AIM = The ultimate target, the thing you are aiming for. This can be in the form of a project, an essay, an experiment, ultimately the final assessment of the unit.

OUTCOME = Outcomes are the milestones. These are the smaller goals and products that the students will produce as stepping stones to the ultimate aim.

OBJECTIVE = Objectives are the daily baby steps students will take to reach the outcome and eventually the aim. These measurable objectives become the data for you to determine whether or not students are ready to move on with your lessons.

3-Part Measureable Objectives

Writing objectives that are meaningful can be done by addressing 3 parts: Behavior, Condition, Criteria. Here's how it breaks down:

Part 1: Behavior

This is the student behavior you are evaluating and usually includes a product/task. The behavior is often represented by a verb; these verbs can be pulled from Bloom's Taxonomy, Costa's levels of questioning, and/or Depth of Knowledge.

Curriculum Examples: *Identify* synonyms by *matching like terms*; *defend* your position by *writing a persuasive paragraph*; *interpret* the piece by *critiquing* the author's statement and *comparing* it to the composition.

STUDENT-FRIENDLY MODEL:

- I will demonstrate and model
- I will lecture and demonstrate
- I will give you an informational text to read

Part 2: Condition

This is the environment that is provided for the students in order to be successful in the behavior. Often seen as a teacher action, the condition offers the method by which the teacher sets up the students so they can successfully perform the behavior.

Curriculum Examples: After *lecture* and *note-taking*, given an *informational text*, after *cooperative group practice*.

STUDENT-FRIENDLY MODEL:

- You will identify steps in alignment
- You will apply Pythagorean Theorem to practice problems
- You will determine and defend the author's claim in a paragraph

Part 3: Criteria

This answers the question: how do you know that your student learned? What do your students need to "score" in order to be successful? Is it a number of accuracies? Is it a percentage correct? Is it a rating on a rubric? Beyond the score needed to determine success, this underlines the data you need in order to determine whether or not you can move on.

Curriculum Examples: *90% accuracy*, a *score of at least 3* on a rubric, *8/10 correct*

STUDENT-FRIENDLY MODEL:

- You need at least 7 of 8 steps correct to move on
- You need at least 3 out of 5 correct to move on
- You need a score of at least 3 out of 4 on the rubric to move on

Examples

Example #1:
After demonstration and modeling, students will successfully identify at least 7 of 8 steps for proper alignment in dance.

Behavior: an identity; Product: steps in alignment
Condition: demonstration and modeling
Criteria:7 of 8

Example #2:
After lecture and demonstration, students will correctly apply the Pythagorean theorem to at least 3 of the 5 problem sets.

Behavior: apply; Product: practice problems
Condition: lecture and demonstration
Criteria: 3 out of 5 correct

Example #3:
Given an informational text, students will determine and defend the author's claim with textual evidence with at least 3 out of 4 on the paragraph rubric.

Behavior: determine and defend; Product: paragraph
Condition: a reading of an informational text
Criteria: 3 out of 4 on a rubric