

1. Objectives clarify what teachers want their students to learn, help provide lesson focus and direction, and guide the selection of appropriate practice.
- a. True
 - b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-1 Definition, Importance, and Purposes of Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.01 - State the definition, importance, and purposes of objectives.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Remember

2. One way that a goal is different from an objective is that a goal describes the learning outcome that is expected to occur at the end of a longer period of time than that of an objective.
- a. True
 - b. False

ANSWER: True

DIFFICULTY: Medium

REFERENCES: 2-1 Definition, Importance, and Purposes of Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.01 - State the definition, importance, and purposes of objectives.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Remember

3. Do NOT use verbs such as *know* or *understand* when writing goals.
- a. True
 - b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-2 Process of Developing Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.02 - Describe the process for developing objectives from standards.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Understand

4. Use verbs such as *appreciate* or *discover* when writing objectives.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-2 Process of Developing Objectives

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KEYWORDS: Bloom's: Understand

5. One way to ensure that an objective is clear is to check that it passes the stranger test.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-4 The Four Components of Measurable Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.04 - Summarize the four components of measurable objectives, including definitions and examples.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Understand

6. Write alternate *behaviors* into an objective so students with disabilities have a chance to be successful.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Medium

REFERENCES: 2-2 Process of Developing Objectives

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KEYWORDS: Bloom's: Apply

7. The condition component of an objective describes the circumstances, situation, or setting in which the students will perform the behavior.
- a. True
 - b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Remember

8. Conditions provide specific information about what the student will learn in the objective.
- a. True
 - b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Understand

9. Bloom's Taxonomy was developed to help teachers recognize the varying degrees of complexity involved in various classroom activities so they could construct objectives that included higher-level learning outcomes.
- a. True
 - b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-5 Bloom's Taxonomy of the Cognitive Domain

LEARNING OBJECTIVES: PRICE.PEI.19.02.05 - Explain how and why to use Bloom's taxonomy when developing objectives.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Remember

10. The main difference between an activity and an objective is that an objective describes an outcome, whereas an activity describes a way to reach the outcome.
- a. True
 - b. False

ANSWER: True

DIFFICULTY: Medium

REFERENCES: 2-1 Definition, Importance, and Purposes of Objectives

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KEYWORDS: Bloom's: Understand

Some of the following are measurable objectives, some are not. Mark them as follows:

YES = it is a measurable objective

NO = it is not a measurable objective

11. Given a worksheet with five single-digit subtraction problems, students will use the "separate groups method" to solve five out of five problems correctly.
- a. Yes
 - b. No

ANSWER: Yes

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Apply

12. Students will read one library book that has over 100 pages every week as a way to improve their reading fluency rate to 100 words/minute with no errors.

- a. Yes
- b. No

ANSWER: No

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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United States - INTASC.8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

KEYWORDS: Bloom's: Apply

13. Upon viewing a video on animal shapes and colors, students will be able to use different colors and shapes to create their own pictures of animals.

- a. Yes
- b. No

ANSWER: No

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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KEYWORDS: Bloom's: Apply

14. Given a list of 15 word pairs, 8 of which are rhyming pairs, students will circle each rhyming pair.

a. Yes

b. No

ANSWER: Yes

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Analyze

15. Given a worksheet containing 10 words in one column and 10 definitions in an adjacent column, students will correctly match each word with its definition.

a. Yes

b. No

ANSWER: No

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Apply

16. Mrs. Brown will be using backward planning as she gets ready to teach a math unit on fractions. Which of the following should she do first?
- outline the lesson plans
 - write measurable objectives
 - design the unit test
 - decide on learning outcomes

ANSWER: d

DIFFICULTY: Medium

REFERENCES: 2-2 Process of Developing Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.02 - Describe the process for developing objectives from standards.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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KEYWORDS: Bloom's: Understand

17. The planning sequence that is recommended as part of backward planning is:
- identify learning outcomes, write specific objectives, determine how to assess the outcomes, and plan activities and lessons.
 - write specific objectives, decide on the learning outcomes that encompass the objectives, figure out how to assess students in relation to the objectives, and then plan activities and lessons.
 - write specific objectives, plan activities and lessons, figure out how the objectives will be assessed, and decide on the learning outcomes.

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-2 Process of Developing Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.02 - Describe the process for developing objectives from standards.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Remember

18. State standards are written as goals in the various content areas that help teachers to:

- a. standardize lesson plans.
- b. make objectives measurable.
- c. establish grading criteria.
- d. select learning outcomes.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2-2 Process of Developing Objectives

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NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Remember

19. The Common Core State Standards are a set of guidelines for English language arts/literacy and mathematics that provide guidance for teachers to:

- a. decide what to teach.
- b. decide how to plan lessons.
- c. decide how to teach.
- d. decide how to monitor and evaluate student learning.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-2 Process of Developing Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.02 - Describe the process for developing objectives from standards.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Remember

20. *Students will write answers to 10 subtraction problems* is an example of _____.

- a. a state standard
- b. an objective
- c. a measurable objective
- d. none of the above

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2-2 Process of Developing Objectives

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KEYWORDS: Bloom's: Apply

21. "So much to teach, so little time!" cries Mr. Black. Which of the following suggestions is most likely to help him?

- a. Write a lesson for achieving measurable objectives.
- b. Write a lesson for achieving multiple objectives.
- c. Write multiple lessons for the same objective.
- d. Write broad goals for single lessons.

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-3 Multiple Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.03 - Provide examples of the use of multiple objectives.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

United States - INTASC.8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

KEYWORDS: Bloom's: Apply

22. The purpose of including the four components (content, behavior, condition, criterion) in an objective is to make the objective
- a. responsive to diversity.
 - b. representative of an important outcome.
 - c. measurable.
 - d. short term.

ANSWER: c

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.04 - Summarize the four components of measurable objectives, including definitions and examples.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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KEYWORDS: Bloom's: Remember

23. Fill in the best *content* component in this partial objective: Students will define:

- a. "mammal," "amphibian," and "reptile."
- b. "gigantic."
- c. science vocabulary words.
- d. each underlined word in the passage.

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Apply

24. Which of the following partial objectives has a correctly written *behavior* component?

- a. Students will be able to recognize the punctuation errors in ...
- b. Students will earn a passing grade on the punctuation test ...
- c. Students will improve their punctuation skills ...
- d. Students will underline the punctuation errors in ...

ANSWER: d

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.04 - Summarize the four components of measurable objectives, including definitions and examples.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

KEYWORDS: Bloom's: Apply

25. Which of the following partial objectives has a correctly written *condition* component?

- a. After viewing a video on the solar system, students will write the planet names ...
- b. With directions from the teacher, students will write the planet names ...
- c. On a diagram of the solar system, students will write the planet names ...
- d. Given pencil and paper, students will write the planet names ...

ANSWER: c

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom's: Evaluate

26. Which of the following partial objectives has a correctly written *criterion* component?
- a. Students will write a persuasive essay with 100% accuracy.
 - b. Students will write a persuasive essay that begins with a three-point thesis statement.
 - c. Students will write a persuasive essay that is convincing.
 - d. Students will write a persuasive essay that includes properly indented paragraphs and complete sentences.

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.04 - Summarize the four components of measurable objectives, including definitions and examples.

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KEYWORDS: Bloom's: Evaluate

27. Which of the following about Bloom's Taxonomy is *true*?
- a. It is important to include objectives written from at least two levels of Bloom's Taxonomy in lessons and activities.
 - b. Bloom's Taxonomy was designed as a way to help teachers plan for various types of challenges when planning instructional outcomes.
 - c. Performing "high-level" learning outcomes does not depend on performing low-level learning outcomes of the same content.
 - d. The revised taxonomy consists of five levels, a reduction of one level from the original six, making it easier for teachers to apply in their classrooms.

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-5 Bloom's Taxonomy of the Cognitive Domain

LEARNING OBJECTIVES: PRICE.PEI.19.02.05 - Explain how and why to use Bloom's taxonomy when developing objectives.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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KEYWORDS: Bloom's: Analyze

28. An assignment or activity is to an objective what a road map is to

- a. reaching a preplanned destination.
- b. taking the shortest route to a destination.
- c. saving time on the road.
- d. reaching several destinations.

ANSWER: a

DIFFICULTY: Medium

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KEYWORDS: Bloom's: Analyze

29. The phrase "on a blank map of the United States" represents which one of the following components?

- a. Content
- b. Behavior
- c. Conditions
- d. Criterion

ANSWER: c

DIFFICULTY: Easy

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KEYWORDS: Bloom's: Analyze

30. The phrase “with 80% accuracy for four consecutive days” represents which one of following components?

- a. Content
- b. Behavior
- c. Conditions
- d. Criterion

ANSWER: d

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom’s: Analyze

31. The phrase “back ... around” represents which one of the following components?

- a. Content
- b. Behavior
- c. Conditions
- d. Criterion

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

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KEYWORDS: Bloom’s: Analyze

32. List, describe, and give examples of the four components of a measurable objective.

ANSWER: Answers will vary
DIFFICULTY: Easy
REFERENCES: 2-4 The Four Components of Measurable Objectives
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KEYWORDS: Bloom's: Remember

33. What are the benefits of writing specific, measurable objectives for lessons and activities?

ANSWER: Answers will vary
DIFFICULTY: Medium
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KEYWORDS: Bloom's: Understand

34. Explain three characteristics of a well-written content component of an objective.

ANSWER: Answers will vary
DIFFICULTY: Medium
REFERENCES: 2-4 The Four Components of Measurable Objectives
LEARNING OBJECTIVES: PRICE.PEI.19.02.04 - Summarize the four components of measurable objectives, including definitions and examples.
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KEYWORDS: Bloom's: Understand

35. Explain why the behavior component of an objective is written as an observable verb. Then, list three examples of observable verbs.

ANSWER: Answers will vary

DIFFICULTY: Medium

REFERENCES: 2-4 The Four Components of Measurable Objectives

LEARNING OBJECTIVES: PRICE.PEI.19.02.04 - Summarize the four components of measurable objectives, including definitions and examples.

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KEYWORDS: Bloom's: Understand

36. Define "conditions" and give examples of each of the three types of conditions.

ANSWER: Answers will vary

DIFFICULTY: Easy

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KEYWORDS: Bloom's: Remember

37. Explain how Bloom's Taxonomy helps teachers write objectives.

ANSWER: Answers will vary

DIFFICULTY: Medium

REFERENCES: 2-5 Bloom's Taxonomy of the Cognitive Domain

LEARNING OBJECTIVES: PRICE.PEI.19.02.05 - Explain how and why to use Bloom's taxonomy when developing objectives.

NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
United States - INTASC.8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

KEYWORDS: Bloom's: Understand

38. (*Backward planning*) Explain and give examples of the backward planning sequence.

ANSWER: Answers will vary
DIFFICULTY: Medium
REFERENCES: 2-2 Process of Developing Objectives
LEARNING OBJECTIVES: PRICE.PEI.19.02.02 - Describe the process for developing objectives from standards.
NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
United States - INTASC.8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.
KEYWORDS: Bloom's: Understand

39. (*Bloom's taxonomy*) Argue for this statement: "The lower levels of the cognitive domain are just as important as the higher levels."

ANSWER: Answers will vary
DIFFICULTY: Hard
REFERENCES: 2-5 Bloom's Taxonomy of the Cognitive Domain
LEARNING OBJECTIVES: PRICE.PEI.19.02.05 - Explain how and why to use Bloom's taxonomy when developing objectives.
NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
United States - INTASC.8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.
KEYWORDS: Bloom's: Evaluate

40. (*Standards, goals, and objectives*) Compare and contrast state and common core standards, goals, and objectives.

ANSWER: Answers will vary
DIFFICULTY: Medium
REFERENCES: 2-2 Process of Developing Objectives
LEARNING OBJECTIVES: PRICE.PEI.19.02.02 - Describe the process for developing objectives from standards.
NATIONAL STANDARDS: United States - INTASC.7 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
KEYWORDS: Bloom's: Analyze