

# TED 400

Dr. Jeff Sapp

## Behavioral Verbs Appropriate for Each Level of Blooms' Taxonomy (Cognitive Domain)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Key Words</b> Define Identify List Name Recall Recognize Record Relate Repeat Underline/Circle	<b>Key Words</b> Choose Cite examples of Demonstrate use of Describe Determine Differentiate between Discriminate Discuss Explain Express Give in own words Identify Interpret Locate Pick Report Restate Review Recognize Select Tell Translate Respond Practice Simulates	<b>Key Words</b> Apply Demonstrate Dramatize Employ Generalize Illustrate Interpret Operate Operationalize Practice Relate Schedule Shop Use Utilize Initiate	<b>Key Words</b> Analyze Appraise Calculate Categorize Compare Conclude Contrast Correlate Criticize Deduce Debate Detect Determine Develop Diagram Differentiate Distinguish Draw conclusions Estimate Evaluate Examine Experiment Identify Infer Inspect Inventory Predict Question Relate Solve Test Diagnose	<b>Key Words</b> Arrange Assemble Collect Compose Construct Create Design Develop Formulate Manage Modify Organize Plan Prepare Produce Propose Predict Reconstruct Set-up Synthesize Systematize Devise	<b>Key Words</b> Appraise Assess Choose Compare Critique Estimate Evaluate Judge Measure Rate Revise Score Select Validate Value Test

# How to Write Clear Objectives

## The **A.B.C.D.** Method

1. **Audience** – Who? Who are your learners?
2. **Behavior** – What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental in nature. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience really learned it.
3. **Condition** – How? Under what circumstances or context will the learning occur? What will the student be given or already expected to know to accomplish the learning?
4. **Degree** – How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. A common setting is 80% of the time.

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## A Cognitive Objective at the Comprehension Level

**(C) Given a paragraph in a newspaper article,**

**(A) the student**

**(B) will be able to accurately identify the grammatical subject of each sentence and explain his or her decision**

**(D) for all sentences given.**

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## A Cognitive Objective at the Application Level

- (C) Given a foreign language sentence written in the past or present tense,**  
**(A) the student**  
**(B) will be able to rewrite the sentence in future tense**  
**(D) with no grammatical errors.**

LESSON PLAN FORM  
Teacher Education Department – CSUDH

CANDIDATE:	SUBJECT(S):	GRADE LEVEL(S):	DATE:
█	█	█	█
Standard(s):	My Mandate		Single/Multi-Day Lesson:
█			█
I. DESCRIPTION OF CONTENT & CONTENT TYPE (Fact, Procedure, Concept, or Principle):			
█ The Broad Theme/Concept			
II. LEARNING OUTCOME (Objective):			
█ My Goal & Outcome			
III. CURRICULUM CONNECTION (How This Lesson Fits into Unit Plan):			
█ Scope & Sequence			
IV. INSTRUCTION			
A. ENGAGEMENT (Motivational Activity):			
█  The Hook			
B. INSTRUCTIONAL SEQUENCE (Teaching Methodology with Student Activities):			
█ Step-by-Step			
C. APPLICATION ACTIVITY (Practice and/or Reflection):			
█ Practice			
D. MATERIALS & RESOURCES:			
█ What do I need to pull this off?			
V. ASSESSMENT STRATEGIES (Methods for Obtaining Evidence of Learning):			
█ How do you know they got it?			
VI. ACCOMODATIONS FOR INDIVIDUAL LEARNERS (CONTENT, INSTRUCTION, PRACTICE):			
█ Special Needs/Learning Styles			
VII. HOMEWORK (IF APPROPRIATE):			
█ Practice it again			

Our Lesson Plan

# Let's Practice

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