

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** identifies the assessment that measures student learning.

***Examples:** Given a list of _____ the student will . . . , On an observation checklist of lay-up form the student will . . . , Given 8 objects to count the student will . . . , On exit slip number 20 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

Audience —learner that the objective is written for	Condition —the assessment that measures student learning.
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 biology student will label the various components of the three cycles on the day 3 exit slip about environmental cycles with at least 8 out of 10 correct (80%).