

## Tips for Writing Goals and Objectives

*This information is directly from Benjamin Bloom's Taxonomy of Learning Domains, with a specific emphasis on the Cognitive Domain. More information can be found on WCASA's website here: <http://www.wcasa.org/pages/Evaluation-Planning-It-Out-Goals.php>.*

### What are goals and objectives?

A goal is an overarching principle that guides decision making. Objectives are specific, measurable steps that can be taken to meet the goal.

### For example:

Goal	Develop an increased understanding of careers in health education by the end of the Fall 2006 semester.
Objectives	Find five job descriptions for health education related jobs by the beginning of December. Interview two current health education professionals by the end of November. Identify three organizations that employ health educators by the end of September.

A common way of describing goals and objectives is to say that:

Goals are broad	Objectives are narrow
Goals are general intentions	Objectives are precise
Goals are intangible	Objectives are tangible
Goals are abstract	Objectives are concrete
Goals are generally difficult to measure	Objectives are measurable

While there are plenty of variants, SMART objectives have the following characteristics:

<b>S</b>	Specific
<b>M</b>	Measurable
<b>A</b>	Attainable
<b>R</b>	Relevant
<b>T</b>	Time-bound

For example, instead of saying "I will talk to people about health education" say "I will interview three current health educators, including questions about their position and career development by December 1, 2006."

### Bloom's Taxonomy of Cognitive Objectives

Bloom's taxonomy of cognitive objectives, originated by Benjamin Bloom and collaborators in the 1950's, describes several categories of cognitive learning. These stages can be useful when writing your goals and objectives.

Category	Description
Knowledge	Ability to recall previously learned material.
Comprehension	Ability to grasp meaning, explain, restate ideas.
Application	Ability to use learned material in new situations.
Analysis	Ability to separate material into component parts and show relationships between parts.
Synthesis	Ability to put together the separate ideas to form new whole, establish new relationships.
Evaluation	Ability to judge the worth of material against stated criteria.

### Useful Verbs for Writing Goals and Objectives

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