

Smart versions of targets

For each possible assessment level, give an example of what you might see a learner doing. Use your experience of working with learners to think of behaviours you have seen.

Un-SMART target	A SMART version
Improve your time-keeping.	Arrive at your classroom sessions at or ahead of the time the class is due to start, for four or more of the sessions this week.
Get better at asking questions.	When you go to your work placement next week, ask three questions (or more) during each day and report back to me next Friday what they were, how you felt when asking them, and what the outcomes were.
Be more co-operative in group activities.	At least once in each of the next three group activities, act on someone else's suggestion.
Respond appropriately to staff when you arrive in the morning.	When you first come into the centre in the morning, and a member of staff greets you, show that you have heard by smiling back or saying 'Good morning'.
Show that you can keep your temper.	Up till now, you have tended to get angry when you don't understand the information you're being given. When we have our feedback session next Friday, give me three examples of when you haven't understood and have asked a question instead of getting angry.
Keep off the booze!	When you go clubbing this week, limit your alcohol intake to three pints in the evening.
Continue working on your reading.	In the next week, read three articles from the sports pages of the newspaper.
Take the lead more often.	Volunteer to do something you haven't done before at least once this week, without being asked.
Show more positive motivation.	When a tutor next asks what you've been doing on your work placement in the past week, describe what's been going on factually and/or positively (instead of describing what you experienced only in negative terms).
Make an effort to get on better with Spike.	When you find yourself sitting next to Spike, ask him how he's getting on in his work placement.