# Examining Objective Statements

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| 1. **Objective Statement:** (Elementary) Students will improve their overall proficiency in mathematics. | | | |
| **a.** | **Is the objective statement clear in articulating the content or skills students should achieve?** | L | Clear  Not Clear Enough |
| **b.** | **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)* | L | Too Broad  Acceptable  Too Narrow |

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| 1. **Objective Statement:** (Middle School) All Gr. 6-8 students who scored *Substantially Below Proficient* on the beginning-of-year mathematics pretest (86 students) will reach *Nearly Proficient* or above by the end-of-year post-test. | | | |
|  | **Is the objective statement clear in articulating the content or skills students should achieve?** | L | Clear  Not Clear Enough |
|  | **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)* | L | Too Broad  Acceptable  Too Narrow |

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| 1. **Objective Statement:** (High School) Students will develop an understanding of the major events and eras of American history (as defined by the curriculum units). Through close reading and expository writing, students will analyze how cycles of conflict and cooperation affected different groups of people and shaped our modern society. | | | |
|  | **Is the objective statement clear in articulating the content or skills students should achieve?** | L | Clear  Not Clear Enough |
|  | **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)* | L | Too Broad  Acceptable  Too Narrow |

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| 1. **Objective Statement:** (Elementary) Students will increase their fluency. | | | |
| **a.** | **Is the objective statement clear in articulating the content or skills students should achieve?** | L | Clear  Not Clear Enough |
| **b.** | **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)* | L | Too Broad  Acceptable  Too Narrow |

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| 1. **Objective Statement:** (Middle School) Students will be able to write arguments to support claims with clear reasons, drawing relevant evidence from literary or informational texts to support analysis and reflection, and including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style. | | | |
|  | **Is the objective statement clear in articulating the content or skills students should achieve?** | L | Clear  Not Clear Enough |
|  | **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)* | L | Too Broad  Acceptable  Too Narrow |

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| 1. **Objective Statement:** (High School) Algebra I students will demonstrate proficiency with creating equations that describe numbers or relationships and solving equations with inequalities in one variable. | | | |
|  | **Is the objective statement clear in articulating the content or skills students should achieve?** | L | Clear  Not Clear Enough |
|  | **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)* | L | Too Broad  Acceptable  Too Narrow |