

**Unit Item: Writing Objectives (Key Objectives Linked to the Standards)****Operating Concepts and Principles:**

- Referred to at the beginning, during, and at the end of each lesson;
- Directly and indirectly linked to the standards;
- Describes the skills, knowledge, and/or attitudes that students will be able to demonstrate;
- The objective(s) of the lesson of the day(s);
- Written from the student's perspective using Bloom's taxonomy of verbs and preferably using the ABCD approach to writing objectives;
- The format is SWBAT (Students Will Be Able To).

**Examples (Do's and Don'ts):**

*Students will be able to alphabetize a list of 30 words beginning with the letter T with 90% or better accuracy.*

**Do**

- Write from the student's perspective
- Use measurable verbs, e.g. "alphabetize, diagram, pronounce"
- Consider formative assessment to ensure objective(s) is met
- Write clear and concise statements

*The teacher will demonstrate and students will learn how to alphabetize a list of words*

**Don't**

- Write from the teacher's perspective
- Use verbs that are not measurable, e.g. "understand, learn, appreciate"
- Write general or vague statements

**Design Tips:** Consider the "ABCD Model" for writing objectives

**A – Audience**

**The audience is learner(s) that the objective is written for.** This is usually written "the learner" or "the student" however it could be written as specific as "The third grade science student". Make it simple so that the objective does not get too wordy.

**B – Behavior**

**The behavior is the verb that describes what the learner (audience) will be able to do after the instruction.** This is the heart of the objective and MUST be measurable AND observable. In addition, these verbs MUST be specific. Verbs such as know, understand, comprehend, and appreciate are difficult to measure and are therefore not good choices for objectives.

Bloom's Taxonomy is organized into six progressively more complex categories from "knowledge" to "evaluation". *Knowledge* may be defined as the recall of data or information; *Comprehension* may be defined as understanding via meaning, translation, and interpretation of instructions and problems; *Application* may be defined as the use of a concept in a new situation; *Analysis* may be defined as the separation of material or concepts into component parts for further understanding; *Synthesis* may be defined as building a structure or pattern from diverse elements, or putting parts together to form a whole, with emphasis on creating a new meaning or structure; and *Evaluation* may be defined as making judgments about the value of ideas or materials. Source:

<http://www.nwlink.com/~donclark/hrd/bloom.html>

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Consider the following list of action verbs set in Bloom’s Taxonomy:

<i>KNOWLEDGE</i>	<i>COMPREHENSION</i>	<i>APPLICATION</i>	<i>ANALYSIS</i>	<i>SYNTHESIS</i>	<i>EVALUATION</i>
count	associate	add	analyze	categorize	appraise
define	compute	apply	arrange	combine	assess
describe	convert	calculate	breakdown	compile	compare
draw	defend	change	combine	compose	conclude
identify	discuss	classify	design	create	contrast
labels	distinguish	complete	detect	derive	criticize
list	estimate	compute	develop	design	critique
match	explain	demonstrate	diagram	devise	determine
name	extend	discover	differentiate	explain	grade
outlines	extrapolate	divide	discriminate	generate	interpret
point	generalize	examine	illustrate	group	judge
quote	give examples	graph	infer	integrate	justify
read	infer	interpolate	outline	modify	measure
recall	paraphrase	interpret	point out	order	rank
recite	predict	manipulate	relate	organize	rate
recognize	rewrite	modify	select	plan	support
record	summarize	operate	separate	prescribe	test
repeat		prepare	subdivide	propose	
reproduces		produce	utilize	rearrange	
selects		show		reconstruct	
state		solve		relate	
write		subtract		reorganize	
		translate		revise	
		use		rewrite	
				summarize	
				transform	
				specify	

Bloom’s Taxonomy, Source:

<http://www.wisha.org/CE/Writing%20Learning%20Outcomes%20and%20Assessment%20of.pdf>

C – Condition

**Conditions** are the circumstances under which the objectives must be completed. What will the instructor allow the student to use in order to complete the instruction? What equipment or tools can the student have access to such as a calculator, map, the book, class notes, etc? Obviously it would be much more difficult to make calculations without a calculator than with one.

D – Degree

The **degree** identifies the standard that the learner must meet to reach acceptable performance. In other words, what degree of accuracy does the learner have to achieve in order that his/her performance be judged proficient? The degree of accuracy should be related to real-world expectations. **Degree of accuracy** can be related as a time limit (in 20 minutes), or a number of correct answers (7 out of 10), or a range of accuracy (90%) or qualitative standard.

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ABCD Model; Source: The University of Tennessee at Knoxville; link:  
[http://edtech.tennessee.edu/~bobannon/writing\\_objectives.html](http://edtech.tennessee.edu/~bobannon/writing_objectives.html)

**Criteria for Success:**

**Rubric: Guidelines for Evaluating Behavioral Objectives**

This is an example of how to create clear guidelines for evaluation and grading of behavioral objectives.

What counts?	Competent Work	Common Mistake	Needs to be revised	Missed the Point
<b>Objectives are measurable.</b>	Objectives are measurable and include specific information about what the student will be able to do, e.g. how well, how many, to what degree	Objectives are too general and don't include specific information on what the student will be able to do, e.g. how well, how many, to what degree	Objective are not measurable Objectives don't describe what the student will be able to do	Objectives list the topics that will be covered rather than what the learning outcomes are
<b>Objectives require high levels of cognition.</b>	Objectives reflect high levels of cognition according to Bloom's Taxonomy.	All the objectives require low levels of cognition, such as "demonstrates understanding," or "identifies."	Objectives should include at least one of the verbs in levels 3-6 of Bloom's Taxonomy.	Objectives don't use verbs to describe what the student will be able to do.
<b>The learning objectives should be achievable.</b>	The objectives listed are realistic given the time and level of the target audience.	There are too many objectives.	Objectives are too difficult.	Objectives don't use verbs to describe what the student will be able to do.
<b>Are the goals of interest to the learner?</b>	The learning objectives are of interest to the learner.	The learning objectives don't make the intrinsic and external motivation clear to the learner.	The learner can't understand the learning objectives.	The learner doesn't want to complete the tasks in the learning objectives.

Rubric, Source: [http://pixel.fhda.edu/hybrid/goals/goals\\_rubric.html](http://pixel.fhda.edu/hybrid/goals/goals_rubric.html)

**Additional Resources:**

Bloom, Benjamin S. Taxonomy of educational objectives book 1: Cognitive (1956, 1984)  
Marzano, Robert. Designing and assessing educational objectives: Applying the new taxonomy (2008)