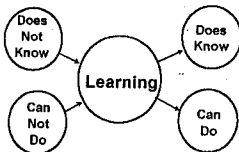


# VERBS for Developing Learning Frameworks

Learning is generally defined as "a change in behavior." The student who learns moves from not knowing and not being able to do to knowing and being able to do. The change in behavior is thus the desired outcome of instruction.



## Desired Results/Outcome Behaviors (C, P, A)

Desired outcome behaviors may be cognitive (C), psychomotor (P), and/or affective (A) and are stated in the competencies and objectives of a course of study. Results for the dominant outcome behavior(s) are measured.

- Cognitive behaviors involve the intellectual, mental, thinking processes. Bloom's Taxonomy gives the levels of cognition as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Measurement of cognitive behaviors ranges from paper-and-pencil tests at the lower levels to performance testing for higher order thinking skills.
- Psychomotor behaviors are those involving motor and muscular coordination in the manipulation of materials and objects with some level of cognition. Development of psychomotor behaviors moves from imitation to performing under supervision to performing well independently. The measurement of psychomotor outcomes involves hands-on performance testing of the process and/or product of student work.
- Affective behaviors are those involving attitudes, feelings, and emotions. In the affective area, behavior moves from awareness to occasional performance to continuous action. Measurement in the affective domain includes assessment over time using logs, diaries, and pre/post inventories.

## Writing Objectives

An objective is a specific statement of the desired results of instruction. It spells out what will be acceptable as evidence that learning has occurred. It is made up of a stem and an outcome behavior. The stem is "The student will be able to" and denotes "after teaching" and "upon completion of instruction."

The outcome behavior in a competency/objective statement is specified by a *measurable or observable* VERB plus the OBJECT OF THE VERB. It must be sufficiently specific to provide measurable evidence that learning has occurred. Study the Verb Sheet enclosed to get familiar with the different outcome behaviors in the Cognitive, Psychomotor, and Affective domains. The "object of the verb" in the objective statement spells out the CONTENT SPECIFICS. Remember, the objective statement specifies the desired result of instruction and DOES NOT speak to what the students will do while learning.

The objectives will be used to plan aligned instructional activities and valid assessment. To be aligned, lesson plans must provide student activities which match and lead to the outcome behaviors in the objectives. For measurement to be valid (measure what it's supposed to measure), assessment items must measure the same type and level of outcome behavior as specified in the corresponding objective.

**CAUTION:** The following are NOT considered observable/measurable terms: learn, know, understand, develop/demonstrate knowledge of, demonstrate understanding of, demonstrate the ability to and should NOT be used in objective statements.

**CAUTION:** Only ONE outcome behavior should be stated in a single performance objective.

**CAUTION:** An objective does not tell what the teacher WILL do; it tells what the students WILL BE ABLE TO do.



A: AFFECTIVE OUTCOME BEHAVIORS (attitudes/values/emotions/feelings)				EXPANDING VERB LISTS
Level	Outcome Terms	Evaluation Behaviors	Type of Test/Test Items	
I  A	Show Awareness	-is cognizant/conscious of -has or shows realization -perceives; realizes -shows perception of -suggests reasons for	Evaluation behavior in the Affective domain may be reflected through student actions over a period of time with before and after measures, e.g., "before and after" have students	<p><i>If you come across any measurable verbs which should be added to these lists, please write in the space provided below and send to Meg Murphy at the address in the footnote. Thank you.</i></p> <p>Examples: Navigate-P2 Grasp-C2 Validate-C3 Turn-P2 Pose-C3 Scan-P2 Digitize-P2 Download-P2 Upload-P2 Enhance-C3, P3 Dress-P2 Acquire-P2 Sample-P2 Spell-C3 Service-P2 Snug-P2 Slice-P2</p>
	Show Interest In	-keep record, diary, or scrapbook of -reads about; refers to -starts collection of -talks about, tells about	>complete a rating scale, inventory, or projective device. >respond to a check list.  Then compare their pre/post status.	
	Pay Attention To	-attends, is attentive -listens for or to, looks at -notices, watches for		
II  A	Follows Rules or Instructions	-completes steps in -follows guidelines for -follows/observes rules for -follows standard practice	Evidence of progress or change in these areas can be obtained through a combination of	
	Engage in	-does usually under the direction of someone else -participates; takes part in -shows readiness for -works with	>teacher's recorded observations: participation log, progress record, anecdotal record)	
	Volunteer to Show Pleasure or Satisfaction	-agrees or asks to do -is willing to do -does without being asked  -express pleasure/satisfaction orally, writing or by facial or body language	>oral expression by the student (personal opinion, group interaction, "free debate's")  >written responses by the student (diary, log, projective device, completion of rating scale, inventory, questionnaire, opinionnaire)	
III  A	Actively Participate in	-does without hesitation -is actively involved -takes part in willingly	<b>NOTE:</b>	
	Show Preference for	-asks to do one over other -choose one over another -express preference for orally, in writing, behavior -put before something else -if given choice, does first	Student knowledge of expectations and consequences can be assessed through paper-and-pencil measures.	
	Initiate and Carry Out	-does at one's own discretion -does on own without direction or instruction -does independently of outside control or influence -does without being told to	In addition, some indication of performance status in these areas may be obtained through the use of criterion statements (performance indicators) on checklist and rating scales for performance tests and products/projects completed by the student, a commitment to good work habits is an example.	
	Assume Responsibility for	-does habitually, consistently -does with nature of a habit -does with regularity -does with steady continuity -follows through, completes	<b>The Affective Domain:</b> From awareness to commitment and consistency	
<b>Valid Assessment</b> — Tests and test items are "good" when they meet the standards for quality. Standards include >Valid: Measures what it is supposed to measure both in terms of behavior and proportion. >Reliable: Measures learning behavior consistently. (Same results) >Comprehensive: Measures total behavior and content proportionally. >Objective: Yields same result regardless of scorer; is not subjective.				>Bias-Free: Does not discriminate among test-takers (ethnic origin, gender, culture, etc). >Technically Accurate: Item and answer can be documented with references or specialists. >Structurally Correct: Meets construction criteria for items of its type. >Reading Level: Items are at appropriate reading level for test-takers; this does not include technical content. >Difficulty: Items are at the desired difficulty level for test-takers.

**C: COGNITIVE OUTCOME BEHAVIORS (Involve intellectual, mental, thinking processes)**

Level	Outcome Terms	Evaluation Behaviors (may also be used as outcomes)				Type of Test/Test Items	
<b>I</b>  <b>C1</b>	Identify	-cite -give	-highlight -label	-list -name	-state -tell	Depending on specific verb plus its object (outcome behavior): Use simple objective-type, paper-and-pencil test items such as >matching >short answer, listing >completion or fill-in-the-blank >identification >select from a list >forced choice (eg. true-false)	
	Recognize	-choose -flag -highlight	-match -pick out -point to	-select from a display or exhibit	-select from a list		
	Describe	-define -give description of	-list steps, traits, or characteristics	-specify how to -tell how	-tell what -write directions for		
<b>II</b>  <b>C2</b>	Translate (understand materials; gain meaning)	-change form to another	-paraphrase -put in own words	-restate -reword -rewrite	-transcribe -transfer -transform	Depending on specific verb plus its object (outcome behavior): the following may be appropriate:  >short answer questions >simple multiple choice items >essay using case study >oral items >rank, order, sequencing items	
	Interpret	-discuss -explain (what/how)	-give meaning to -illustrate	-present in understandable terms	-relate -represent -show		
	Summarize	-abstract -comment on -draw together	-make general statement about	-outline -make a summary -trace	-reduce or tell in a summary -report		
<b>III</b>  <b>C3</b>	Apply (use knowledge in new/novel situations; apply rules, theories, or principles to specific practices)	-add -assign -assist -balance -bring into -action -calculate -carry out -change -convert	-classify -close -communicate -complete -compute -deliver -demonstrate -determine -display	-divide -document -draw -edit -employ -extend -figure -gather -guide -indicate	-listen -locate -manage -measure -read -operate -perform -practice -prepare -present -process	-put into -effect -put to use -read -record -reference -rewrite -round -sort -subtract -use	Depending on specific verb plus its object (outcome behavior), the following may be appropriate:  >complex multiple-choice items >essay items using case studies/scenarios/simulations >structured interviews using case studies >problem-solving items >product performance items  Note: If the student creates a product such as an essay, computer program, poster, drawing, budget, plan, outline, etc., then a detailed performance checklist of rubrics (with or without a rating scale) or a product score card is necessary for assessment of student performance in relation to the objective.  If a rating scale is used, it is recommended that a 4-point scale (3, 2, 1, 0) or a 2-point scale (1, 0) be selected based on whether absolute mastery is required.
	Explain Why	-account for	-give reasons	-justify	-refute		
	Analyze (break down into component parts so message is clarified and/or organizational structure is apparent)	-arrange -compare -consider -contrast -debate -deliberate	-determine relationship of parts -diagnose -differentiate -disaggregate	-dissect -distinguish -divide into component parts -examine	-explain difference -explore -investigate -order, rank -subdivide		
<b>H.</b> Higher <b>O.</b> Order <b>T.</b> Thinking <b>S.</b> Skills	Synthesize (put together disparate parts to create a new whole; the creative process)	-author -combine -compose -conclude -construct -create -design	-develop -devise -draw conclusions -establish -find	-formulate -generate -insert -link -make a synthesis -organize	-outline -plan -prepare -produce -propose -prove -resolve	-solve -suggest -think of -trouble -shoot	
	-Adapt	-accommodate -adjust	-change -cope -alter to fit	-make fit -modify -revise	-select -alternate -simplify	-substitute	
	-Predict	-anticipate -declare on advance	-explain what will happen if ...	-extend -forecast -foretell	-guess -hypothesize -suggest results; consequences		
	Evaluate (judge value or worth of something based on specific/definite criteria/standards)	-appraise -assess -check -choose -select	-criticize -critique -decide on -decide to -determine	-value of -discriminate -grade -inspect -judge	-make a selection -monitor -rank, rate -research	-review -score -verify	QUALITY NOTE: All test items used should meet the standards for test items of that type. See back.