ASSIGNMENT OBJECTIVES

DESCRIPTION
Assignment objectives are the most specific category of learning objectives. The assignment objectives represent the learning outcomes that should occur by a specific assignment or activity. Like all objectives, assignment objectives reflect a gain in factual, conceptual, procedural, or metacognitive knowledge.

Objectives are typically formed in the ABCD format:
• Audience – Your students and their characteristics, including demographics, prerequisite knowledge, etc.
• Behavior – The observable outcome that reveals students have learned the objective.
• Conditions – The environment, tools available, and time span in which the student will perform the observable outcome.
• Degree – The ‘degree of mastery,” or how effectively they perform the outcome. To understand, consider a rubric: rubrics have levels of achievement with the upper two reserved for passing. These upper two levels would be similar in purpose to Degree.

WHY
Assignment objectives serve the course in several ways:
• Student use assignment objects to guide their performance and recognize what is important.
• Students use assignment objectives to see how assignments work together to support the module objective.
• Students use assignment objectives to communicate what they have done if they include the work in a portfolio.

BEST PRACTICES TO CONSIDER
Here are several best practices to consider:
• There should be 1-2 objectives per assignment.
• Use student centered language.
• The more specific the objective, the narrower range of evidence required to assess the learning.

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