



## WRITING MEASURABLE LEARNING OBJECTIVES

### Checklist for Writing Specific Instructional Objectives

- Begin each learning outcome statement with a verb that specifies definite, observable behavior.
- Make sure each statement meets all three criteria for a good learning objective:
  1. describes an observable behavior,
  2. the conditions under which the learner will be expected to perform, and
  3. the criteria to be used for evaluation.
- Be sure to include complex objectives (appreciation, problem-solving, etc.) when they are appropriate.

### Verbs to Use

Example: “When supporting clients with depression/excess tamas, participants will be able to \_\_\_\_\_”

These verbs are taken from [Bloom’s Taxonomy of Educational Objectives](#), which offer a continuum of learning outcomes from simple and concrete to complex and abstract:

- **KNOWLEDGE:** identify, name, acquire, distinguish
- **COMPREHENSION:** convert, transform
- **APPLICATION:** apply, explain, carry out, prepare, operate, plan, repair
- **ANALYSIS:** list, compare, identify, classify, distinguish, catalog, order, determine
- **SYNTHESIS:** write, plan, integrate, specify, produce, organize, design, build
- **EVALUATION:** evaluate, verify, assess, test, rank, measure, select
- **AVOID these verbs, which are imprecise (not readily measurable) or overly simplistic:**  
discuss, understand, articulate, feel, recall, recognize, translate, extrapolate, interpret, abstract, sequence, solve, generalize, analyze, estimate, observe, detect, discover, discriminate, explore, investigate, breakdown, formulate, propose, theorize, systemize, judge, appraise, and check

# Writing Measurable Learning Objectives

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## Measurable Learning Objectives and Educational Goals

Ideally, learning objectives indicate specific learning outcomes that are derived from the educational goals, which should indicate broad learning outcomes. A good rule is to clearly state the educational goals and strive to word them in a way that aligns with the learning objectives for the course.

**Note:** Measurable learning objectives are very specific things that participants will be able to do immediately at the end of the course. When you ask participants whether the learning objective was met at the end of the course, they should be able to say *yes*. In contrast, educational goals are much broader and can describe the type of learning that will take place, as well as skills attendees can take back and implement in their practices.

A good trick is to make sure your objective includes a number, which forces it toward measurability. For example:

- Participants will be able to identify four key principles of . . .
- Participants will be able to compare three techniques to . . .
- Participants will be able to state five reasons that . . .
- Participants will be able to analyze four different theories of . . .

Example of an acceptable learning objective without a number:

- Participants will be able to explain the difference between depressive symptoms driven by *tamas* and depressive symptoms driven by *rajas*.

Learn more at [bloomstaxonomy.net](http://bloomstaxonomy.net)