Formula for Writing Learning Objectives

**(retrieved on May 21, 2012 from:** [**http://www.educationoasis.com/curriculum/LP/LP\_resources/lesson\_objectives.htm**](http://www.educationoasis.com/curriculum/LP/LP_resources/lesson_objectives.htm)**)**

**STEPS**

1. **Create the stem for the Learning Objectives. Stem examples:**
   1. *By the end of the lesson, the student will be able to . . .*
   2. *After this unit, the student will have . . .*
   3. *By completing the activities, the student will . . .*
   4. *At the conclusion of the course/unit/study the student will . .* .
2. **After you create the stem, add a verb:**
   1. Examples: *analyze, recognize, compare, diagram, provide, list*, etc.

(see, Bloom’s Taxonomy chart on pp. 1-2)

1. **Once you have a stem and a verb, determine the actual product, process, or outcome:**
   1. By the end of the lesson, the student will be able to diagram *a \_\_\_\_\_\_\_\_\_ circuit.*

**Science Examples**   After completing the lesson, the student will be able to:

* recall information about the reading . . .
* develop a basic knowledge of \_\_\_\_\_ (the solar system, etc.)
* record observations about . . .
* record and compare facts about \_\_\_\_\_ (the sun, moon, etc.)
* collect, organize, display, and interpret data about \_\_\_\_\_
* demonstrate an understanding of \_\_\_\_\_ in terms of \_\_\_\_\_
* create a visual representation of \_\_\_\_\_
* critique the basic structure of \_\_\_\_\_
* identify states of matter . . .
* create a concept map of . . .
* identify relevant questions for inquiry
* diagram a \_\_\_\_\_\_\_\_\_\_\_ circuit
* sequence and categorize information . . .
* demonstrate learning by producing a \_\_\_\_\_
* present their findings of \_\_\_\_\_ to the class

**Revised Bloom’s Taxonomy**

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| **Level** | **Verbs and sample objectives** | **Examples of Discussion Questions** |
| **Remember –**  The learner must be able to recall information, such as dates, events, places, ideas, definitions, formulas, theories, etc. | Arrange, Define, Describe, Detail, Draw, Duplicate, Identify, Indicate, Inventory, Label, List, Locate, Match, Name, Outline, Pick, Point, Pronounce, Quote, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Restate, State, Underline  Label the parts of the heart.  Outline the steps in the writing process.  List the steps taken to make a kite.  Recite the Gettysburg Address. | Who was the first president of the United States?  What is a mammal?  When was the Declaration of Independence signed?  Where did the first battle of the Civil War occur? |
| **Understand –**  The learner must be able to grasp the meaning of the information, express it in their own words, and/or cite examples. | Classify, Confirm, Contrast, Convert, Decipher, Defend, Designate, Differentiate, Equate, Estimate, Examine, Express, Extend, Extrapolate, Generalize, Give Examples, Group, Infer, Interpret, Liken, Order, Paraphrase, Predict, Reorder, Rephrase, Rewrite, Sort, Specify, Substitute, Tell, Translate  Defend your position about creating flat taxes.  Give an example of an adjective.  Specify the role of project management in an organization. | In history, who ruled as a dictator?  What is an example of an adjective?  Where does democracy differ from a dictatorship?  When has one man been able to change history? |
| **Apply –**  The learner must be able to use or apply knowledge or skills to new situations. The learner must be able to use information and knowledge to solve a problem, answer a question, or perform another task. | Add, Allocate, Alter, Apply, Calculate, Change, Choose, Complete, Compute, Conduct, Coordinate, Demonstrate, Determine, Direct, Discover, Divide, Dramatize, Draw, Employ, Execute, Formulate, Gather, Graph, Make, Manipulate, Model, Multiply, Operate, Perform, Present, Provide, Recount, Report, Schedule, Show, Sketch, Subtract, Use, Utilize  Choose criteria to assess change readiness.  Demonstrate the proper technique for drawing blood.  Graph the results of the market analysis. | How does the law of supply and demand explain the current increase in the price of fruit?  Examine the graph and tell me how many trees were cut down to produce paper?  Which events led to the start of the Civil War? |
| **Level** | **Verbs and Sample Objectives** | **Examples of Discussion Questions** |
| **Analyze –**  The learner must be able to break down knowledge into parts, and show and explain the relationships among the parts. | Analyze, Appraise, Associate, Break Down, Criticize, Discern, Diagram, Discriminate, Dissect, Distinguish, Elect, Establish, Explain, Expound, Illustrate, Inspect, Profile, Question, Refute, Separate, Simplify, Subdivide, Summarize, Test  Explain the ramifications of sexual harassment in the workplace.  Appraise potential suppliers according to organizational needs.  Distinguish between ethical and unethical behavior in a professional setting. | What is the relationship between probability and statistical analysis?  Why did the recession occur?  How does…apply to…?  Why does…work?  How does…relate to…?  What distinctions can be made about…and…? |
| **Evaluate –**  The learner must be able to judge or assess the value of material and methods for a given purpose. | Argue, Assess, Attack, Champion, Compare and Contrast, Conclude, Critique, Debate, Decide, Deduce, Diagnose, Evaluate, Forecast, Improve, Judge, Justify, Measure, Prioritize, Prove, Rank, Rate, Recommend, Resolve, Revise, Score, Select, Solve, Support, Value, Verify, Weigh  Support the value of diversity in a project team.  Recommend a course of action for a comprehensive organizational change.  Resolve ethical issues that plague researchers conducting experiments on animals. | How well does…meet the criteria for…?  What judgments can you make about…?  Compare and contrast…criteria for…?  Is there a better solution to…?  How would you have handled?  What changes to…would you recommend?  Does…?  Why? |
| **create –**  The learner must be able to pull together parts of knowledge to form a new whole and build relationships for new situations. | Assemble, Assimilate, Categorize, Collect, Combine, Compile, Compose, Condense, Construct, Create, Design, Derive, Develop, Devise, Elaborate, Expand, Generate, Guide, Hypothesize, Integrate, Invent, Manage, Modify, Originate, Organize, Plan, Prepare, Prescribe, Produce, Propose, Rearrange, Reconstruct, Reorganize, Rework, Set Up, Synthesize, Theorize, Transform, Write  Devise a plan to deal with violence in your classroom.  Design an instructional unit which meets the needs of online students. | What would happen if…?  How can we improve…?  How can we solve…?  How many ways can you…?  How does the data support…?  What hypotheses can you make based on the data?  Why? |

Adapted from Bloom’s Taxonomy of Learning

Making sense of what you have learned

Using the knowledge gained in new ways

Recalling relevant knowledge from long term memory

Breaking the concept into parts and understanding how each part is related to another

Making judgments based on a set of guidelines

Putting information together in an innovative way