



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

The Writing Process

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.

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.

<p>Make it Specific! 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>	
Strong	Weak
Translate local qualitative and quantitative disease information for the population between 10-21 into a pie chart or graph to support recommendations in a written report.	Understand data.
<p>Make it Measurable! 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>	
Strong	Weak
Identify three target populations and five prevalent diseases in your local community by reviewing and summarizing local census data.	Evaluate target populations and diseases.

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.



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Example Process

Medical Therapeutics Standard 23

Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)

Writing Process Step 1: Identify Knowledge and Skills

Standard	Knowledge	Skills
Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)	<p>Distribution of disease</p> <ul style="list-style-type: none"> Terminology Areas to be reviewed and evaluated <p>Determinants of disease</p> <ul style="list-style-type: none"> Causes of diseases Factors related to disease process <p>Disease in targeted populations</p> <ul style="list-style-type: none"> Identify and define targeted populations Pinpoint therapeutic careers <p>Health Improvement strategies</p> <ul style="list-style-type: none"> Resources available in community 	<p>Synthesize data from:</p> <ul style="list-style-type: none"> Charts Statistics Other health-related data <p>Understand</p> <ul style="list-style-type: none"> Distribution of disease Determinants of disease <p>Communicate</p> <ul style="list-style-type: none"> Develop communication piece Role-play Written materials Other informational resources



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Refer to referenced standards for more details:

TN CCSS 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 CCSS Reading 7: Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.

TN CCSS Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate for to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

TN CCSS Writing 7: Conduct short as well as more sustained research projects to answer question (Including a self-generated question) or solve a problem: narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

TN CCSS Writing 8: Gather relevant information from multiple authoritative print and digital sources, using searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

TN CCSS Writing 9: Draw evidence from literary or informational texts to support analysis, reflection and research.



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Writing Process Step 2: Create Specific, Measurable SWBAT Statements

Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none">• Identify and define members of targeted populations in community using data obtained from local resources then provide an accurate summary of the data.• Synthesize the central ideas and conclusions of data obtained from local, state and national resources related to diseases in local community. Include in the synthesis causes of disease, factors related to disease process and possible epidemiology• Gather relevant information from credible sources and textbook to produce a writing assignment that identifies therapeutic services in the community that can assist each of the diseases or disorders.• Conduct a community survey to determine knowledge of prevalent diseases/disorders and available resources. Translate the quantitative and quantitative information into visual form then synthesize results to develop a community teaching packet.• Role-paly or present community teaching packet in class, to school or a community partner gathering further data through feedback. Revise teaching packet as needed from feedback.

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.

Bridge to Practice

It's your turn!

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



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Students will be able to (SWBAT)	Objective
SWBAT	



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