

- 4.2.2 How can teachers write behavioral objectives to improve assessment



<http://www1.appstate.edu/~mamlinml/behavior.htm>

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How can teachers write behavioral objectives to improve assessment

- Why is writing behavioral objectives part of the assessment process?
 - Having quality behavioral objectives increase the chances teachers will measure the correct behavior.
 - If you can see it, you can measure it.

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- How to write behavioral objectives

- A. **Learner** (who)

- Is the easy part. Might be...
 - The students...
 - The fifth graders...
 - Jeff...
 - etc.

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- B. **Behavior of student (performance):**

- Behaviors are
 - » things that the student can or will do.
 - » skills or knowledge to be gained
 - » actions.
 - » observable.
- For *example*...run, write, subtract, put together, locate, speak, read, move, recite
- *Non-examples*...understand, listen, participate, enjoy, think, know, review,
 - » Student will multiply two one-digit numbers
 - » Student will write the five steps.

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- C. **Condition** of performance

- under what circumstances or context will the behavior be performed; only include relevant conditions related to this objective
- *Examples*... with a word processor, using EXCEL, using a calculator, with paraprofessional assistance, with a peer tutor, in cooperative groups, silently, aloud, in the general education classroom, in the self-contained classroom, independently, with others, during class projects, etc.

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- D. **Criteria** for performance:

- How well must the behavior be completed?
- How will you know that your students have completed the objective well enough to go on to the next objective?
- Be cautious with percentages.
- May compare the information to a standard.

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- Be reasonable...
 - Make it possible...
 - » Will students be able to master the skill(s) by the time indicated?
 - Make the measure match the product.
 - » “The student will write a paper with 80% accuracy.”
 - » This doesn’t make sense.
 - Be logical!
 - » “The student will cross the street safely 80% of the time.”
 - » This is not logical.

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- Criteria Examples:
 - 4 out of 5 times
 - one page
 - with no more than three spelling errors
 - with 18/21 correct
 - giving at least three answers,
 - two days in a row
 - including 4 out of 6 components
 - 8 out of 10 times
 - with 90% accuracy
 - 3 times over a five day period

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- Example
 - The student will paraphrase the poem, “Life is like a box of chocolates” **in an oral presentation** by mentioning at least 3 of the 5 major points discussed in class.

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- Example
 - The student will write a summary paragraph for each of the 10 chapters in the book **“In the garden of good and evil”** that includes at least 3 details and 1 main idea.

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objectives to improve assessment?

- Example
 - The student will read five consecutive one minute reading probes **orally to his teacher** that are at the first grade level with 2 or fewer errors with at 100% of the words being read.

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Tips

- Think about what you want to teach before writing your behavioral objective.
- Read your behavioral objective aloud. Is it a sentence? Does it make sense?
- Distinguish between objectives and activities (the means to the end).
- See if the behavioral objective passes the “stranger test.” If you can give the objective to someone else and they can understand it, than it passes the test.

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- Be concise.
- You may develop objectives with components in any order.
- Try to make a sentence that “flows.”

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- Don't use...
 - be able to
 - will demonstrate understanding of x by x -ing
 - in order to
 - learn about
 - know

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