

Objectives	
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Objectives are critical to providing student and teacher clarity. Each lesson will be accompanied by an objective. Teachers may use a variety of techniques to express the objective. For example, a teacher may use:

- A 4-Part Objective
- A Learning Target
- A Learning Intention
- I Can Statements

4-Part Objective

An effective objective must be designed so that the learning and the behavior that demonstrates the learning are congruent. The teacher must then plan relevant actions.

Formulating a 4-Part Learning Objective

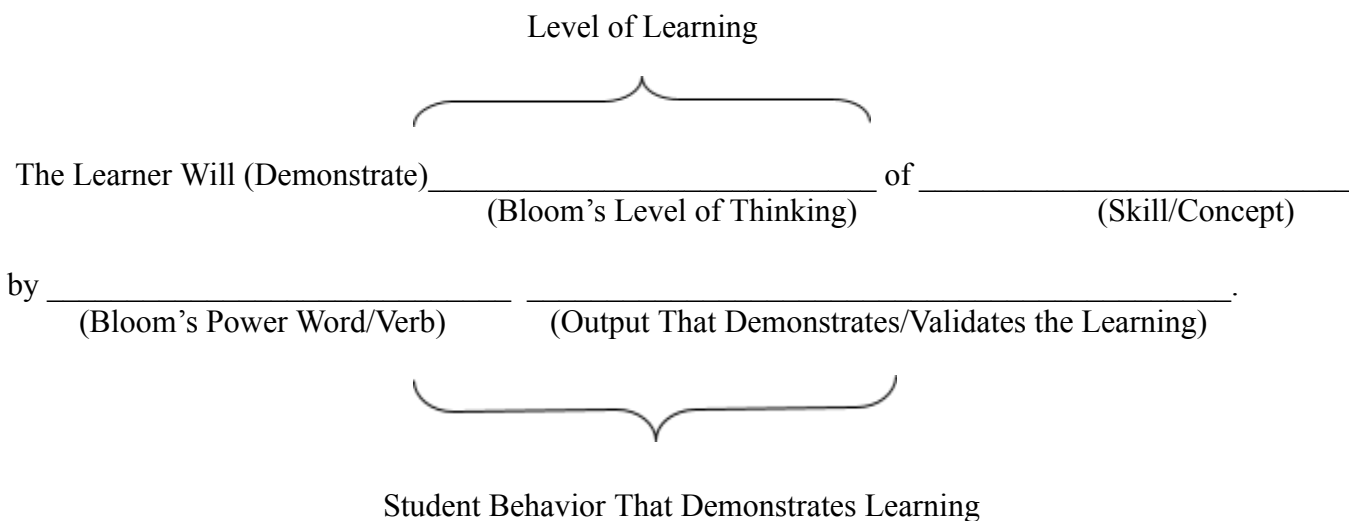
There are two parts to writing an objective; the level of learning and the behavior that demonstrates the learning.

1. The level of learning consists of Bloom's Level of Thinking and the skill or concept that relates to the Millard curriculum.
2. The student behavior that demonstrates the learning includes a Bloom's Power Word/Verb that reflects the Bloom's Level of Thinking and a measurable activity that demonstrates learning.

Questions to Consider:

- What will students know and be able to do because of this lesson? (Skill/Concept)
- Which level of Bloom's Taxonomy will be used in your lesson?
- How will students learn it? (Input/Strategies/Learning Activities)
- How will you know students learned it? (Output/Assessment)
- How does your learning objective relate to the Millard Curriculum?

Sample Objective Format:



Descriptions of the Major Categories of Bloom's Taxonomy:

Knowledge/Remember—the remembering of previous learned material. This is the lowest level of the cognitive domain. Some terms that are used at this domain are defines, describes, identifies, labels, and states.

Comprehension/Understand—the ability to grasp the meaning of material. This is shown by translating material from one form to another. Some terms that are used at this level are: covert, explain, summarize, and generalize.

Application/Apply—the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, and theories. Some terms used at this level are: change, compute, demonstrate, manipulate, and solve.

Analysis/Analyze—the ability to break down material into its component parts so its organizational structure is understood. This includes identification of parts and relationships between parts. Some terms used at this level are: diagrams, discriminates, outlines, separates, and selects.

Evaluation/Evaluate—the ability to judge the value of material for a given purpose. This may be internal criteria or external criteria. Some terms used at this level are: compares, concludes, contrasts, discriminates, and explains.

Synthesis/Create—the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations. Some terms used at this level are: combines, compiles, composes, creates, and revises.

Learning Objective Example:

The learner will demonstrate analysis of rate of change by interpreting linear graphs of real world situations. (MPS curriculum: Integrated Math III)

The learner will demonstrate evaluation of volleyball rules by judging a live game and deciding the correct call and signal. (MPS curriculum: Sports Officiating)

Learning Targets, Learning Intentions, or "I Can" Statements:

The terminology may vary, but regardless of whether they are called Learning Targets, Learning Intentions, or "I Can" Statements, the language teachers use must be descriptive, specific, developmentally appropriate and written in student-friendly language. A learning target, learning intention or "I can" statement is derived from standards and is a statement that describes precisely what students will be expected to learn during a particular lesson. Teachers start with the standard, break the standard's learning progression into lesson-sized chunks, and then phrase these chunks so students understand them. Each of these chunks is a learning target/learning intention/"I can" statement. Each answers the question, "What am I going to learn today?"

Learning Target, Learning Intention, or "I Can" Statement Example:

I will learn that the main idea is the most important thing the writer of a paragraph is trying to tell me.

I am going to be able to write my own story problems that need 3-digit addition with carrying as part of the solution.

I am learning to use the title and headings within text structures to make predictions about informational text.

I am learning how to evaluate sources for reliability.

I can make inferences about the text when I preview it.

I can evaluate sources for reliability.

Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Connie M. Moss and Susan M. Brookhart

[Teacher Clarity Around ELA Standards](#) (MPS resource)