Using Bloom's Taxonomy for Writing Specific Instructional Objectives

Five Criteria for Successful Objectives		
1. **Student Centered:** Stated in terms of student behavior (what the student will know at the end of the lesson or unit) ○ NOT activities ○ NOT what the teacher will do **2.** **Content-focused:** Each objective represents 1 one content learning outcome ○ NOT "Student knows multiplication and division"	**4.** **Reasonable:** Each objective can be completed in a reasonable amount of time **5.** **Observable:** Each objective can be clearly observed or assessed **6.** **Multiple Access Points:** Each objective allows for differentiation, stating outcomes that can be reached through multiple access points	

Bloom's Taxonomy - Levels of Cognition	**Verbs** you can use in lesson plan **objectives** that will get to the different levels of Bloom's Taxonomy	Key phrase for writing objectives: *Students will be able to* _____
Creating: can the student create new product or point of view?	assemble, combine, construct, compose, create, design, develop, formulate, hypothesize, invent, make, make up, originate, plan, produce, role play	Students will be able to _____
Evaluating: can the student justify a stand or decision?	appraise, argue, criticize, defend, judge, select, support, value, evaluate	Students will be able to _____
Analyzing: can the student distinguish between the different parts?	analyze, appraise, categorize, classify, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, infer, point out, subdivide, survey	Students will be able to _____
Applying: can the student use the information in a new way?	choose, dramatize, explain, generalize, organize, prepare, produce, show, sketch, solve, schedule, use	Students will be able to _____
Understanding: can the student explain ideas or concepts?	classify, defend, demonstrate, distinguish, explain, express, extend, give example, illustrate, indicate, interrelate, interpret, paraphrase, represent, summarize, tell, translate	Students will be able to _____
Remembering: can the student recall or remember the information?	chose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, recognize, select, state	Students will be able to _____