

Steps for Writing Learning Objectives

Instructions: Learning objectives should satisfy the following criteria. Circle Yes or No to indicate if each criterion has been met.

1. Objectives are stated in terms of expected student performance (not teacher performance).
 Yes No
2. Objectives contain specific, action-oriented, measurable verbs, such as *identify, list, explain, name, describe, demonstrate, and compare*, rather than verbs that cannot be observed and measured, such as *learn, know, understand, and appreciate*.
 Yes No
3. Objectives specify the condition under which the students are expected to perform.
 Yes No
4. Objectives specify the criteria to use to determine whether the performance is acceptable.
 Yes No

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| Behavior | The behavior should be specific and observable. |
| Condition | The condition refers to under which circumstance the behavior is to be completed, including what tools or assistance are provided. |
| Standard | The standard refers to the criterion of expected performance, such as the accuracy rate. |

Incorrect: Students will understand and recognize literacy devices.

Correct:

Condition



Behavior



Standard



By completing the activities, students will be able to recognize and list at least six literary devices found in Act I of Romeo and Juliet.

Incorrect: Students will understand the processes of reasoning.

Correct:

Condition



Behavior



Students will read two letters from the editorial page of a newspaper or magazine. They will be able to select, evaluate, and discuss the type of logic employed, the effectiveness of the evidence, and the validity for at least five arguments in the reading materials. The ratings used should be no lower than 15 (out of 20) points based on the evaluation rubrics.

Standard



Now, examine your learning objectives, and see if they capture the three criteria listed above. If they do not, please try to revise them.

Source: Adapted from Mager, R. F. (1997). Preparing instructional objectives: A critical tool in the development of effective instruction (3rd ed.). Atlanta, GA: Center for Effective Performance.