

Learning objectives worksheet (ABCD)

Lesson: _____ Grade / subject: _____ Date: _____

Objective 1

Part	Question to answer	Your objective
A: Audience Who?	Which students? (Grade 7 students, my small group...)	
B: Behavior Do what?	One observable verb + content. Avoid "understand", "know", "learn".	
C: Condition Given what?	Materials, text, tools, setting, or support provided.	
D: Degree How well?	Accuracy, number of attempts, rubric level, or required evidence.	

Full sentence

Given [C], [A] will be able to [B] [D].

Domain: ☐ Cognitive (thinking) ☐ Affective (attitudes, participation, values) ☐ Psychomotor (physical skill)

Evidence I will collect: ☐ exit ticket ☐ written response ☐ performance / demonstration ☐ observation checklist ☐ product + rubric

Objective 2

Part	Question to answer	Your objective
A: Audience Who?	Which students? (Grade 7 students, my small group...)	
B: Behavior Do what?	One observable verb + content. Avoid "understand", "know", "learn".	
C: Condition Given what?	Materials, text, tools, setting, or support provided.	
D: Degree How well?	Accuracy, number of attempts, rubric level, or required evidence.	

Full sentence

Given [C], [A] will be able to [B] [D].

Domain: ☐ Cognitive (thinking) ☐ Affective (attitudes, participation, values) ☐ Psychomotor (physical skill)

Evidence I will collect: ☐ exit ticket ☐ written response ☐ performance / demonstration ☐ observation checklist ☐ product + rubric

Verb bank and quick checks

Level or domain	Measurable verbs
Remember	define, list, recall, identify, label, name, state, match, recognize, locate
Understand	explain, summarize, paraphrase, classify, compare, describe, interpret, illustrate, predict, infer
Apply	solve, demonstrate, use, execute, implement, calculate, complete, construct, model, carry out
Analyze	differentiate, organize, attribute, examine, categorize, contrast, distinguish, outline, diagram, deconstruct
Evaluate	critique, judge, defend, justify, argue, appraise, prioritize, rank, assess, recommend
Create	design, compose, construct, plan, produce, develop, formulate, generate, invent, devise
Affective	respond, participate, choose, contribute, share, cooperate, defend, revise, question, follow (norms)
Psychomotor	execute, assemble, manipulate, calibrate, perform, sketch, measure, operate, adjust, demonstrate

Replace these internal-state words

understand, know, learn, appreciate, be aware of, be familiar with, grasp, realize, comprehend, believe. Ask: what would a student do to show it?

Before you teach

- ☐ Could a colleague watch or read the evidence and agree whether the objective was met?
- ☐ Does the assessment ask for the same verb as the objective (design is not tested by multiple choice)?
- ☐ Is it one objective? If the sentence needs "and" twice, split it.
- ☐ Is it achievable in this lesson, not this unit?

Cognitive verbs follow the revised Bloom's taxonomy (Anderson and Krathwohl, 2001). Affective and psychomotor verbs are practical examples, not an official list.