LOUGKA - KALAM Reçu le: 13/06 / 2026 Accepté le: 26/10 / 2026 Publié le: 26/11 / 2026

A Plea for a Practical Use of Instructional Objectives in the Classroom

✍ BELARBI Abdelhafid
a.belarbi@cu-maghnia.dz
University Centre of Maghnia/ Algeria

ABSTRACT:

In this article, we try to examine the vital role of instructional objectives while distinguishing between broad goals and specific, measurable learning objectives. It emphasizes using observable performance verbs rather than abstract, unmeasurable terms, outlining three essential components: condition, performance, and criterion. Furthermore, it highlights the relationship between objectives, Bloom's Taxonomy, and assessment. By transforming theory into practice, these objectives ensure fairness and reliability in testing. They clear up expectations for students, which directly enhances achievement. Consequently, teachers must receive adequate training to communicate learning outcomes.

KEYWORDS: Instructiona Objectives, Learning Outcomes, Bloom's Taxonomy, Assessment, Performance Verbs.

لغة – كلام الاستلام: 2026/06/13 القبول: 2026/10/26 النشر: 2026/11/26

الدعوة إلى الاستخدام العملي للأهداف التعليمية في القسم

✍ بلعربي عبد الحفيظ
المركز الجامعي بمغنية – الجزائر
a.belarbi@cu-maghnia.dz

ملخص البحث

نحاول في هذا المقال فحص الدور الحيوي للأهداف التعليمية مع التمييز بين الغايات العامة وأهداف التعلم المحددة والقابلة للقياس. ويسلط المقال الضوء على أهمية استخدام أفعال أداء قابلة للملاحظة بدلاً من المصطلحات المجردة وغير القابلة للقياس، مستعرضاً ثلاثة مكونات أساسية للهدف وهي: الشرط، والأداء، والمعيار. علاوة على ذلك، يبرز المقال العلاقة الوثيقة بين الأهداف، وتصنيف بلوم، والتقييم التربوي. ومن خلال تحويل النظرية إلى ممارسة عمليّة، تضمن هذه الأهداف تحقيق العدالة والثبات في الاختبارات. كما أنها توضح التوقعات بدقة للطلاب، مما يساهم بشكل مباشر في تعزيز تحصيلهم الدراسي. وبناءً على ذلك، يجب أن يتلقى المعلمون التدريب الكافي لتمكينهم من صياغة وتوصيل مخرجات التعلم بكفاءة.

الكلمات المفتاحية: الأهداف التعليمية، مخرجات التعلم، تصنيف بلوم، التقييم، أفعال الأداء.

1. Introduction:

Stating instructional objectives has long been recognized as one of the most important aspects of effective teaching and assessment. Educational theorists and practitioners agree that instruction becomes more meaningful when teachers clearly identify what learners are expected to achieve by the end of a lesson, course, or educational program. Instructional objectives serve as a bridge between teaching activities and assessment because they specify the intended learning outcomes in terms of observable learner performance. According to Gronlund (2004), objectives stated as learning outcomes provide a focus for instruction and establish a basis for evaluating student achievement. Despite the extensive literature on educational objectives, many teachers continue to encounter difficulties when translating broad educational goals into specific, measurable lesson objectives. In many classrooms, objectives are still expressed through abstract verbs such as understand, know, appreciate, and learn. Although these verbs appear meaningful, they do not describe observable learner behavior and therefore create challenges for assessment. As a result, teachers often struggle to determine whether learning has actually occurred.

The research problem addressed in this article concerns the persistent gap between theoretical discussions of instructional objectives and their practical application in classroom settings. Many educators are familiar with definitions of objectives but remain uncertain about how to formulate objectives that include appropriate conditions, observable performances, and measurable criteria. This problem becomes even more significant when objectives are used as the foundation for testing and evaluation. A review of the literature reveals substantial work on educational objectives, Bloom's Taxonomy, assessment, and behavioral objectives (Bloom et al., 1956; Mager, 1962; Gronlund, 2004; Popham, 2011). However, there remains a literature gap regarding practical explanations that combine theoretical principles with classroom-oriented examples and tasks, particularly in the context of English language teaching. Many studies explain what instructional objectives are, but fewer demonstrate how teachers can effectively apply the principle that "what is observable is measurable" in real teaching situations.

The aim of this article is to examine the concept of instructional objectives and demonstrate how teachers can formulate measurable objectives that facilitate both instruction and assessment. More specifically, the article seeks to clarify the distinction between learning goals and lesson objectives, explain the role of condition, performance, and criterion in objective writing, and illustrate the relationship between objectives and Bloom's Taxonomy. The objectives of this article are fourfold: first, to explain the characteristics of effective instructional objectives; second, to identify common errors in objective writing; third, to demonstrate how observable performance verbs can improve assessment practices; and fourth, to provide practical examples and tasks that connect educational theory with classroom application. To achieve these objectives, the article addresses the following research question: How can teachers formulate instructional objectives that are observable, measurable, and aligned with educational assessment principles while remaining practical for classroom use? By addressing this question, the article contributes to a better understanding of objective writing and its role in promoting effective teaching, valid assessment, and improved learner achievement.

The big problem is not only about stating broad learning outcomes, and coming up with desired lesson objectives; it about how the lesson objectives should be stated according to learners' entry/exit profiles, learning goals, Bloom's taxonomy-number of test items in each sublevel- and even learners' learning styles, age level as some tasks may be easier at the analysis level, for example, and may be difficult at the comprehension level. This is because age level is not considered. A gap-filling with a/an/the task at analysis of relations can be easy for third-year secondary learners, while difficult questions at interpretation sublevel can be asked, and teachers get confused. This confusion comes from the fact that learners' age level is not taken into account. That is why, the table of specifications fixes all these problems.

2. Stating the Instructional Objectives

Education is a process of bringing desirable behavioral changes in the individuals. It helps the individuals to identify their capabilities and potential. Classroom instructions and activities are the gate way of this process. Hence, a teacher who deals with any subject should clearly plan his objectives of a particular instruction. Pre-determined learning outcomes of an instruction can be called as instructional objectives. Learning outcomes “are "Essentially what one ends up with, intended or not, after some form of engagement” (Eisner, as cited in Allan, 1996, p. 103).

Teachers, curriculum developers and instructional designers have long recognized the value of analyzing the subject matter to be learned in terms of the intended learning outcomes. In the 1960s the concept of instructional objectives and the work of Mager (1962), Bloom and associates (Bloom et al., 1956), Krathwohl et al. (1964) and Popham (1969) attracted attention. Over the past four decades, however, the emphasis in education, has been on methods of teaching and learning and assessment and on instructional strategies and tactics. More recently, attention has moved, at least in some measure, from an emphasis on the education process to a consideration of the product and the expected learning outcomes of the students’ studies. Below are some key ideas that link to two terms which are often used interchangeably:

Instructional objectives emphasize that the achievement of pre-specified objectives are a direct consequence of instruction that the student receives. (linked to the work of Mager)

-Mager proposes that educators should not use words such as: understand, know, appreciate as these are “too slippery” (not measurable).

a-he suggests that instructional objectives should specify condition, criterion, and that word choice is very important

b- he recommends that complex tasks be broken into highly discrete and defined elements to create instructional objectives.

c- brings the learner to forefront

Emphasis here is on what can be measured quantitatively.

A more practical way to state instructional objectives (broad learning goals) is in terms of the intended learning outcomes of the instruction (lesson objectives). This makes clear the types of learners' performance teachers are supposed to accept as evidence that the learners have learned what was expected of them.

Instructional objectives are the specific or immediate goal which is obtainable as a result of instruction or through classroom interaction. This is considered as the target of a teacher for a specific lesson or a topic. Learning/ teaching outcomes of a classroom is designed by the instructional objectives. Without stating instructional objectives, instruction become aimless or target less as well as wastage of time and effort of both teachers and students. Instructional objectives should be planned to develop different domains of the learner.

Instructional objectives (also known as behavioral objectives or learning objectives) are basically statements which clearly describe an anticipated learning outcome. When objectives were first coming into their own in education, they almost always began with the phrase: "Upon completion of this lesson, the student should be able to…." This phrase focused on the outcome of learning rather than on the learning process. In fact, one of the criteria for a well-written objective is that it describes the outcome of learning, that is, what the learners can do after learning has occurred that they might not have been able to do before the teaching and learning process began.

An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction. (Kibler, Kegla, Barker, Miles, 1974 p. 3).

According to Dick and Carey (1990), an instructional objective is a "detailed description of what students will be able to do when they complete a unit of instruction.". It is also referred to as a behavioral objective or an instructional objective.

Mager (1984) describes an objective as "a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve" (Kibler, Kegla, Barker, Miles, 1974 p. 3).

According to Morrison (2004), "an instructional objective is a statement that specifies in behavioral (measurable) terms what a learner will be able to do as a result of instruction".

Instructional objectives (also known as behavioral objectives or learning objectives) are basically statements which clearly describe an anticipated learning outcome.

Therefore, for our example on sea, teachers can state the objectives as follows:

Learners should be able to

-Define the meaning of the weather terms in his or her own words. 'Define' is observable, therefore, measurable.

-Link the terms to symbols used on a weather map. 'Link' is observable, therefore, measurable.

-Describe the features of a sea map using relevant terms.

-Interpret sea conditions at various locations on a sea map.

Interpret is not really observable. What do we mean by interpret?!! The learners may get confused. Some of them will understand by interpret explain, discuss, evaluate, while others may understand summarize the key ideas or critisize. So, number four is not really a performance verb. Since the verb 'Interpret' is not observable, it would be better to change it for observable verbs like ' Summarize', 'Explain' , for instance. It has been argued that:

When stated in this manner, the objectives clarify what students can do to demonstrate that they have learned. This provides the goals or targets of instruction in terms of measurable or observable student performance. Stated as intended learning outcomes, they provide a focus for instruction and provide a basis for the assessment of student achievement. (Gronlund, 2004, p.5).

Hence objectives may be defined as specific statements of what is to be accomplished and how well and are expressed in terms of quantitatively measurable outcomes. Objectives are more specific, observable and what is observable is, therefore, measurable. Does not a test measures what it intends to measure? Do we measure unobservable learning objectives? We can measure observable learning objectives by using behavioural verbs(performances) such as At the end of the lesson learners should be able to

-Copy down, underline...

-Explain the function of the simile/ metaphor...

-Put the primary stress on two-syllable words.

-Choose the correct option a, b, c or d in MCQs

-Compare the use of symbolism of two English Romantic poets Keats in his ' An ode to a Grecian urn' and Coleridge '

So, abstract verbs such as at the end of the session, learners should understand/know/ apply… should be avoided as these verbs are not observable, then, not measurable.

Secondly, the objectives are not 'workable' if teachers ignore the learners' entry and exit profiles (what learners already know and what they are to do at the end of the year and at the end of, for instance, a three-or-four- year study of English. Thirdly, in terms of test reliability, validity and

fairness in testing, teachers need to practice Bloom's Taxonomy for both lower-order thinking skills: knowledge, comprehension, application with their sublevels, and higher- order thinking skills: analysis, synthesis, evaluation with their sublevels. The following tree shows Bloom's taxonomy.

To better understand something, teachers should first grasp the generalities/premises upon which the instructional objectives- we lean broad learning goals here- are built and move to details- specific learning objectives- and not the other way round. We will show not just tell how the objectives are workable by fusing theory with practice. We should practice theory not just write exhaustive literature about theory. Therefore, we will show with examples and tasks how teachers can apply 'What is observable is measurable'.

An expert in the field of instructional design, Mager has developed a strategy for developing instructional objectives that has widely been accepted and used. He breaks instructional objectives into components. According to Mager, an instructional objective should include the following three components:

1. A performance (performed by the learner, remember–we just covered that. In Mager's words, the objective must specify "what learners must be able to do or perform when they demonstrate mastery of an objective." So, as we've said before, they is that the learner must do something. But you've got to be careful when you're writing an instructional objective so that you write a performance that you or someone else can somehow observe, and you must tell the learner how their performance will be evaluated.

The most important and indispensable characteristic of a useful objective is that it describes the kind of performance that will be accepted as evidence that the learner has mastered the objective. Because there's an emphasis on having the learner do something that someone else can observe as evidence, it's important to avoid learning objectives that include words like "know" and "understand." Why? Because how can you tell if someone "knows" or "understands" something? Instead, focus on things people really do on their job.

2. Conditions (under which the learner must perform the performance. The next thing to do is to state the conditions, if any, in which the learner must complete the performance. The conditions will tell the leaner things like the following (look for the italicized parts of the objectives below):

a. What can I use while doing the performance? (For example: Given 100 tooth picks and some glue, construct a suspension bridge.)

b. What will be denied to me? (For example: Perform the multiplication tables up to 20 without the of a calculator.)

c. In which conditions will the performance have to occur? (For example: Run a 100-yard dash on a muddy field.)

Mager said that teachers may not always need to add conditions. As always with Mager, he suggests using them if they make things clearer and remove ambiguity. Mager's big on being clear and he's down on ambiguity, and that seems reasonable.

3. Criteria (by which the performance is evaluated by another; or, in other words, how well the learner must perform the performance). Finally, the third part of a Mager three-part, performance-based learning objective is the criterion or criteria. Or, as Mager puts it: "Having described what you want your students to do, you can increase the communication power of an objective by telling them HOW WELL you want them to be able to do it." Note again Mager's focus on "the communication power of an objective." Here are some examples (again, look for the italicized parts of the objectives below):

-Identify four out of five product defects on a moving manufacturing line.

-Close ten boxes in a minute.

Mager notes that it may not always be practical to include criteria in a learning objective.

2.2 Understanding Condition

There are teachers who still struggle to use practically the three components in lesson objectives. This is because they often focus on definitions rather than understanding the role each component plays. To ease the burden, they should think of a lesson objective as answering three big questions.

Condition: Under what circumstances?

Performance: What is the learner able to do?

Criterion: How well should the learner do it?

Therefore, if any of these questions remains unanswered, the objective becomes weaker.

To state an objective that will successfully communicate the teacher educational intent, he shoild define the lesson objective further by stating the condition he will impose upon the learner when he is demonstrating his mastery of the objective. Here are some examples:

-Given a poem. ... .

-Given a list of.....

-Given a standard set of tools...

-Without the aid of references...

-Without the aid of tools...

A condition is everything that comes before the pupil performs the behavior. It describes mainly the situation, the resources, the aids, the materials, the restrictions, or the context. A condition does not describe the behavior itself. For example:

Given a text (Condition) , identify the main idea(performance).

The first is the condition.

The second is the performance.

Think of Condition as the Testing Environment. Imagine two students.

Student A:

Given a dictionary, translate ten sentences.

Student B:

Without a dictionary, translate ten sentences. T

The performance is identical: translate ten sentences. But the conditions are different.

The second task is much more difficult. This shows why conditions matter.

Types of Conditions

a. Given This is probably the most common condition. Examples:

Given a text... ,

Given eight sentences. Given a graph,

Given a map... ,

Given a poem... ,

An example with Given....

-Given a poem (condition), students will copy down (performance) two personifications and two hyperboles with 80% accuracy. (Criteria: two personifications and two hyperboles plus 80% accuracy=two criteria as some objectives can have two criteria)

b with/ Using

Examples are:

-With/ Using a dictionary, ,

-With/ notes, ,

For instance: With/Using a dictionary, the students will translate eight sentences from English into Arabic

c. Without...

This condition removes assistance. Examples are:

-Without notes...,

-Without a dictionary,..... Example

Without notes, students will summarize the lecture on American culture in 30 minutes.

d. After... (previous event).

Examples are:

-After reading a short passage, After watching a video,

After listening to a dialogue, Example

After listening to a dialogue, the students will be able to answer six questions out of ten

3. Understanding Performance

Performance is the heart of the objective. It has been said that:

this step means no more than to note the word or phrase that tells what the students will be doing when demonstrating their achievement of the objective. Most of the time, this is easy to do. Sometimes it is more difficult, partly because of a gray area between what a performance is and what an abstraction is, and partly because the "objective" may not mention any performance at all. Let's look at a few simple examples, just to be sure we are thinking about the same thing. (Mager, 1962, p.58)

Therefore, the gist of this step one is come up with an observable verb, commonly called a performance and not an abstract verb, which is not measurable in terms of objectives. The following task 6 shows the meaning of the behavioral verb or the performance and the level and sublevel in Bloom's taxonomy. Without performance, there is no objective. In fact, performance is the observable action students should do. So, why performance must be expressed with an observable verb? Let us consider the following example:

The students will understand grammar rules.

Can we really observe "understand"? Absolutely, no. Now consider this example:

The students will identify grammatical errors in past tense irregular verbs.

We can observe this behavior. Thus, we can measure in testing.

1.1.3. Understanding Criterion

Criterion is the standard for success and is about when the learner has achieved the objective. It is the most neglected part of objective writing.. Many objectives have conditions and performances but no criterion. The teacher never states how well students must perform.

1.1.3.1. Types of Criterion

a. Accuracy Criterion

It deals with accuracy such as with 80% accuracy , with 90% accuracy, 8 out of 10 correct answers For example:

- Given 10 adjectives, the students will identify eight adjectives with 80% accuracy. The criterion 80% accuracy is enough but we can make it clearer by adding 8 out 10.

b. Quantity Criterion

Examples are: list five causes, identify ten verbs, write three examples

c. Time Criterion

Examples are: within ten minutes, in five minutes, within one hour. within five minutes

d. Quality Criterion

Examples are: with no more than three grammatical errors, including three supporting arguments

Example

Without notes, students will write a paragraph with no more than three grammatical errors. Criterion:

no more than three grammatical errors

e. Length Criterion

Examples are: 250 words, one page, five lines.

1.3. Examples of General Learning Goals and Specific Learning Objectives

Example one

1. Underline only the verbs/ expressions (abstractions: not measurable) of the learning goals and write in bold the verbs/ expressions (performances: measurable) of lesson objectives which are in the cognitive domain.

a-Understands the main idea in a listening passage.

b Appreciates the value of American culture.

c.Raises awareness of the ability to read.

d.Copies down the main controlling idea(s) in a 300-word reading passage.

e.Learns dates about major events in British Romantic movement

f.Matches ten dates to major events in British Romantic poetry. 7 Is aware that opinions should not be stated as facts .

g.Grasps the meaning of terms when used in context.

h.Defines three literary movements: Romanticism, Victorianism, Modernism in five sentences for each movement.

i. Knows the figures of speech in poetry.

Answer

a-Understands the main idea in a listening passage.

b-Appreciates the value of American culture.

c-Raises awareness of the ability to read.

-Copies down the main controlling idea(s) in a 300-word reading passage.

d-Learns dates about major events in British Romantic poetry

e-Matches ten dates to major events in British Romantic movement.

f-Is aware that opinions should not be stated as facts .

g-Grasps the meaning of terms when used in context.

h-Defines three literay movements: Romanticism, Victorinism, Modernism in five sentences for each movement.

i-Knows the figures of speech in poetry.

II. The verbs/.expressions that are not part of the cognitive domain are 'appreciates, is aware, raises awareness of as these are part of the affective domain and should be avoided in stating learning goals. Therefore, verbs/ expressions that belong to the affective and psychomotor domains should be avoided like see, is aware of, raises students awareness. smile, sing, draw, construct... They might show value, attitude, respect, ‹physical effort... The verb 'construct,' is partly cognitive and partly psychomotor as It would be better to read books on the affective and psychomotor domains so as not to mix things up. Teacher sticks to the cognitive domain. In other fields like mathematics, arts, sports... the affective

and psychomotor domains can be used. In teaching English, the cognitive domain should 'take the lion's share.'

Example two

1. Which verb is most measurable?

-Understand

-Believe

-List

-Think

Answer: C. List

2. Which objective is best written?

-Students understand grammar.

-Students know grammar rules.

-After reading a short passage, the students will be able to copy down five compound and five complex sentences with 80% accuracy.

Students think about grammar.

Answer: C

3. “Evaluate” becomes measurable when:

-It is removed

-It is replaced by “know”

-Criteria are specified

-It is simplified

Answer: C. Verbs like assess, discuss, evaluate, interpret, for example should be wisely used in the cognitive domain as they are not that specific. They need other verbs to clarify their meanings.

4.Which verb is not observable?

-Write

-Explain

-Think

-Classify

Answer: C

5.“Demonstrate” is measurable when:

-Used alone.

-Linked to a visible task.

-Removed from objectives.

-Replaced by “know”.

Answer: B

6. Which verb is a bit vague when used alone?

-Analyze

-Solve

-Evaluate

-Define

Answer: C

7 Which vetb is a verb of performance

-Understand

-Appreciate

-Summarize

-Believe

Answer: C

8. A good objective should state:

-Only a criterion and a condition.

-A verb, a condition and a criterion.

-Only a performance verb.

-A non measurable verb.

Answer: B

Example three

Underline only the verbs of performance, mentioned in the following statements. Explain why they must be part of the lesson objectives.

1. The students will be able to identify the names of the two flat characters and the name of the round

character in the text.

2. Be able to demonstrate an understanding of the Victorian novel.

3. Be able to distinguish between metaphors and similes in two poems of two Romantic poets, John Keats and William Wordsworth.

4. Be able to show a knowledge of the basic elements of grammar. Answer Keys

Answer

1. The students will be able to identify the names of the flat characters in the text of 500 words.

Explanation: In the first item, the performance mentioned is identifying the the names of the flat characters in the text. That is what it says. 'Identify' means copy down, circle, underline to be more accurate. So, identify is a performance, a behavioral verb, observable, then measurable in testing.

2. Be able to demonstrate an understanding of the Victorian novel.

The second item has no performance. Demonstrate does not qualify. What would a learner be doing when demonstrating an understanding? Writing an essay? Explaining the rise of the Victorian? Demonstrating is then an abstraction, not a performance as it is not observable.

The word demonstrate sounds like a performance, while it is not. The statement is rather a learning goal but not an objective.

3.Be able to distinguish between metaphors and similes in two poems of two Romantic poets, John Keats and William Wordsworth.

Explanation: The third item asks the student to distinguish. That is what it says and the verb will qualify as a performance.

4. Be able to show a knowledge of the basic elements of grammar.

Explanation: The last item shows no performance at all. Thus, it may qualify as a learning goal, but in its present form it is far from being an observable objective.

Task 2.1.7

1.' Read the passage and fill in the gaps with the following words: observing / describe / generalize/ specific /actions /performances/ visible/ objectives/ abstractions/ audible

2. Underline the verbs of performance in the cognitive domain that can be clearly stated in the objectives and write in bold the verbs of abstractions in the passage that can stated in learning goals. Do not underline or write in bold the verbs more than once.

Reading Passage

..... are things that people say and do. People can demonstrate a performance. They sing, they write papers, they type, they point to things. These are performances. People also solve problems, compare things, and recall the steps in procedures. These are also called performances, even though you can't see them directly. They're called performances because they are actions initiated by people at will to accomplish something specific. And, because you can tell whether people are doing (or have done) these things by asking them to demonstrate one.....or thing. You can find out whether a problem has been solved by asking the solvers to write the answer. You can find out whether people recalled the steps of a procedure by asking them to recite the steps to you. Performances are what, are about. Sometimes, however, people say things about other people that describe their condition, their state of being. These are For example, if we see someone lying on a desk, we may say, "She's lazy." Now lazy isn't a performance. It's a word describing an alleged state of being, a condition someone might be in. It's an abstraction in the sense that it is an attempt to..... about a person's state of being from behavior. Words like

nice, genial, and studious and expressions such as "they have a poor attitude ,"and "he's not motivated" talk about people, rather than something that they are doing. (Mager, 1962, p.19)

Answer :

Performances are specific things that people say and do. People can demonstrate a performance. They sing, they write papers, they type, they point to things. These are performances. People also solve problems, compare things, and recall the steps in procedures. These are also called performances, even though you can't see the actions directly. They're called performances because they are actions initiated by people at will to accomplish something specific. And, because you can tell whether people are doing (or have done) these things by asking them to demonstrate one visible or audible thing. You can find out whether a problem has been solved by asking the solvers to write the answer. You can find out whether people recalled the steps of a procedure by asking them to recite the steps to you. Performances are what objectives are about. Sometimes, however, people say things about other people that describe their condition, their state of being. These are abstractions. For example, if we see someone lying on a desk, we may say, "She's lazy." Now lazy isn't a performance. It is a word that describes an alleged state of being, a condition someone might be in. It is an abstraction in the sense that it is an attempt to generalize about a person's state of being from observing behavior. Words like nice, genial, and studious and expressions such as "they have a poor attitude," and "he's not motivated" talk about people, rather than describe something that they are doing.

1.b. Level: Analysis; Sublevel: analysis of relations.

2. Performances are specific things that people say and do. People can demonstrate a performance. They sing, they write papers, they type, they point to things. These are performances. People also solve problems, compare things, and recall the steps in procedures. These are also called performances, even though you can't see the actions directly. They're called performances because they are actions initiated by people at will to accomplish something specific. And, because you can tell whether people are doing (or have done) these things by asking them to demonstrate one visible or audible thing. You can find out whether a problem has been solved by asking the solvers to write the answer. You can find out whether people recalled the steps of a procedure by asking them to recite the steps to you. Performances are what objectives are about. Sometimes, however, people say things about other people that describe their condition, their state of being. These are abstractions. For example, if we see someone lying on a desk, we may say, "She's lazy." Now lazy isn't a performance. It is a word that describes an alleged state of being, a condition someone might be in. It is an abstraction in the sense that it is an attempt to generalize about a person's state of being from observing behavior. Words like nice, genial, and studious and expressions such as "they have a poor attitude," and "he's not motivated" talk about people, rather than describe something that they are doing.

Verbs like say and do, though they are performance should be avoided as they are a bit tricky because we cannot give a written true/false task in which learners are asked to say whether the statements are true or false. What if a learner tells his teacher that he said the statements and did not write them according to the instruction in the task. That is why the choice of performance verbs is very important in stating the objectives.

Other verbs in bold are abstractions and work well for the learning goals but not for objectives.

Example four

Underline the verbs of performance only. (observable) in the cognitive domain.

identify / know) classify/ understand/ compare/ appreciate/ write/ learn/ solve/ enjoy/ list/ believe/ find out/ sing/ draw/ select

Answer

identify / know/ classify/ understand/ compare/ appreciate/ write/ learn/ solve/ enjoy/ list/ believe/ find out/ sing/ draw/ select

Verbs like sing, draw, enjoy, appreciate are verbs of the affective domain, while understand, find out, learn, know, believe are abstractions.

Example five

1.Which component(s) is(are) missing in the following lesson objective?

a. Students will write a paragraph.

Answer: a condition and a criterion

2. Write in bold the three components and name them.

b. Without notes, the students will write a 150-word paragraph including three supporting ideas and no more than ten grammatical errors.

Answer: Without notes, (condition) the students will write (performance) a 150-word (critetion1) paragraph including three supporting ideas (criterion 2) and no more than ten grammatical errors.(criterion 3)

4. CONCLUSION

To conclude, instructional objectives remain a fundamental component of effective teaching, learning, and assessment. Throughout this article, it has been shown that objectives are much more than simple statements written at the beginning of a lesson. They provide a clear description of the knowledge, skills, and abilities learners are expected to demonstrate after instruction. Moreover, they guide teachers in selecting appropriate teaching methods, learning activities, and assessment procedures. The discussion highlighted the importance of distinguishing between broad learning goals and specific learning objectives. While learning goals express general educational intentions, instructional objectives translate these intentions into observable and measurable learner performances. Consequently, teachers should avoid relying exclusively on abstract verbs such as understand, know, and appreciate because such verbs do not provide sufficient evidence of learning. Instead, they should employ observable performance verbs that allow learning outcomes to be assessed objectively.

Furthermore, the article emphasized the significance of the three essential components of objective writing: condition, performance, and criterion. Together, these components clarify the circumstances under which learners perform a task, the behavior they are expected to demonstrate, and the standard by which success will be judged. In addition, the article demonstrated that Bloom's Taxonomy provides a valuable framework for organizing objectives across different levels of cognitive complexity. When objectives are carefully aligned with cognitive levels and assessment tasks, teachers are better able to ensure validity, reliability, and fairness in testing. Equally important, learners gain a clearer understanding of what is expected from them and how their achievement will be evaluated.

The practical examples presented in this article also illustrated that objective writing should not remain a purely theoretical exercise. Rather, it should become a practical classroom skill that enables teachers to connect educational theory with instructional practice. Therefore, teacher education programs and professional development activities should place greater emphasis on helping educators formulate effective objectives and apply them consistently in lesson planning and assessment design. Ultimately, well-written instructional objectives contribute to higher-quality instruction, more meaningful assessment, and improved learner achievement. By focusing on observable performances, appropriate conditions, and measurable criteria, teachers can create learning environments in which educational goals are clearly communicated, accurately assessed,

and successfully achieved

Bibliography List

Allan, J. (1996). "Learning outcomes in higher education". Studies in Higher Education, 21(1), 93–108. DOI: https://doi.org/10.1080/03075079612331381487

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. David McKay.

Dick, W., & Carey, L. (1990). The systematic design of instruction (3rd ed.). Scott, Foresman.

Gronlund, N. E. (2004). Writing instructional objectives for teaching and assessment (7th ed.). Pearson Education.

Kibler, R. J., & Barker, L. L. (1970). "Stating objectives in speech communication". NASSP Bulletin, 54(350), pp.30–39.DOI: https://doi.org/10.1177/019263657005 43 5007

Kibler, R. J., Barker, L. L., & Miles, D. T. (1974). Objectives for instruction and evaluation (Rev. ed.). Allyn & Bacon. Sage Journals

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain. David McKay.

Mager, R. F. (1962). Preparing instructional objectives. Fearon Publishers.

Mager, R. F. (1984). Preparing instructional objectives (Rev. 2nd ed.). Pitman Management and Training.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). Designing effective instruction (4th ed.). John Wiley & Sons.

Popham, W. J. (1969). Instructional objectives. Fearon Publishers.

Popham, W. J. (2011). Classroom assessment: What teachers need to know (6th ed.). Pearson.