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

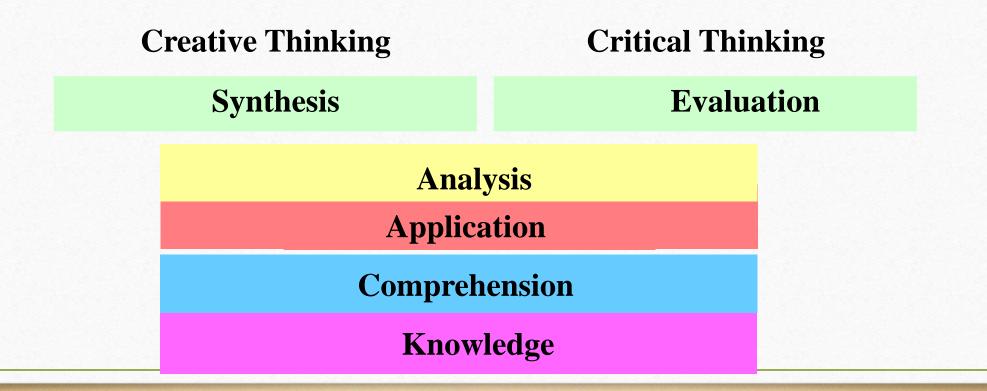
Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.

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.