Checklist for Evaluating Written Objectives

	Uses *action verbs* that specify definite, observable behaviors.
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	Uses simple language.
	Describes student rather than teacher behaviors.
	Describes a learning outcome rather than a learning process.
	Focuses on end-of-instruction behavior rather than subject matter coverage.
	Indicates a single outcome per objective.
	Is clearly linked to a goal.
	Is realistic and attainable.
	Is not simple when complexity is needed.
	Is clear to people outside the discipline.
	Is validated by departmental colleagues.

Source: Ball State University