

*A Guide To
Writing Measurable
Goals and Objectives
For
Gifted Education Plans*

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INDEPENDENT LEARNING...A LIFE LONG SKILL

Communication

Leadership

Respect for Self
and Others

Critical Thinking



Research

Creative
Thinking

Forecasting

Independence

Technology

Inquiry

Three Characteristics of Measurable Goals and Objectives

Performance

What a learner is expected to do and/or produce.

Performance is a “doing” word not a “being word”

<u>Doing Word</u>	<u>Being Word</u>
running	happy
writing	understanding
sorting	appreciating
pointing to	knowing

Condition

Condition refers to the circumstance under which performance is to occur.

Conditions should describe:

- what the learner will “have” or “not have” to perform the behavior
- any special circumstances, any limitations

◆ **Examples**

- ◆ Using a dictionary . . .
- ◆ Given a calculator. . .
- ◆ Given 20 complete sentences . . .
- ◆ In a 20 minute time block . . .
- ◆ With no teacher prompts

Criterion

The criterion refers to how well the student will be expected to perform.

Often a criterion is described in terms of an explicit description of the quality of:

- performance (at least 100 wpm with random errors),
- number of trials (8 of 10),
- accuracy or number of allowed errors (with fewer than 3 errors, correctly) or other objective markers of success.

Goal 1: Communication

To develop oral and written communication skills

Through evaluation procedures, and with 85% accuracy, the student will:

Objective 1: Use appropriate and accelerated vocabulary and language to orally convey information, concepts and ideas.

Objective 2: Generate, classify and evaluate ideas, objects and/or events in order to construct original projects.

Objective 3: Modify or expand upon an idea to devise and implement project plans.

Objective 4: Edit, refine and present information, concepts and ideas either individually or in a group to conclude a given assignment.

Objective 5: Use appropriate form, emphasis, usage, spelling and punctuation to ensure a quality product.

Objective 6: Use creative forms of oral expression to retell stories, role play, read poetry, or engage in choral speaking,

Objective 7: Select and apply a variety of personal and technical communication forms in small or large group discussions to convey information, positions and ideas.

Objective 8: State and elaborate points of view to persuade an audience to a particular point of view.

Objective 9: Analyze and evaluate different points of view to receptively and critically respond to the ideas of others.

Objective 10: Examine and understand the elements of contemporary issues to effectively compose written or oral presentations.

Objective 11: _____

Evaluation Procedures	Evaluation Criteria	Evaluation Schedule	* Results _____ Date/Year
<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> 80%-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> Other	<input type="checkbox"/> End of Unit	<input type="checkbox"/> Other
<input type="checkbox"/> Standardized Tests		<input type="checkbox"/> Annually	
<input type="checkbox"/> Other			

Goal 2: Leadership

To develop leadership skills

Through evaluation procedures, and with 85% accuracy, students will:

Objective 1: Gather supporting details to defend one's position or views for or against issues, ideas and concepts.

Objective 2: Use responsible leadership traits and teamwork practices to lead group discussions.

Objective 3: Actively listen to understand the thinking of others and respond appropriately to differing points of view.

Objective 4: Lead and organize cooperative groups based on individual talents and strengths to solve a problem or complete a project.

Objective 5: Respond receptively and appropriately to the ideas of others to facilitate group tasks.

Objective 6: Lead a cooperative group through planning to successfully implement a project or problem-solving strategy.

Objective 7: Accept learning differences by respecting the ideas and feelings of individuals to enhance social skills.

Objective 8: Recognize, respect and act upon visionary thinking to incorporate these ideas to bring about change.

Objective 9: Utilize conflict management and resolution techniques in group discussions to resolve issues or conflicts.

Objective 10: Promote positive communication among group members to enhance group dynamics.

Objective 11 _____

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<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100%	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
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<input type="checkbox"/> Teacher Observation	<input type="checkbox"/> Other	<input type="checkbox"/> End of Unit	<input type="checkbox"/> Other
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<input type="checkbox"/> Other			

Goal 3: Critical Thinking

To develop critical thinking skills

Through evaluation procedures, and with 85 accuracy, the student will:

Objective 1: Apply deductive reasoning and analyzing thought process to solve a variety of logic problems.

Objective 2: Use systematic approaches to solve oral and written problems.

Objective 3: Break information into component parts to distinguish facts from hypotheses.

Objective 4: Distinguish between fact and opinion to support or validate conclusions.

Objective 5: Use an organizational approach to investigate a problem that includes asking questions, making observations, and recording and interpreting evidence.

Objective 6: Apply appropriate problem solving strategies to solve a variety of complex mathematical problems.

Objective 7: Use higher thought processes to solve multi-step problems.

Objective 8: Produce solutions to real-world problems.

Objective 9: Connect prior knowledge to newly learned concepts to illustrate the logical thinking process.

Objective 10: Recognize and explain patterns to show evidence of a systematic approach in solving problems.

Objective 11 _____

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<input type="checkbox"/> Other			

Goal 4: Creative Thinking

To develop effective creative thinking and expression in both oral and written communication
Through evaluation procedures, and with 85 accuracy, the student will:

- Objective 1: Use thinking tools to define a problem, evaluate alternatives, develop a plan of action and adjust the plans in response to a continual evaluation of progress.
- Objective 2: Use scientific method to complete scientific investigations.
- Objective 3: Generate, classify, and evaluate ideas, objects, and /or events in unique and/or new ways to construct original projects that illustrate solutions to real-life problems or concerns.
- Objective 4: Think of novel, unique, or unusual responses to solve a problem, a mystery, or a scientific investigation (originality).
- Objective 5: Generate a quantity of ideas, responses, solutions, or questions to complete an assigned task/s (fluency).
- Objective 6: Produce ideas, responses, solutions, or questions in a variety of categories to complete a task or a problem (flexibility).
- Objective 7: Modify or expand upon an idea by adding detail to basic ideas to express emotions, concepts, or positions (elaboration).
- Objective 8: Construct and use a rubric to edit and refine concepts and ideas.
- Objective 9: Construct and use a rubric to use in delivering an oral report to a peer or to a big audience.
- Objective 10: Examine alternatives and compare risks or consequences to complete an investigation.
- Objective 11: _____

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<input type="checkbox"/> Other			

Goal 5: Independence

To develop independence to seek advanced knowledge and explore ideas
Through evaluation procedures, and with 85 accuracy, the student will

Objective 1: Construct and apply appropriate personal and academic goals to improve and maintain high academic achievement.

Objective 2: Set realistic goals and objectives to complete each project/task.

Objective 3: Accept the impact and effects when individuals or group members experience failure.

Objective 4: Construct and apply plans and strategies to guide and complete an independent study.

Objective 5: Utilize both written and oral communication to gather and disseminate information.

Objective 6: Use the inquiry process to organize the investigation of an area of study.

Objective 7: Seek expert opinion, knowledge and/or advice without teacher prompts to solve problems.

Objective 8: Practice persistence in completing independent studies and/or projects.

Objective 9: Seek appropriate audiences with whom to share results of studies and/or projects.

Objective 10: Apply appropriate social skills using a rubric to ensure quality group efforts/products.

Objective 11: _____

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<input type="checkbox"/> Other			

Goal 6: Technology

To develop technology skills

Through evaluation procedures, and with 85 accuracy, the student will

Objective 1: Perform basic computer skills such as organization, transfer and copy of files as well as use of peripherals to manage information systems.

Objective 2: Access, select, retrieve and record information to complete word processing tasks.

Objective 3: Use of spreadsheets, charts, graphs, tables and word processing programs to organize, analyze, synthesize and evaluate information.

Objective 4: Use Power Point or other presentation programs to prepare and construct electronic presentations of findings and reports.

Objective 5: Forecast future trends or implications through information systems to identify and analyze societal trends.

Objective 6: Identify appropriate technological sources from which to obtain appropriate information to evaluate theories, conclusions and findings of investigations or studies.

Objective 7: Propose new uses for technology and information systems to increase personal productivity.

Objective 8: Generate workable solutions to solve a given simulation/project/problem or idea through the use of technology tools.

Objective 9: Employ technology as a tool for learning to locate, evaluate and communicate information in small or large cooperative learning group environment.

Objective 10: Use technology tools to search and recall specific information, then transfer concepts to new situations.

Objective 11: _____

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<input type="checkbox"/> Other			

Goal 7: Inquiry

To develop inquiry skills to discover new areas of study through meaningful and properly constructed questions
Through evaluation procedures, and with 85 accuracy, the student will

Objective 1: Ask questions to gather information to define or describe a real-world problem.

Objective 2: Redefine a line of query to narrow the focus to solve a real-world problem.

Objective 3: Utilize a line of query to guide the investigation process (researching sources, observing, interviewing, etc.

Objective 4: Seek internal motivation to pursue a new path of study that the original did not or could not anticipate.

Objective 5: Synthesize meaning to shape significant thoughts, ideas, and theories outside of his/her prior experience from the investigation process.

Objective 6: Share knowledge about an idea, concept, or case study using his/her own experiences and investigations to initiate a community-building inquiry process.

Objective 7: Utilize reflection moments to look back at the question, the research path and conclusions made in making new decisions.

Objective 8: Gather information and data through application of the human senses - seeing, hearing, touching, and smelling, to complete a task or scientific investigation.

Objective 9: Apply inquiry learning process by involving the factors of the context, the framework and the focus for questions, as well as the different levels of questions to complete an oral presentation.

Objective 10: Recognize patterns, meanings, structures, and connections from any in-depth field of knowledge to build meaning to research papers and other related tasks.

Objective 11: _____

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<input type="checkbox"/> Other			

Goal 8: Forecasting

To develop and use forecasting skills as effective means and process of forecasting or predicting of future and past alternatives and risks.

Through evaluation procedures, and with 85 accuracy, the student will:

Objective 1: Generate alternative endings to a story if key characters or incidents were changed.

Objective 2: Explain how things, situations, and/or events might be different if events in history had changed.

Objective 3: Predict how future events will happen based on a specified set of circumstances.

Objective 4: Examine alternatives and compare risks or consequences of given problems or challenges.

Objective 5: Become a risk taker at every given opportunity.

Objective 6: Examine closely the details of a real-world problem to anticipate any situation that could prevent the completion of a solution.

Objective 7: Plan socially acceptable solutions to forecasted problems to facilitate the completion of a project.

Objective 8: Predict and analyze results of social surveys to summarize the outcome of the project.

Objective 9: Predict mathematical solutions or odds within set circumstances or problems.

Objective 10: Carry out socially acceptable solutions to forecasted problems to avoid the failure of a project or a solution.

Objective 11: _____

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<input type="checkbox"/> Other			

Goal 9: Research

To develop research skills to pursue expanded knowledge and explore ideas
Through evaluation procedures, and with 85 accuracy, the student will

Objective 1: Use a systematic approach for locating and using information from a variety of reference materials to plan and write a research project.

Objective 2: Use a systematic approach for locating and using information from a variety of reference materials to illustrate, evaluate and present a project or research findings.

Objective 3: Analyze and synthesize information, concepts, and ideas obtained from multiple sources to discuss and present research findings.

Objective 4: Re-conceptualize or challenge existing knowledge/theories to generate new knowledge or ideas.

Objective 5: Use implicit and explicit information in selections to interpret a variety of reading selections.

Objective 6: Ask discerning and searching questions to gather information on given tasks.

Objective 7: Utilize and discern web-based information when gathering information to analyze the possible consequences and impacts of each solution to an issue or problem.

Objective 8: Identify main ideas, key words, dates, names, etc. when analyzing information to formulate conclusions about a given topic.

Objective 9: Collect, classify, analyze, interpret and criticize researched data to complete the scientific or research process.

Objective 10: Identify, collect and use various resources to complete an in-depth independent study.

Objective 11: _____

<input type="checkbox"/> Grades/Work Samples	<input type="checkbox"/> 90%-100% ^o	<input type="checkbox"/> Monthly	<input type="checkbox"/> Mastered
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> 80%-89%	<input type="checkbox"/> Semester	<input type="checkbox"/> Progressing
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<input type="checkbox"/> Standardized Tests		<input type="checkbox"/> Annually	
<input type="checkbox"/> Other			

Goal 10: Respect for Self and Others

To develop skills in understanding and showing respect for self and others
Through evaluation procedures, and with 85 accuracy, students will

Objective 1: React appropriately to simulations with scenarios that help improve one's coping strategies.

Objective 2: Choose appropriate solutions to resolve conflict/problems/situations.

Objective 3: Accept one's own special talents and abilities, as well as, the talents and abilities of others to facilitate effective personal interaction.

Objective 4: Participate in programs and projects that emphasize service to others to increase social awareness.

Objective 5: Set personal and academic goals by developing realistic and systematic plans to make significant progress toward achieving these goals.

Objective 6: Listen and participate actively in discussions to understand the positive and negative impacts or experiences when an individual experiences failure.

Objective 7: Use different ways and means to effectively and efficiently cope or deal with change.

Objective 8: Exercise self-monitoring practices to improve academic achievement.

Objective 9: Utilize time management strategies to improve personal productivity.

Objective 10: Work cooperatively with peers from various cultures and ability levels to recognize, accept and individual values, strengths and learning styles.

Objective 11: _____

**BEHAVIORAL VERBS APPROPRIATE FOR EACH LEVEL OF BLOOM'S
TAXONOMY
(Cognitive Domain)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Choose	Apply	Analyze	Arrange	Appraise
Identify	Cite examples of	Demonstrate	Appraise	Assemble	Assess
List	Demonstrate use	Dramatize	Calculate	Collect	Choose
Name	of	Employ	Categorize	Compose	Compare
Recall	Describe	Generalize	Compare	Construct	Critique
Recognize	Determine	Illustrate	Conclude	Create	Estimate
Record	Differentiate	Interpret	Contrast	Design	Evaluate
Relate	between	Operate	Correlate	Develop	Judge
Repeat	Discriminate	Operationalize	Criticize	Formulate	Measure
Underline	Discuss	Practice	Deduce	Manage	Rate
	Explain	Relate	Debate	Modify	Revise
	Express	Schedule	Detect	Organize	Score
	Give in own	Shop	Determine	Plan	Select
	words	Use	Develop	Prepare	Validate
	Identify	Utilize	Diagram	Produce	Value
	Interpret	Initiate	Differentiate	Propose	Test
	Locate		Distinguish	Predict	
	Pick		Draw	Reconstruct	
	Report		conclusions	Set-up	
	Restate		Estimate	Synthesize	
	Review		Evaluate	Systematize	
	Recognize		Examine	Devise	
	Select		Experiment		
	Tell		Identify		
	Translate		Infer		
	Respond		Inspect		
	Practice		Inventory		
	Simulate		Predict		
			Question		
			Relate		
			Solve		
			Test		
			Diagnose		

Check Your Understanding

Choose the three parts of the following objectives:

Underline **Performance** with one line, **Condition** with 2 lines and **Criterion** with 3-lines.

1. Through evaluation procedures and **with 85 accuracy**, the student **will use systematic approaches to solve oral and written problems**.
—
2. Through evaluation procedures and with 85 accuracy, the student will modify or expand upon an idea by adding detail (elaboration).
3. Through evaluation procedures and with 85 accuracy, the student will respond receptively and critically to the ideas of others when different points of view are expressed.
4. Through evaluation procedures and with 85 accuracy, the student will ask discerning and searching questions when gathering information.
5. Through evaluation procedures and with 85 accuracy, the student will identify main ideas, key words, dates, names, etc. when analyzing information.
6. Through evaluation procedures and with 85 accuracy, the student will collect, classify, analyze, interpret and criticize researched data.
7. Through evaluation procedures and with 85 accuracy, the student will construct and apply plans and strategies to guide and complete an independent study.
8. Through evaluation procedures and with 85 accuracy, the student will employ technology tools to search and recall specific information.
9. Through evaluation procedures and with 85 accuracy, the student will use Power Point or other presentation programs to prepare and construct electronic presentations of findings and reports.
10. Through evaluation procedures and with 85 accuracy, the student will utilize time management strategies to improve personal productivity.