

# A C3 version of your class

## Content

- Bloom's "Remembering, Understanding, Applying"
- Could be achievable by doing independent research/study
- Worth 60% of the overall class assessment

## Create

- Bloom's "Analyzing, Evaluating, Creating"
- Most are only achievable by attending class and WORKING WITH OTHERS
- Worth 20% of the overall class assessment

## Community

*Ex: "I can provide evidence of group communication, sharing work, mutual respect and problem solving, setting clear goals and meeting deadlines."*

- Any level of Bloom's
- Only achievable by attending class and WORKING WITH OTHERS
- Worth 20% of the overall class assessment

*Ex: "I can defend my learning process with evidence of persistence, refinement, and how my work matters to me"*

# Learning Target Bullet Points

- **Learning Targets are BASED ON standards, but are DIRECTLY RELATED TO YOUR CONTENT**
  - So, for example: the common core assessment for “theme” in Language Arts is: *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
  - The LEARNING TARGET for it in Mike’s Playwriting Class is: *I can identify the premise of a play and use it in my own writing (Egri)*
- **Learning Targets must assessable by actually SEEING/HEARING a kid do it, so, a good learning target:**
  - A. Physically capable of being done
    - 1. Weak: I can come prepared to class
    - 2. Better: I can use tools specific to the class or project’s purpose
  - B. Be compelling for a kid to do
    - 1. Weak: I can repeat the C3 content
    - 2. Better: I can use the C3 content to create my own proficiency system
  - C. Be specific
    - 1. Weak: I can do math
    - 2. Better: I can provide evidence/defend my practice of solving basic math equations
  - D. Not be an “errand”
    - 1. Weak: I can show up
    - 2. Better: I can contribute to my group’s project, using agreed upon behaviors
  - E. Not presuppose a physical or emotional state
    - 1. Weak: I can get excited about classical music
    - 2. Better: I can apply elements of classical music to my own work
  - F. Not be manipulative
    - 1. Weak: I can see the value of writing across the curriculum
    - 2. Better: I can demonstrate good writing techniques in another class