



Standards and curriculum designers at the district, state or national levels continue to publish documents that are distinguished more **by their girth** than their effectiveness.

(Reeves, 2008, p. 48–49)

***“Students cannot
assess their own
learning or set
goals to work
toward without a
clear vision of the
intended learning.”***

*Stiggins, Arter, Cahappuis &
Chappius, 2004*



*When they do try to assess their own achievement without understanding the **learning targets** they have been working toward, their conclusions are **vague and unhelpful**.*

Stiggins, Arter, Cahappuis & Chappius, 2004, pp. 58-59





*Classrooms where **students understand** the learning outcomes for daily lessons see performance rates **20 percent higher** than those where learning outcomes are unclear.*

Marzano, 2003

Writing student friendly learning targets simply involves beginning each target with an **approachable phrase** like “I can” or “I am learning to,” defining uncommon words in an **age-appropriate way**, and including an **action** that can be observed.

(Stiggins et al., 2006)

YES WE CAN

7.4.3. Performance Standard:

Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

YES WE CAN

7.4.3. I Can Statement:

I can describe how the Saharan caravan trade influenced the lives of people living in Western Africa. This means I can detail three specific examples of how the caravan trade led to changes in the cultures, religions, and laws of this region.

YES WE CAN

This is ***much better*** than those objective sheets that they hand out in the beginning of the school year. I like that it is in '***kidspeak***' so that we can all understand the objective!

Parent Survey Response, 2009

YES WE CAN

Contact Information:

Bill Ferriter

wferriter@hotmail.com

Session Materials:

<http://snipurl.com/homemsoct09>

YES WE CAN