

WRITING OUTCOME OBJECTIVES¹

Steps to a Measurable Objective

1. Describe Your Activity

Develop an activity statement that describes who does what, when and with whom. Before you describe your activity, consider the following (example answers for an after-school tutoring program are in *italics*):

- What is one thing your program will do? *tutoring reading*
- Who will do this activity? *5 community volunteers*
- With whom will they do this activity? *15 school-referred 5th-grade students*
- When/how often will they do this activity? *3 days a week from 3pm to 5pm for 48 weeks (4 12-week sessions)*
- Where will they do this activity? *At the FRYSC location adjacent to ABC Elementary School*
- How will they do this activity? *One to one tutoring including the use of approved computer software in a classroom setting*

Example of a complete activity description:

Five community volunteers will tutor reading to fifteen school-referred fifth-grade students from ABC Elementary School for 2 hours in a classroom setting at the FRYSC 3 afternoons a week for 48 weeks (4 12-week sessions).

2. Define your desired result for your activity

Your desired result reflects the impact of your program activity on your target population. It should answer the question, “What happens because we did this activity?” Use only one to two results per activity. Most activities have multiple impacts, so choose the one or two that have the most meaningful impact and that will be measurable within one year. Before you define your desired result, consider the following (example answers for an after-school tutoring program are in *italics*):

- What types of things do you think your program personnel would report happening as a result of this activity? *Students are more interested in reading.*
- What types of things do you think your target population would report happening as a result of this activity? *Students report an increase in reading grades and an increased willingness to attend school.*
- What do you think your stakeholders would report as happening as a result of this activity? *Teachers and/or parents say they've seen a positive change in reading ability, behavior, grades, school attendance and general attitude toward school.*
- What will these things tell you? *There is an increase in reading ability.*

Example of a complete result statement: There will be an increase in reading ability.

3. Choose a measure for your desired result

Measures help you determine the impact of your services. The measures describe the means you will use to know if your activity has achieved your desired result. When writing your measure for each objective, list an instrument (a specific tool for collecting and documenting information e.g., pre/post test, interview guide, sign-in sheet, checklist). Connect your measures to your activity and desired result. Before identifying a method of measure, be sure that it is feasible to get that type of information. Before you choose your measures, consider the following (example answers for an after-school tutoring program are in *italics*):

- Examine your intended result. What is it that you want to see happen? *Increase reading ability.*
- What concrete things (indicators) might you look at to determine if what you wanted to happen did happen? *Successful homework completion, report cards, teacher & tutor observation, reading tests.*
- Which instrument would best capture (or acceptably capture) what you are looking at? *Language arts grade, teacher observation checklist, pre/post test, informal reading inventory (IRI).*
- What are the advantages and disadvantages associated with this measure? *Grades may give an inaccurate perception to what is happening every nine weeks. A pre/post ability checklist may be time consuming but would be specific. IRI is time consuming and may have a cost.*
- What resources do you have? *Supportive teachers, parents and volunteers. A reading ability checklist is already being used in the school.*

Example of a complete list of measures:

Teacher observation checklist and pre/post reading ability checklist.

¹ Taken from <http://www.hardinyouth.org/AppB-ObjWksh05-06.pdf> on April 28, 2010; Hardin County Adolescent Services.

4. Define a standard of success for your measure

Your standard of success indicates who and what will change, as well as by how much, for each measure. Be realistic! Before you define your standard for success, consider the following (example answers for an after-school tutoring program are in italics):

- On what will these individuals show change or accomplishment? *Teacher observation checklist & pre/post reading ability checklist.*
- What is the minimum number of people (number or percentage) affected by your activity? *Teacher observation checklist—95% of students tutored. Pre/post reading ability checklist—95% of students tutored.*
- To what degree will they show this change or accomplishment? *Teacher observation checklist—increase 2 points on a 10-point scale in classroom participation & interest in reading material. Pre/post reading ability checklist—increase 5 abilities out of a list of 25 reading abilities.*
- Over what period of time will they show this change or accomplishment? *One year (term of grant period).*

Example of a complete standard of success:

Teachers will report that 95 percent of students tutored will increase 2 points on a 10-point scale in classroom participation and interest in reading material on the teacher observation checklist during one year. Tutors will report that 95% of students tutored will add 5 abilities from the students' pre-test level out of a list of 25 reading abilities on a pre/post reading ability checklist during one year.

5. Describe the target population for your activity

The description of your target population is a reasonable reflection of the number of individuals you plan to reach with your activity. Before you define your standard for success, consider the following (example answers for an after-school tutoring program are in italics):

- What types of people benefit from your activity? *Tutored students, teachers, the school, parents, students' families.*
- Of those benefiting, who receives the most direct benefit? *Tutored students*
- How many people directly benefit from your activity? *60*
- What are some adjectives that describe your target population? *5th grade students, teacheridentified for assistance, below grade level for reading.*

Example of a complete description of your target population:

Sixty teacher-identified (below reading grade level), 5th grade students.