

A.B.C.D. of Learning Objectives

A = audience. The **audience** describes who the learner is. The _____ will be able to . . .

***Examples:** first grade student, fifth grade student, Geography student, Calculus II student, etc.

B = behavior. The **behavior** is the action, skill, competency, or learning that the audience (the learner) will accomplish as a result of your teaching/activity. Review Bloom’s Taxonomy for examples of power verbs.

***Examples:** list 10 descriptive verbs that could be used in place of “said,” place the regions of Missouri on a map, form the letters a, o, and d correctly, label the organs of the digestive system, demonstrate dribbling and passing form, etc.

(Avoid using verbs like *know*, *understand*, *learn*, *appreciate*, *realize*, etc. that cannot be measured.)

C = condition. The **condition** describes the circumstances under which the learning will occur. In other words, it describes required resources or materials the student would need to access when completing the task.

***Examples:** After watching a video the student will . . ., Given a list of _____ the student will . . ., After a class discussion on _____ the student will . . ., Given a plate of eight crayons the student will . . ., After watching an experiment the student will . . ., Without a word bank the student will . . ., etc.

D = degree. The **degree** describes the level of mastery the student must demonstrate to indicate he/she successfully mastered the objective.

***Examples:** at least 3 out of 4 (75%) causes of the Civil War, at least 90 out of 100 (90%) accuracy, at least 8 out of 10 (80%) accuracy, score at least on the _____ level or higher on the (name) Scoring Guide or Rubric, etc.

Assessment of Objectives:

Objectives are directly tied to assessment in that the behavior expressed as an action verb suggests what form appropriate assessment might take.

***Examples:** *describe* might be assessed with a short answer question; *name* might be assessed with a fill in the blank question, *identify* might be assessed by a multiple-choice question or having students circle representative examples of a concept, *solve* might be assessed by having students find the solutions to mathematical problems, *create* or *evaluate* might be assessed with a scoring guide, etc.

Color-Coded Objectives

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| Audience —learner that the objective is written for | Condition —the circumstances under which the objectives must be completed |
| Behavior —verb that describes what the learner will do after the instruction | Degree —the standard that the learner must meet to reach acceptable performance |

Examples (Notice that the order of A.B.C.D. may vary.)

Given a bar, line, or circle graph, the seventh-grade mathematics student will verbally present the statistical or numerical information shown on the graph with at least 7 out of 8 (87%) accuracy.

The ninth grade science student when provided with a copy of the periodic table will describe characteristic properties of assigned groups of elements in at least 7 out of 10 (70%) instances.