EPowerandAssociates.com: Learn. Get wise. Grow.

How to Crate Effective Objectives

Any time you create competency based learning--learning that requires evidence of mastery--your learning objectives are critical. They follow one of the two forms described below:

One: When the learner completes the :[lesson, unit, module, section]
the learner will be able to [**insert a verb from the Verb Sheet a**nd describe the outcome]

EX: When the learner completes reviewing this job aid,
the learner will be able to **choose t**he correct verbs from the Verb Sheet for constructing measurable objectives

Two. a. Given [condition for assessment--a quiz, a case study, a role play, etc],
b. [learners, clinicians, clients, participants--whoever is learning]
c. will be able to [relative to the assessment--**from the Verb Sheet**]
d. [what? This is the content to which the verb, c, relates]
e. with [percent entered as number, defines success] accuracy.

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EX: a. Given a case study containing a description of the audience and the performance gap to be closed,
b. program developers
c. will be able to **construct**
d. measurable learning objectives that support closure of the performance gap in the case study
e. with 80% accuracy.

Using the Verb Sheet that Follows

Learning occurs in a sequence—that is, just as children walk before they run, it is usual for people to "recognize" something before they can "differentiate" it from something else, or "problemsolve" relative to it, and finally, before they can analyze or synthesize using that which they initially recognize.

The sheet of verbs that follows is a list of sets of verbs for each level of learning. If you use a verb from the right side in an objective, it is implicit that you either covering the material that would be described by verbs to the left, or that the audience is assumed to possess that knowledge.

If you'd like more conversation about developing effective objectives, feel free to email us at info@epowerandassociates.com.

Writing Objectives: Verbs in Learning Order

Recognition (1) (It is)	Differentiation (It is an x, not a y)	Problem-solving (What can one do with an x or how does an x)			Conceptualization
Knowledge (2) (Recall of information)	**Comprehension** (Interpret information in one's own words)	**Application** (Use knowledge or generalization in a new situation)	**Analysis** (Break down knowledge into parts and show relationships among parts)	**Synthesis** (Bring together parts of knowledge form a whole, build relationships for new situations)	**Evaluation** (Make judgements on basis of given criteria)
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
Align (3)	Classify	Adjust-p	Analyze-m/i	Align (3)	Advocate
Arrange-p (3)	Describe-k	Advise-I	Appraise-i	Arrange-p (3)	Appraise
Brief-k	Discuss	Apply	Calculate-p,m/i	Collect-p	Appreciate-a
Define-k	Explain-k	Choose-p,a	Compare (3)	Connect	Argue
Depict-k	Express	Coordinate-i	Contrast	Construct	Assess-m/i
Duplicate	Identify-k,m/I	Demonstrate-p	Criticize	Create	Choose-p,a
Label-k	Indicate	Draw-p	Diagram	Design-m/I	Commit-a
List-k	Itemize-k	Employ	Differentiate-m/i	Develop	Compare (3)
Match-k	Locate	Facilitate-I	Distinguish	Devise	Decide-a
Memorize	Recognize	Illustrate	Examine	Educate-i	Defend-a,I
Name-k	Report	Inspect-p	Experiment	Execute	Determine
Order	Restate	Interpret-m/I	Forecast	Formulate	Estimate
Outline-k	Review	Interview-m/i	Inventory	Gather	Evaluate-m/i
Recognize	Select	Match-m/I	Investigate	Instruct	Judge
Relate	Sort	Operate	Question	Manage-i	Justify-I
Recall	State-k	Perform-p	Research	Model	Persuade-I
Recite-k	Tell-k	Prepare	Resolve-I	Monitor	Predict
Recount-k	Translate	Practice	Test-p	Organize-m/I	Rate
Repeat	Transmit-k	Schedule		Plan-m/i	Recommend
Report	Verbalize-k	Sketch-p		Prepare	Score
Reproduce		Solve		Propose	Select
Specify		Translate		Set up	Support
		Use		Synthesize-m/i	Value
				Write-k	