convert defend describe detect discuss distinguish estimate explain extend generalize give examples identify infer locate paraphrase predict recognize rephrase report restate select summarize | act administer apply change collect compute construct control convert demonstrate derive develop diagram discover employ estimate facilitate generalize help illustrate implement interpret manipulate modify operate perform practice predict prepare present produce provide regulate schedule share show solve use | analyse appraise assess break down calculate categorize classify compare contrast debate deduce describe detect diagram differentiate discriminate distinguish elicit examine extrapolate identify illustrate infer inspect question recognize reflect relate select solve sort systematize tabulate test | adapt arrange articulate assemble collaborate combine communicate compose consolidate construct create design develop devise establish explain formulate generate incorporate initiate integrate intervene justify manage modify organize plan predict prepare propose reflect relate revise summarize synthesize tell write | appraise assess collaborate compare conclude contrast criticize critique describe discriminate estimate evaluate explain interpret judge justify measure rate reconsider reflect relate summarize support validate verify |

**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.

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