Learning Objectives: Stems and Samples

Generally, learning objectives are written in terms of learning *outcomes:* What do you want your students *to learn* as a result of the lesson? Follow the three-step process below for creating learning objectives.

1. Create a stem. Stem Examples:

- After completing the lesson, the student will be able to . . .
- After this unit, the student will have . . .
- By completing the activities, the student will . . .
- At the conclusion of the course/unit/study the student will . . .

2. After you create the stem, add a verb:

- analyze, recognize, compare, provide, list, etc. For a list of action verbs see the following page

3. One you have a stem and a verb, determine the actual product, process, or outcome:

- Below are numerous examples of learning objectives used by teachers. Modify them as necessary.

Language reading, writing and listening examples

After completing the lesson, the student will be able to:

- listen for the purpose of following directions . . .
- record his or her understanding/knowledge by creating pictures . . .
- use the vocabulary of _____ (shapes, colors, etc.) to describe _____ (flowers, etc.)
- explain the meaning of the word(s): _____.
- generate ideas and plans for writing by using _____ (brainstorming, clustering, etc.)
- develop a draft . . .
- edit a draft for a specific purpose such as _____ (word choice, etc.)
- discuss the differences and similarities between the two main characters (or concepts) _____ and _____.
- identify the definition of _____ .
- define and identify the elements of _____
- define the term _____.
- re-tell in his/her own words _____.
- summarize the plot (steps, sequence) of _____.
- make inferences from the text . . .
- demonstrate understanding by writing three facts about . . .
- listen critically to interpret and evaluate . . .
- represent textual information by _____ (drawing, painting, etc.)
- recognize and list the literary devices found in _____.
- state an opinion about _____, using examples from the text to support the opinion
- compare the experience of _____ (a character in a text) to his or her own life
- list the primary details in _____ (a text, short story, novel, or drama)
- compare and contrast three different versions of _____.
- write a narrative version of _____, with appropriate characteristics of the genre
- compare excerpts of _____ (a novel) to first-hand accounts of _____ (the Civil War, WWI, etc.)
- describe _____ (Victorian, Elizabethan, etc.) attitudes toward _____ (a social concern, a vice, a virtue, an event, etc.)
- analyze _____ (a character's) desire to _____
- list elements of _____ (a writer's) style in _____ (a text)
- identify and trace the development of _____ from _____ to _____
- define basic literary terms and apply them to _____ (a specific text or work)
- produce an effective essay (paragraph, etc.) which details _____
- produce an effective persuasive essay which takes a stand for/against _____

- use the work of _____ as inspiration for a representative piece about _____
- draw parallels between _____(a text) and _____ (a text)
- explore the nature and implications of _____ (a vice, a virtue, a societal concern, a characteristic, etc.)
- recite a poem (or excerpt of text) with fluency
- use specific examples in _____ (a text) to illustrate an aspect of human behavior
- compose a _____
- describe the traditional rules and conventions of _____
- demonstrate mastery in the study of _____ through cooperative learning and research. . .

Math Examples
After completing the lesson, the student will be able to:

- sort _____ by _____ (color, size, etc.)
- follow directions to create _____ (a product)
- acquire data by measuring with _____ (a yardstick, etc.)
- display data using _____ (a graph, etc.)
- calculate . . .
- identify and describe _____ (polygons) using the language of _____ (geometry)
- record observations of . . .
- exercise the skills of _____ (multiplication, addition, etc.) to . . .
- discuss, interpret, and ascribe meaning to the organized data . . .
- explain the elements of _____ (a pictograph, etc.)
- use collected data to answer the question(s): _____
- construct _____ (picture graphs, bar graphs, etc.)
- create a series of mathematical steps to be used to . . .
- plot a set of points of graph paper . . .
- interpret the results of the calculations . . .
- solve a numerical expression using _____ (the standard order of operations, etc.)
- use a spreadsheet to calculate . . .

Science Examples
After completing the lesson, the student will be able to:

- recall information about the reading . . .
- develop a basic knowledge of _____ (the solar system, etc.)
- record observations about . . .
- record and compare facts about _____ (the sun, moon, etc.)
- collect, organize, display, and interpret data about _____
- demonstrate an understand of _____ in terms of _____
- create a visual representation of _____ (the water cycle, etc.)
- understand the basic structure of _____ (an atom)
- identify states of matter . . .
- create a concept map of . . .
- identify relevant questions for inquiry
- sequence and categorize information . . .
- demonstrate learning by producing a _____
- present their findings of _____ to the class

Social Studies Examples
After completing the lesson, the student will be able to:

- place events in chronological order and describe how . . .
- create a timeline of events . . .

- record his or her knowledge using pictures . . .
- connect his or her own experiences with . . .
- obtain information about _____ (a topic) using a CD, the Internet, an encyclopedia, etc.
- identify the contributions of _____ (a person, an event) to _____ (the nation, the process, etc.)
- understand how _____ (a person, place, or thing) has influenced _____ (an era, the nation, etc.)
- identify the causes and effects of . . .
- identify relevant questions for inquiry
- understand the basic structures and functions of _____ (government)
- organize and interpret information using _____ (graphs, charts, political cartoons, etc.)
- understand the historical context of . . .
- create Venn Diagrams which compare and contrast . . .

Action Verbs for Learning Objectives

Abstract
Activate
Acquire
Adjust
Analyze
Appraise
Arrange
Articulate
Assemble
Assess
Assist
Associate

Breakdown
Build

Calculate
Carry out
Catalog
Categorize
Change
Check
Cite
Classify
Collect
Combine
Compare
Compute
Contrast
Complete
Compose
Compute
Conduct
Construct
Convert
Coordinate
Count
Criticize
Critique

Debate
Decrease
Define
Demonstrate
Describe
Design
Detect
Develop
Differentiate
Direct
Discuss
Discover
Distinguish
Draw
Dramatize

Employ
Establish
Estimate
Evaluate
Examine
Explain
Explore
Express
Extrapolate

Formulate
Generalize
Identify
Illustrate
Implement
Improve
Increase
Infer
Integrate
Interpret
Introduce
Investigate

Judge

Limit
List
Locate

Maintain
Manage
Modify

Name
Observe
Operate
Order
Organize

Perform
Plan
Point
Predict
Prepare
Prescribe
Produce
Propose

Question

Rank
Rate
Read
Recall
Recommend
Recognize
Reconstruct
Record
Recruit
Reduce
Reflect
Relate
Remove
Reorganize
Repair
Repeat
Replace
Report
Reproduce
Research
Restate
Restructure
Revise
Rewrite

Schedule
Score
Select
Separate
Sequence
Sing
Sketch
Simplify
Skim
Solve
Specify
State
Structure
Summarize
Supervise
Survey
Systematize

Tabulate
Test
Theorize
Trace
Track
Train
Transfer
Translate

Update
Use
Utilize

Verbalize
Verify
Visualize

Write