# The Essentials component of measurable objectives

include the following five major components:

1- The doer

the student

- 2- The activity
- 3- The Content

the red cells

will classify

- 4- The specified conditions
- 5- The standard

in 10 minutes

with 100% accuracy

## **Writing Specific Instructional Objectives**

Instructional objectives including behavioral objectives, can be written for any of the domains of instruction .

**Cognitive** 

**Affective** 

**Psychomotor** 

## **The Cognitive Domain(6 level)**

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

## Knowledge

Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned

#### Comprehension

Student translates, comprehends, or interprets information based on prior learning.

#### Application

Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.

# Analysis

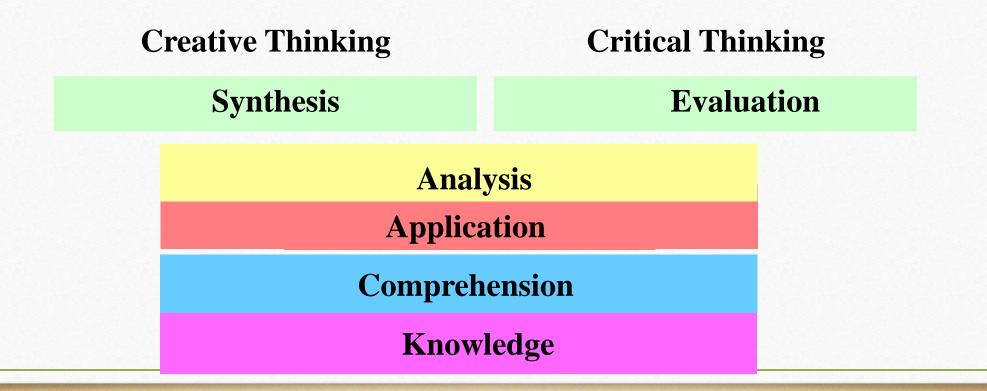
Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.

## Synthesis

Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

# **Evaluation** Student appraises, assesses, or critiques on a basis of specific standards and criteria.

I believe the latter is more likely as it relates to the differences between creative and critical thinking.



## **The Affective Domain** (5 level)

Receiving

Being aware of or attending to something in the environment

## Responding

Showing some new behaviors as a result of experience

Valuing

Showing some definite involvement or commitment

# **The Affective Domain**

Organization

Integrating a new value into one's general set of values, giving it some ranking among one's general priorities.

## **Characterization by Value**

Acting consistently with the new value; person is known by the value.

**The Psychomotor Domain** (7 level)

Perception

Process of becoming aware of objects, qualities, etc by way of senses.

Set

Readiness for a particular kind of action or experience; may be mental, physical or emotional.

# **The Psychomotor Domain**

**Guided Response** 

Overt behavioral act under guidance of an instructor, or following model or set criteria.

Mechanism

Learned response becomes habitual; learner has achieved certain confidence and proficiency or performance.

# **The Psychomotor Domain**

**Complex Overt Response**  Performance of motor act considered complex because of movement pattern required.

Adaptation

Altering motor activities to meet demands of problematic situations.

# **The Psychomotor Domain**

## Origination

Creating new motor acts or ways of manipulating materials out of skills, abilities and understandings developed in the psychomotor area.