WRITING MEASURABLE EDUCATIONAL OBJECTIVES

Objectives are statements of what learners are expected to do, know or value as a result of the educational experience. They must be   specific, measurable and bridge the gap between the identified need and desired result. The type of gap determines the content of the   objective. Objectives should contain action verbs that help activity planners evaluate whether the gaps were closed (e.g., whether the   activity helped improve competence, performance and/or improve patient outcomes.) Below is a list of action verbs within the six areas   of cognitive domain (Bloom's Taxonomy – 1956).

Knowledge and *Comprehension* encompass cognitive processes of remembering or explaining. *Application* and *Analysis* are at a higher level and involve using knowledge to find new solutions, or in breaking a whole into component parts. *Synthesis* and *Evaluation*   are problem solving cognitive processes, usually involving the creation of a new whole, or ability to judge the value of some thing(s).

Avoid use of verbs such as *know, learn, increase, understand, appreciate, improve,* and *become* because they are not action oriented   (behavioral) and therefore not measurable. When and where possible, use higher level verbs which are more conducive to writing   objectives that improve competence, performance and/or improve patient outcomes.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
arrange	analyze	apply	analyze	arrange	accept
categorize	associate	calculate	appraise	assemble	adopt
chart	catalogue	complete	calculate	collect	advocate
cite	classify	demonstrate	categorize	compose	appraise
count	compare	dramatize	compare	construct	approve
define	compute	employ	contrast	create	argue
describe	contrast	examine	criticize	design	assess
distinguish	describe	illustrate	debate	detect	attach
draw	devise	interpret	detect	formulate	bargain
duplicate	differentiate	interpolate	diagram	generalize	care
explain	discuss	locate	differentiate	integrate	challenge
express	distinguish	operate	discriminate	manage	choose
identify	estimate	order	distinguish	organize	compare
indicate	evaluate	predict	examine	plan	cooperate
inform	explain	practice	experiment	prepare	core
label	express	relate	infer	produce	critique
list	extrapolate	report	inspect	propose	defend
memorize	forecast	restate	inventory	specify	determine
name	formulate	review	question		dispute
order	identify	schedule	separate		endorse
outline	indicate	sketch	summarize		estimate
point	interpolate	solve	test		evaluate
prepare	interpret	translate			express
rank	investigate	use			feel
read	locate	utilize			grade
recall	modify				judge
recite	organize				justify
recognize	plan				measure
record	predict				persuade
relate	recognize				predict
repeat	reflect				question
reproduce	report				rank
select	research				rate
specify	restate				recommend
state	review				reflect
tabulate	select				resolve
tell	study				revise
trace	translate				score
write					select
					support
					test