

**Quiz**  
**Chapter 16 - Objectives**

Name: \_\_\_\_\_

*The Skillful Teacher, 6<sup>th</sup> edition (2008)*  
Saphier, Haley-Speca & Gower  
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**I. Matching:** Match each kind of thinking with the question to which it most clearly relates:

- |                               |  |
|-------------------------------|--|
| _____ 1. Coverage Thinking    | a. How can I get students cognitively engaged?   |
| _____ 2. Activity Thinking    | b. What do I want students to know or be able to do when the lesson is over? How will I know if they know it or can do it? |
| _____ 3. Involvement Thinking | c. What content do I have to present?  |
| _____ 4. Mastery Thinking     | d. Do the students know how to think in this particular way?   |
| _____ 5. Generic Thinking     | e. What learning experiences do I want the students to have?   |

**II. True or False:** Read each statement and determine if it is true or false. Explain your choice.

- |   |   |   |
|---|---|---|
| 1. Assignments which would suggest that students use a particular thinking skill are a good way to introduce that thinking skill. | T | F |
| <i>Explain:</i>   |   |   |
| 2. An effective objective begins with “Students will be able to...” and includes an observable, measurable action.                | T | F |
| <i>Explain:</i>   |   |   |
| 3. It is essential to have the objective written on the board.  | T | F |
| <i>Explain:</i>   |   |   |
| 4. An objective that focuses on the development of an attitude or affect must be measurable.                                      | T | F |
| <i>Explain:</i>   |   |   |



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**III. Objectives:** Identify the type of thinking behind each objective. There could be more than one type of thinking represented in each objective.

*Types of thinking: Mastery      Generic      Activity      Coverage      Involvement*

1. Students will read *The Red Pony*, share the parts which they liked best, and write a one-page paper recommending the book to a friend. 1. \_\_\_\_\_
2. "Today we're going to move on to quadratic equations. I'll be presenting the definition with samples of one way to solve quadratic equations and then you will do five problems in your cooperative groups." 2. \_\_\_\_\_
3. "Ok.....I think you're really going to be excited about what we're going to do today. There are five new centers set up for you to practice your reading and writing. Some you'll be doing alone and some with a partner. In some you'll be writing, in others listening to tapes, and in others sharing and reaching agreement with a partner." 3. \_\_\_\_\_
4. Students will list the attributes of a one-celled animal, draw an example of three different one-celled animals, and predict what the next stage of development will be and why. 4. \_\_\_\_\_
5. "Read the article I have given you on Fruit Bats, answer the study questions on the worksheet, and then we'll have a discussion." 5. \_\_\_\_\_
6. "Using the techniques you learned last week on how to analyze and evaluate the critical junctures in John F. Kennedy's campaign, analyze and evaluate the critical junctures in the George Bush, Sr. vs. William Clinton campaigns." 6. \_\_\_\_\_
7. "For the next week we're going to be doing a series of activities on the genre of mysteries—"Who-done-Its." You're going to focus on mysteries through reading stories, simulations, role-playing. I really had fun planning this unit for you." 7. \_\_\_\_\_
8. "You're going to use a graphic organizer of your choice to identify the events which led to the war in Vietnam starting in 1945. When you have had a chance to check your choices with a partner, you will select one event which, if changed, might have significantly affected the outcome. You will prepare a 4-minute speech to present and defend your choice. Use the skills of analysis and evaluation we have been practicing to help you." 8. \_\_\_\_\_
9. "We're going on a field trip to the zoo. When we return you will draw a picture and write a story about your favorite animal." 9. \_\_\_\_\_
10. "Today in band practice we'll play all of the selections for our spring concert in order. Look sharp." 10. \_\_\_\_\_



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**IV. Mastery Objectives:** The following are examples of objectives which are not written at the mastery level. Pick 5 of the following objectives, place yourself in the position of the content/grade level teacher and construct a plausible mastery objective.

OBJECTIVE	MASTERY OBJECTIVE
1. Students will participate in a discussion on mammals.	1.
2. Students will state how Roman Civilization was like Greek Civilization.	2.
3. Students will demonstrate their enthusiasm for painting.	3.
4. Students will play basketball.	4.



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5. Students will read the chapter on the West and talk about what it was like to be a cowboy.	5.
6. Students will participate in a discussion on the break-up of the Soviet Union.	6.
7. Students will go to the Museum of Fine Arts and write a paper on their favorite painting.	7.
8. Students will use a circular saw, drill press, band saw and table saw.	8.
9. Students will participate in the winter concert.	9.
10. Students will know all the books of Laura Ingalls Wilder.	10.



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**VIII. Short Answer:**

1. In the opening of the chapter, Saphier, Haley-Speca and Gower write, "The quality of one's thinking about objectives during planning directly accounts for the effectiveness of student learning experiences." Explain this statement.
2. Explain the difference between activity level thinking and involvement level thinking. Why would it be important for a teacher to do both kinds of thinking?
3. Given that teachers so often work in the isolation of their own classrooms, what can schools and school systems do to support teachers in writing worthy objectives?
4. Review the taxonomies of thinking skills provided in the chapter. If you had the opportunity to recommend 5 thinking skills that would be introduced in the primary and elementary schools in your district, practiced in the middle school and demonstrated as a part of an expectation for a senior portfolio, which thinking skills would you choose and why?
5. We would say that the objective, "Students will be able to appreciate the art of the French Impressionists is not a mastery objective. Why not? How might the objective be stated so as to meet the criteria of mastery objectives?
6. What steps can a teacher take in order to match appropriately the level of difficulty of an objective to the readiness of a group of students?
7. What can teachers do to help students understand the level of quality expected from a student in meeting a mastery objective?
8. Describe what is meant by saying that a mastery objective "can serve as the control tower to lesson planning." In what ways can it also serve as a control tower during teaching and learning?



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