



Objective Writing Guide

Objectives must match the level of content using **Bloom's taxonomy** as a guide for **verbs**. This means objectives must be **measurable** in a way that reflects the verbs used and is **appropriate for the length and content** of the session.

There are many examples available online of Bloom's taxonomy and goal writing. One example from teaching thought is provided here below.

(<https://www.teachthought.com/critical-thinking/blooms-taxonomy-verbs/>)

In the chart below:

- an **introductory** course would have objectives using verbs from columns 1 and 2 (knowledge & understand)
- an **intermediate** course would have objectives using verbs from columns 3 and 4 (apply & analyze)
- an **advanced** course would have objectives using verbs from columns 5 and 6 (evaluate & create)

01	02	03	04	05	06
KNOWLEDGE: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	UNDERSTAND: Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	APPLY: Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	ANALYZE: Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	EVALUATE: Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	CREATE: Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write



Examples of Objectives for each level of content:

Introductory:

- Participants will describe 3 processes associated with eye anatomy and visual pathways.

Intermediate

- Participants will be able to articulate the connection between ACES and lifespan chronic health issues and relate those experiences to occupational participation.

Advanced

- Participants will develop an intervention plan guided by MOHO as it relates to utilizing neuromuscular re-education techniques for those with upper extremity hemiparesis.