



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
Comparing and contrast the three major food chains found in ecosystems by developing a fact sheet and citing supporting evidence drawn from texts.	Explain food chain.
<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
Explain at least three interactions between a selected aquatic food chain and terrestrial food chain in a group presentation.	Evaluate habitats.

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.



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

Example Process

Agriscience Standard 7

Critique the dynamics of biomass and energy flow in ecosystems by analyzing the major components of a food chain. Analyze the structure of the relationships among the concepts of carrying capacity, species populations, and organism interactions within multiple ecosystems and natural habitats. (TN CCSS Reading 5; TN CCSS Writing 1, 9; TN Biology I 2, 3; TN Biology II 2, 3)

Writing Process Step 1: Identify Knowledge and Skills

Standard	Knowledge	Skills
Critique the dynamics of biomass and energy flow in ecosystems by analyzing the major components of a food chain. Analyze the structure of the relationships among the concepts of carrying capacity, species populations, and organism interactions within multiple ecosystems and natural habitats. (TN CCSS Reading 5; TN CCSS Writing 1, 9; TN Biology I 2, 3; TN Biology II 2, 3)	<p>Biomass and Energy Flow</p> <ul style="list-style-type: none"> Define types Identify sources and cycles <p>Food Chain</p> <ul style="list-style-type: none"> Structure Components Species <p>Carrying Capacity</p> <ul style="list-style-type: none"> Species Population Define habitats Organism Interactions in multiple habitats 	<p>Critique the Dynamics (Using Evidence)</p> <ul style="list-style-type: none"> Identify the types and uses of Biomass Identify the types of energy influencers Identify relationships between concepts <p>Define</p> <ul style="list-style-type: none"> Key terms Types of habitats Food sources <p>Describe</p> <ul style="list-style-type: none"> Relationships within and between ecosystems. Changes over time Conclusions drawn



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

Refer to referenced standards for more details:

TN CCSS Reading 5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

TN Biology I 2: All life is interdependent and interacts with the environment.

TN Biology I 3: Matter cycles and energy flows through the biosphere.

TN Biology II 2: All life is interdependent and interacts with the environment.

TN Biology II 3: Matter cycles and energy flows through the biosphere.

Writing Process Step 2: Create Specific, Measurable SWBAT Statements

Students will be able to (SWBAT)	Objective
SWBAT	Identify the four types of consumers within an ecosystem and classify the types of biomass and energy used by each type in an information essay. Explain the energy flow and cycles in an ecosystem using descriptive text and graphical illustrations

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 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.



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

Students will be able to (SWBAT)	Objective
SWBAT	



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

Students will be able to (SWBAT)	Objective
SWBAT	
SWBAT	