



MODULE 3 Task 2c How to Write Good Objectives

We can use S.M.A.R.T. criteria to write good objectives. S.M.A.R.T. criteria stands for:

Specific: Include who and what. Who is the subject of your objective statements? Students or participants? What are the skills you hope they will achieve?

Measurable: Can we measure the objective? Can we observe it? We should be able to see or observe if the participants are able to achieve the objective. Be careful with the verbs you use. Verbs such as “understand” or “know” are difficult to measure. See the Bloom’s Taxonomy chart on the following page with a list of verbs for writing good objectives below.

Achievable: Can the objective be accomplished within the timeframe? Is it possible?

Relevant: Objectives should include skills the participants will use in real life or skills that they need in order to gain another useful skill.

Time-oriented: Will this objective be achieved by the end of the lesson? By the end of the training? Include a specific timeframe for the objective to be achieved.

Whenever you write an objective, use this criteria as a checklist. You should ask yourself: Is my objective specific? Is it measurable? Is it achievable? Is it relevant? Is it time-oriented? If you answer “no” to any of these questions, you should change or modify your objectives to make them S.M.A.R.T. objectives. You’ll see examples of S.M.A.R.T. objectives in the chart below.

Bloom’s Taxonomy

Bloom’s Taxonomy is a classification of skills that you can use when you are writing instructional objectives. Bloom’s Taxonomy is divided into six levels or categories of how people learn. The bottom of the chart shows the basic level, starting with “remembering.” Then it moves up to more complex ways of learning, with the highest level being “creating.” When writing objectives, keep these levels in mind. Remember to have your participants apply what they learn by using skills in the higher levels of Bloom’s Taxonomy. Please take a look at the following page for a chart with the Bloom’s level or category, common verbs for that level, and example objectives.



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Bloom's Level	Common Verbs	Example Objectives Using S.M.A.R.T. criteria
Creating	design, build, invent, create, compose, generate, modify, develop, plan	By the end of this lesson, the participants will be able to create their own lesson using 2-3 student-centered teaching strategies.
Evaluating	choose, support, determine, defend, judge, assess, evaluate	By the end of this lesson, the participants will be able to choose student-centered activities to match their objectives when writing a lesson plan.
Analyzing	differentiate, categorize, analyze, compare, contrast, discuss, criticize, simplify	By the end of the third week, the participants will be able to compare and contrast the 5 teaching approaches presented in this course.
Applying	predict, apply, solve, illustrate, use, demonstrate, model, perform	By the end of this lesson, the participants will be able to demonstrate one reflective teaching strategy.
Understanding	describe, explain, paraphrase, summarize, discuss, classify, give examples of	By the end of this lesson, the participants will be able to describe 3-4 student-centered teaching strategies.
Remembering	list, state, outline, define, name, match, identify, label, recognize	By the end of this lesson, the participants will be able to define reflective teaching.

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References

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