In Learning Objectives I, I explained what a learning objective is and why instructional designers make such a big deal over them. As a result, you were thoroughly inspired to write effective measurement-driven learning objectives. However, I left you hanging because...I didn’t explain how to write them or offer any tools to assist you. That's addressed here as Part II.

The Learning Objective Formula

A really, really good learning objective will have 3 parts:

- the **conditions** under which the learning is demonstrated,
- the measurable **action** that demonstrates the knowledge or ability,
- and the **criteria** for deeming that the action acceptable

Learning Objective = Condition + Action + Criteria

Here's a pretty good learning objective:

*Given a fact pattern for three different companies, students will analyze the fact pattern and correctly choose which of the three should be incorporated as an LLC.*

And you thought I never listened.

Measurable Actions = Active Verbs

The action part of a learning objective should include an active verb. The active verb that you use is based on what level of learning is occurring.

Want a quick guide to active verbs to use? Here’s one that not only gives you verbs to use but also ideas for types of assessments:

**Blooms Revised Taxonomy Wheel**

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**Tip**

Learning outcomes should be learner-focused.

Preface your objective with: “I will”. If the sentence makes sense, it represents what you plan to do, not what the students should able to do as a result of the instruction. Example:

(I will) “review the three types of partnerships and explain under what circumstances you should use each one.”