

Key Areas for Instructional Objectives

Instructional Objectives must be:

Observable-- write objectives in a way that specifically shows how the learner might demonstrate their understanding/learning/mastery

Clear and Unambiguous– clearly state verb and explicit action

Description of Learning Outcomes– focus on the lesson completion, assessment drives objectives and lesson planning

Compare:

- a. Students will understand suburban, urban , and rural communities.**
- B. After reading the chapter, students will create a T-chart listing three or more differences in suburban, urban , and rural communities.**

Four Criteria for Completeness in Instructional Objectives:

- 1. Specific Performance required to demonstrate completion:
write, create, collect**
- 2. Learning outcome or product to demonstrate completion:
essay, poster, chart, experiment**
- 3. Conditions under which the behavior is completed:
cooperative group, reading the chapter**
- 4. Criteria or Standard to determine completion:
list 5 examples, state 2 differences**

Well written instructional objectives will make writing the assessment for the lesson more clear and complete. Assessments and lesson objectives must go hand-in-hand.

From:

<http://www.edci.purdue.edu/vanfossen/instructionalobjectives.html>

Key Words in Instructional Objectives

from: <http://www.whitestag.org/resources/sb2a2>

Make objectives explicit. Select from the words and phrases in this section to help you write concrete, specific objectives.

Memorization Behaviors

define, duplicate, imitate, state, repeat, recall, tell

Discrimination Behaviors

choose, discrimination, match, collect, distinguish, omit, define, identify, order, describe, indicate, place, detect, isolate, point, differentiate, list, select

Study Behaviors

arrange, find, name, categorize, follow, note, chart, formulate, organize, cite, gather, quote, circle, itemize, record, classify, label, reproduce, compile, locate, search, copy, sort, look, diagram, map, underline, document, mark

Analysis Behaviors

analyze, criticize, generate, appraise, deduce, induce, combine, defend, infer, compare, evaluate, plan, conclude, explain, structure, contract, formulate

Creative Behaviors

re-state, construct, structure, tell, arrange, write, group, name, organize, order, combine, systematize, predict, questions, design, change, synthesize, simplify, modify, paraphrase

Social Behaviors

accept, dance, laugh, agree, disagree, meet, aid, allow, answer, argue, communicate, compliment, contribute, cooperate, discuss, excuse, greet, interact, help, forgive, join, participate, permit, react, praise, smile, talk, thank, volunteer

Language Behaviors

abbreviate, accent, call, alphabetize, articulate, capitalize, hyphenate, indent, outline, print, pronounce, punctuate, read, recite, say, sign, speak, spell, state, summarize, syllabicate, translate, verbalize, whisper, write

Physical Behaviors

arch, hit, ski, bat, hop, skip, bend, jump, somersault, carry, kick, stand, catch, knock, step, chase, lift, stretch, climb, march, swim, face, pitch, swing, grab, push, toss, grasp, run, walk, grip, skate

Miscellaneous Behaviors

attempt, grind, send, attend, guide, serve, begin, hold, sew, bring, include,

share, buy, inform, sharpen, complete, lead, shorten, consider, lend, shut, correct, light, signify, crush, make, start, designate, mend, store, develop, miss, strike, discover, offer, suggest, distribute, position, supply, end, present, support, erase, produce, switch, expand, propose, take, extend, provide, tear, find, put, touch, finish, type, fix, relate, use, repeat, vote, get, return, watch, give, save

Phrases and Verbs to Avoid

The following tired phrases are commonly misunderstood to represent accurate and clear objectives. They are in fact vague and lead to dull teaching because the participants do not understand what they are supposed to be able to accomplish. Avoid these and their brethren at all costs.

| | |
|---|---|
| To become- acquainted with adjusted to capable of cognizant of familiar with | Evidence of a(n)-- appreciation for attitude of awareness of comprehension of feeling of knowledge about knowledge of understanding of self-confidence in interested in |
|---|---|

Avoid these Weak Verbs

conceptualize, self-actualize, believe, memorize, capacity, listen, comprehend, perceive, depth, recognize, experience, see, feel, thank, hear, understand, intelligence, know.

Additional references for writing observable and measurable objectives:

Outline of Direct Instruction: <http://www.humboldt.edu/~tha1/hunter-eei.html>

Planning Section at: <http://my-ecoach.com/>

Instructional Methods: <http://www.adprima.com/teachmeth.htm>

Lesson Planning: <http://www.adprima.com/lesson.htm>

My Teacher Tools: <http://www.myteachertools.com/>

Best Practices–Video Taped Lessons:

<http://pt3.ed.asu.edu/bestpractices/index.html>

Educator’s Reference Desk:

<http://www.eduref.org/Virtual/Lessons/index.shtml>

McREL Lesson Planning: <http://www.mcrel.org/lesson-plans/>