





## Strong Objectives: How to Write Aligned, Specific and Measurable Statements

<p><b>Make it Specific!</b> A <u>specific</u> objective differentiates the distinct pieces of knowledge and/or skills a student needs to become proficient in a standard. It clearly describes, in detail, exactly what the teacher is going to cover and what the student will know by the end of the lesson/unit.</p>	
<b>Strong</b>	<b>Weak</b>
In a class discussion, compare and contrast ten characteristics of productive members of society from textbook research.	Define productive members of society
<p><b>Make it Measurable!</b> A <u>measurable</u> objective outlines specific activities students will be using to gain, and demonstrate, an understanding of the concept in the standard. It clearly describes, in detail, what a proficient student would be able to accomplish by the end of the lesson/unit. How a teacher would assess the knowledge/skill should be clear.</p>	
<b>Strong</b>	<b>Weak</b>
From the list compiled from the class discussion, rank each of the ten characteristics from 1 to 10, with 1 being the most important and 10 being the least.	Define productive members of society in ten words or less.

### The Writing Process

#### Step 1:

The first step in the writing process is to refer to the specific knowledge and skills you are trying to accomplish. These should be based on your specific standard(s). For more information on unpacking standards into knowledge and skills, complete the *Knowledge and Skills: How to Unpack a Standard* worksheet.

#### Example: Introduction to Human Studies

##### Standard 6

Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to produce specific recommendations in a written or graphic format. (TN Reading 2, 5; TN Writing 4; FACS 12)



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Writing Process Step 1: Identify Knowledge and Skills		
Standard	Knowledge	Skills
<p>Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to produce specific recommendations in a written or graphic format.</p>	<p>Management Skills</p> <ul style="list-style-type: none"> <li>• Time Management</li> <li>• Organizational Planning</li> <li>• Professionalism</li> <li>• Citizenship</li> </ul> <p>Productive Members</p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Upholds the Law</li> <li>• Contributes to the Community</li> <li>• Participates in Political Affairs</li> <li>• Pays taxes</li> <li>• Contributes to social orders</li> </ul> <p>Diverse Environments</p> <ul style="list-style-type: none"> <li>• Workplace</li> <li>• Community</li> <li>• Home</li> </ul>	<p>Research</p> <p>R2 Determine the central ideas</p> <p>R2 Text’s explanation</p> <p>R5 Relationship among concepts</p> <p>Identify</p> <p>R2 Provide summary</p> <p>R5 Relationship among text</p> <p>Apply</p> <p>R5 Accurate summary</p> <p>Produce</p> <p>R5 Accurate summary</p> <p>W4 Produce clear and coherent writing for a task</p>

**Refer to referenced standards for more details:**

**TN Reading 2:** Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**TN Reading 5:** Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

**TN Writing 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Step 2:

The second step is to arrange the knowledge and skills into a “students will be able to” statement, noting the distinct concept(s) you will be covering and also the approach you will be using with your students. Remember to make it specific and measurable.



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Students will be able to (SWBAT)	Objective
<b>SWBAT</b>	<ul style="list-style-type: none"><li>• In a class discussion, compare and contrast ten characteristics of productive members of society from textbook research.</li><li>• From the list compiled in the class discussion, rank each of the ten characteristics from 1 to 10, with 1 being the most important and 10 being the least.</li><li>• Determine the central idea from research to define the following terms in your own words: time management, organizational planning, professionalism, and citizenship.</li></ul>

*Important to note: the objectives provided are written for the standard, not for a single day of instruction. Some standards may take several days of instruction to cover.*

Use the “SWBAT *What by How*” formula to craft your own strong objectives from the knowledge and skills you have already unpacked from your standards. Follow along on the example on the next page to enhance your understanding of the process.

### Bridge to Practice

#### It's your turn!

Follow the two-step process outlined above with a course of your choosing using the following templates.

- **Step 1:** Unpack the knowledge and skills of a standard, being sure to reference aligned standards.
- **Step 2:** Craft SWBAT statements that are specific and measurable.

Make sure that your objective clearly communicates and describes the intended learning outcome. Remember, it should answer two questions: 1) What students are going to be able to do and 2) How the student is going to achieve the desired outcome.

#### You're done!

The writing is complete! These detailed objective statements will be useful when you move on to creating a curriculum map and student outcome-focused lessons.

Questions about this process or need assistance? Please contact [CTE.Questions@tn.gov](mailto:CTE.Questions@tn.gov).



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**Objective**

**SWBAT**

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