**WRITING INSTRUCTIONAL OBJECTIVES**

**ILLUSTRATIVE VERBS**

***Knowledge –*** *Involves remembering facts, terms and principles. No real understanding is implied at this level.*

|  |  |  |  |
| --- | --- | --- | --- |
| Acquire | List | Recall | Repeat |
| Define | Identify | Record | Underline |
| Distinguish | Name | Relate |  |

***Comprehension –*** *This can be considered understanding. Isolated facts are not comprehended. This has more to do with how facts relate to one another and the generalization of facts.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Change | Discuss | Express | Illustrate | Predict | Rephrase | Tell |
| Demonstrate | Distinguish | Extend | Interpret | Read | Report | Translate |
| Describe | Draw | Extrapolate | Locate | Rearrange | Represent |  |
| Determine | Estimate | Fill in | Make | Recognize | Restate |  |
| Differentiate | Explain | Identify | Prepare | Reorder | Review |  |

***Application –*** *This is where a learner is required to use information and ideas and demonstrate that they are comprehended in a concrete situation.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Apply | Demonstrate | Employ | Operate | Relate | Sketch |
| Choose | Develop | Illustrate | Organize | Restructure | Transfer |
| Classify | Dramatize | Interpret | Practice | Schedule | Use |

***Analysis –*** *This involves determining the structure of something. It requires breaking something down into its component parts.*

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| --- | --- | --- | --- | --- | --- | --- |
| Analyze | Contrast | Detect | Examine | Question |  | |
| Calculate | Criticize | Diagram | Experiment | Relate | |
| Categorize | Debate | Distinguish | Inspect | Solve | |
| Compare | Deduce | Discriminate | Inventory | Test | |

***Synthesis –*** *This is required in putting together a number of facts to come up with the solution to a problem or the creation of something new.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Arrange | Compose | Design | Modify | Propose |
| Assemble | Construct | Develop | Organize | Relate |
| Classify | Create | Document | Plan | Specify |
| Collect | Deduce | Formulate | Prepare | Set up |
| Combine | Derive | Manage | Produce | Write |

***Evaluation –*** *This deals with the student’s ability to make judgments about the value of material for specified purposes.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Appraise | Choose | Contrast |  | Judge | Revise |
| Argue | Compare | Decide |  | Measure | Standardize |
| Assess | Consider | Estimate | | Rate | Validate |

Definitions are taken from Ortiz, K. K., & Lewis, R. R., (1988). A Guide to Classroom Testing and Evaluation, 2nd ed. Costa Mesa, CA: Economics Research Inc.