新北市英語教育資源中心
New Taipei City English Education Resource Center

ELTA Online Training

**Presented by the New Taipei City
English Education Resource Center.**

SMART
Learning Objectives

1

Introduction

Redawaan

&

Emily

Sign in.

Outline of the session

ELTA Online Training April 2025
How to design SMART Learning Objectives.

1

2

3

4

5

6

7

8

9

10

Topic:

SMART
Learning Objectives
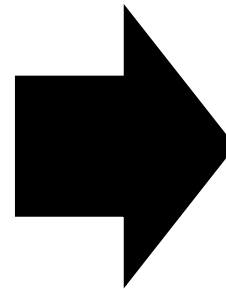
English Language Teaching Assistants (ELTAs)

As teachers our main objective is this:

**We want to move our students from this,**

to this.

To do this, we can use **SMART** Learning Objectives.

The purpose of **SMART** learning objectives is to provide clear, measurable, and achievable targets for both teachers and students, ensuring effective learning and focused instruction.

Learning Objective:

a specific, measurable statement of what a learner should know or be able to do after completing a learning activity.
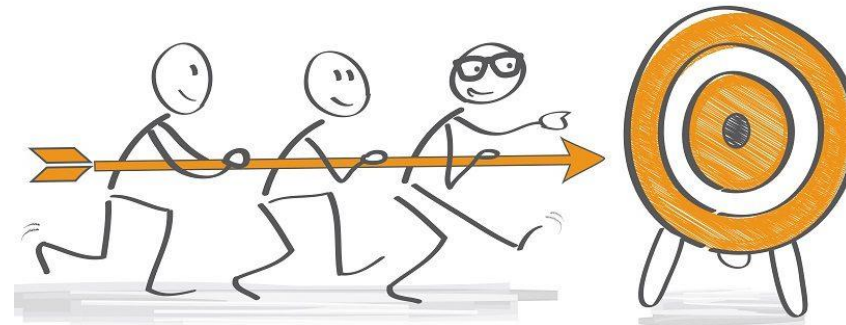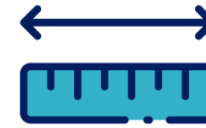
Learning Objectives → enables assessment

Make sure about these...

1 Use Action Verbs & Be Specific: Focus on *what* students will *do* (e.g., "say," "write," "identify"). Avoid vague terms.

2 Make it Measurable & Realistic: Ensure you can easily assess if students met the objective. Keep it achievable for their level and the lesson time.

3 Ensure Relevance: Ask "Why is this important?" The objective should directly connect to the lesson's goals and student needs.

4 Set a Time Limit: Define *when* students should achieve the objective (e.g., "by the end," "within 10 minutes").

5 Use the SMART Checklist: Briefly review if your objective is Specific, Measurable, Achievable, Relevant, and Time-bound.

IMPORTANT

11

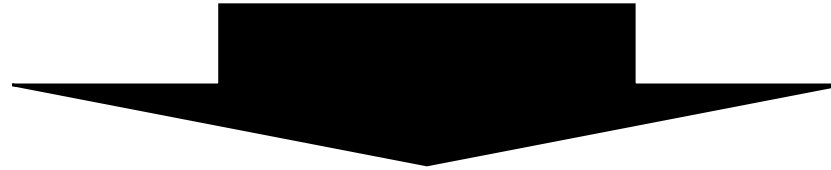# Use SMART OBJECTIVES

A technique for setting objectives that are:

clear, **trackable** **achievable**

Objective

A

B

GOAL

Here's an example:

Poorly Written Learning Objective:

"Students will understand English."

Why it's poor:

•**Vague**: "Understand" is not specific or measurable.
•**Unrealistic**: "Understand English" is too broad and impossible to achieve in a single lesson.
•**No timeframe**: There's no indication of when this "understanding" should occur.

## Properly Written SMART Learning Objective:

"By the end of the lesson, students will be able to correctly pronounce five new vocabulary words related to food, using a provided pronunciation guide."

Why it's SMART:

•**Specific**: "Correctly pronounce five new vocabulary words related to food."
•**Measurable**: "Correctly pronounce" can be assessed by listening to students.
•**Achievable**: Five words with a pronunciation guide is realistic for a lesson.
•**Relevant**: Vocabulary related to food is a practical topic.
•**Time-bound**: "By the end of the lesson."

A SMART OBJECTIVE is:

S Specific

M Measurable

A Achievable

R Relevant

T Time-bound

S
Specific
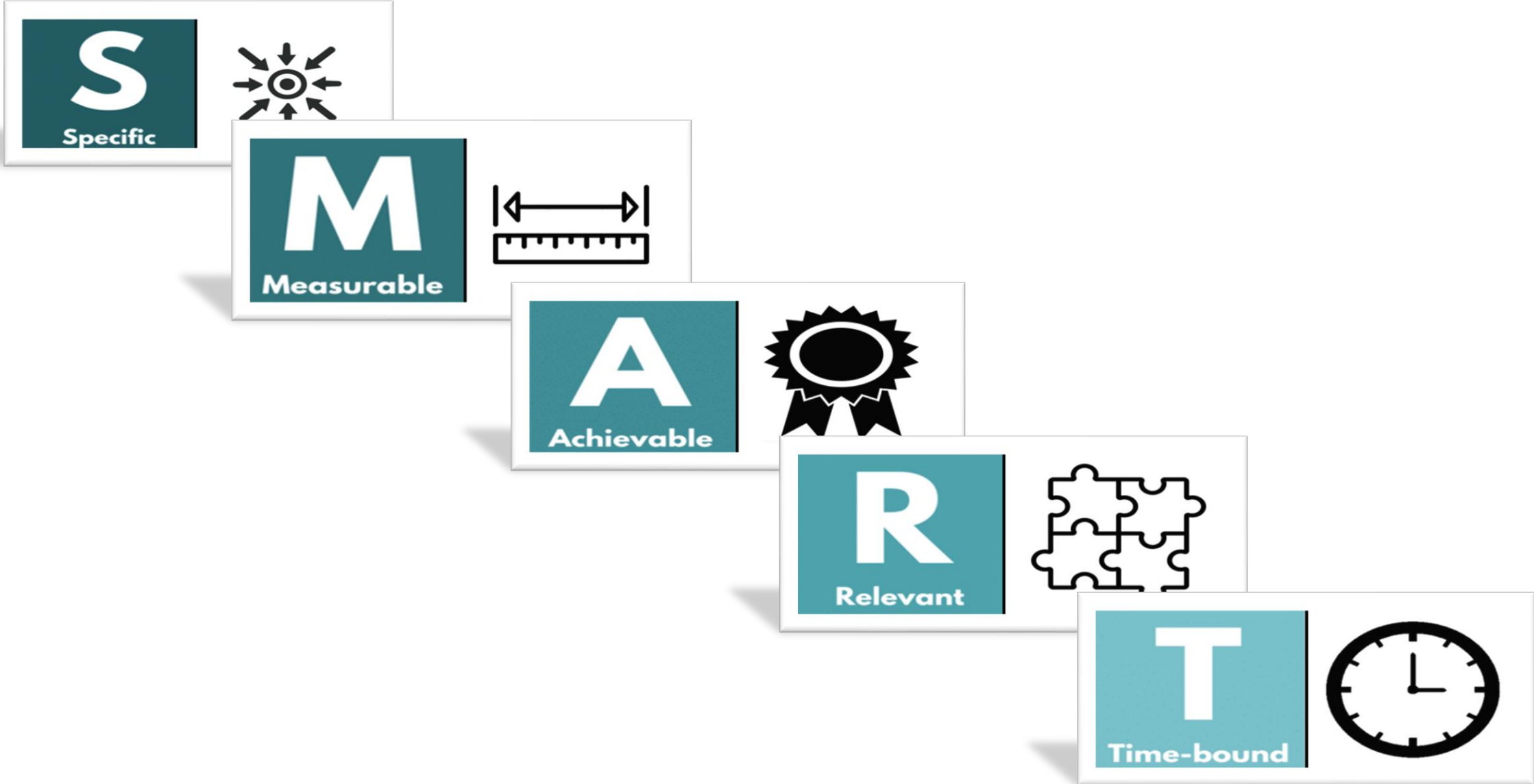
Be specific about what you want to achieve.

M
Measurable
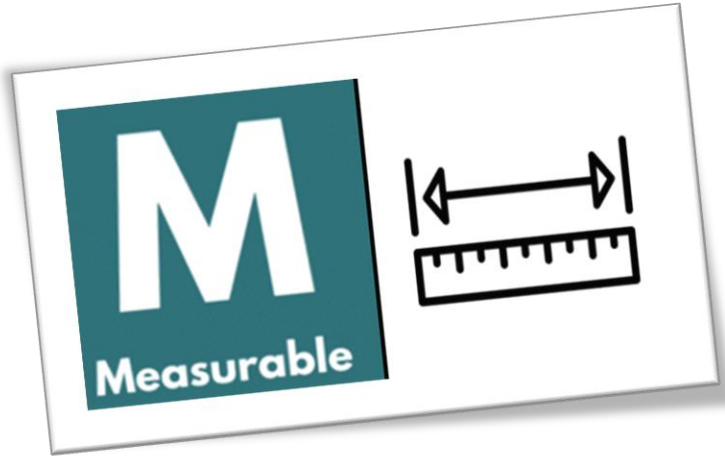
Make sure you can measure your success.

A

Achievable

Make sure your goal is realistic and achievable.

SMART

R | Relevant

Set yourself a goal that is relevant to your work.

SMART

T Time-bound

Set a start and end time to your objective.
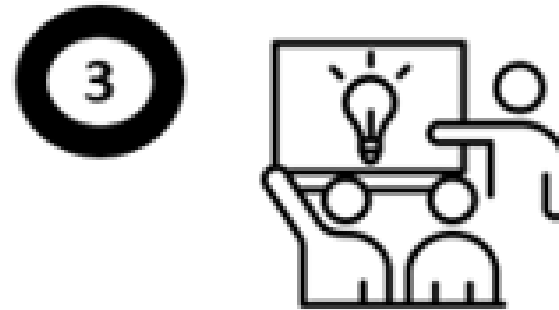
SMART Learning Objectives

- Present the **3** examples

- Explain the group tasks to ELTA participants.

SMART Objectives
...

Let's look at some examples.

I will show some examples of SMART Learning Objectives.

Example 1   Example 2   Example 3

Let's read through three examples with the following tasks in mind.

1. Identify the **SMART** components of the **Objective**.
2. Explain why it meets the **SMART** criteria.

Chatbox

How to write SMART Learning Objectives.

Example 1: Describing Daily Routines

Learning Objective:

"By the end of the lesson, students will be able to write three simple sentences describing their daily routine using the present simple tense (e.g., 'I eat breakfast,' 'I go to school')."

- **Specific**: Describe daily routine using present simple tense.

- **Measurable**: Write three complete sentences.

- **Achievable**: Use familiar routines and basic tense.

- **Relevant**: Describing routines is a practical communication skill.

- **Time-bound**: By the end of the lesson.

How to write SMART Learning Objectives.

Example 2: Identifying and Using Simple Adjectives

Learning Objective:

"Within 30 minutes, students will be able to identify and use three simple adjectives (e.g., 'big,' 'small,' 'happy') to describe objects in the classroom during a speaking activity."

- o **Specific**: Identify and use simple adjectives.

- o **Measurable**: Using adjectives in a speaking activity.

- o **Achievable**: Using basic, commonly used adjectives.

- o **Relevant**: Adjectives improves descriptive language.

- o **Time-bound**: Within 30 minutes.

**Example 3: Constructing Simple "Yes/No" Questions**

Learning Objective:

- "During the activity, students will be able to construct and ask two simple 'Yes/No' questions (e.g., 'Do you like apples?') to a partner using provided picture prompts."

  - **Specific**: Construct and ask "Yes/No" questions.

  - **Measurable**: Two questions asked using picture prompts.

  - **Achievable**: Using picture prompts simplifies the task.

  - **Relevant**: "Yes/No" questions are fundamental for interaction.

  - **Time-bound**: During the activity.
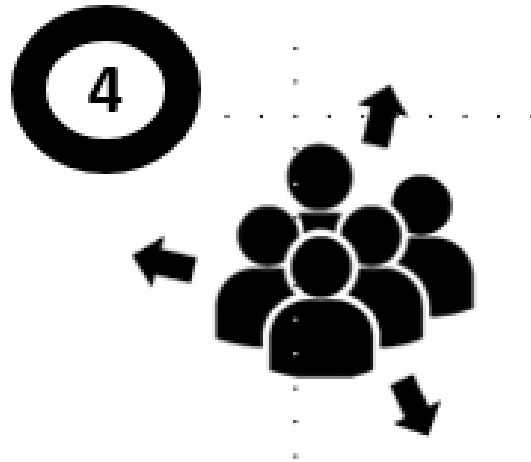
Breakout Room Assignments.

Breakout Room Tasks

(15 minutes)
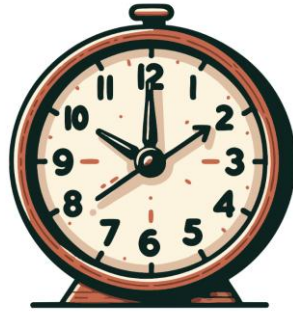
Instructions for all Breakout Groups follows next:

Here's what you need to do in your groups

1 **Review the Provided Objectives:** In your groups, you'll find a document containing several learning objectives.

2 **Analyze for SMART:** For *each* objective, discuss and write down *why* it meets the SMART criteria (***Specific, Measurable, Achievable, Relevant, Time-bound***). Identify each component of the SMART objective.
For example, explain *how* is it specific, *how* is it measurable, etc.

3 **Record Your Findings:** Make sure someone in your group writes down your group's reasoning for each objective.

4 **Prepare to Share:** When we return to the main room, each group will be asked to report back on *one* of the SMART objectives you analyzed.

5 **Time Management:** Try to analyze as many objectives as possible within the time allotted.

Remember, focus on explaining why each objective is SMART, not just stating that it is.

28

Each group will report about 1 Example.

Group 1 will report on Example 1

Group 2 will report on Example 2

Group 3 will report on Example 3

Group 4 will report on Example 4

Group 5 will report on Example 5

Group 6 will report on Example 6

Do your group's example first.

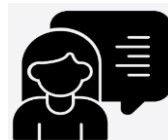**Try to complete a few examples.**

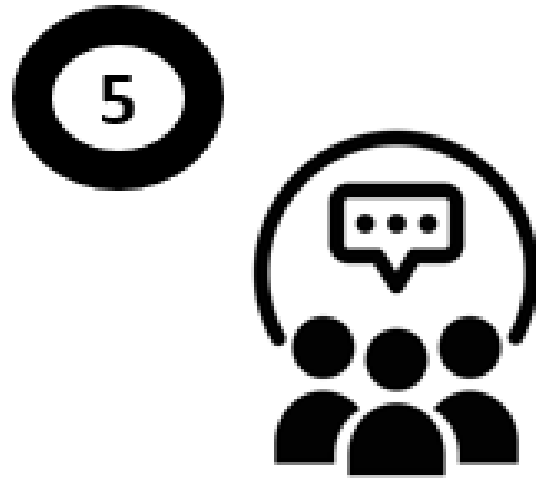# 15 minutes

---

1 **Appoint a Co-ordinator.**

2 **Appoint a Reporter.**

3 **Start your Task.**

5

Group discussions in Breakout Rooms.

How to identify SMART Objectives.

Breakout Room 1 : Describing Daily Routines

- **Objective:** "By the end of the lesson, students will be able to write three simple sentences describing their daily routine using the present simple tense (e.g., 'I eat breakfast,' 'I go to school')."

  o **Specific:** _____

  o **Measurable:** _____

  o **Achievable:** _____

  o **Relevant:** _____

  o **Time-bound:** _____

32

How to identify SMART Objectives.

Breakout Room 2 : Identifying and Using Simple Adjectives

- **Objective:** "Within 15 minutes, students will be able to identify and use three simple adjectives (e.g., 'big,' 'small,' 'happy') to describe objects in the classroom during a speaking activity."

  o **Specific:** _____

  o **Measurable:** _____

  o **Achievable:** _____

  o **Relevant:** _____

  o **Time-bound:** _____

33

How to identify SMART Objectives.

Breakout Room 3 : Constructing Simple "Yes/No" Questions

- **Objective:** "During the activity, students will be able to construct and ask two simple 'Yes/No' questions (e.g., 'Do you like apples?') to a partner using provided picture prompts."

  - **Specific:** _____

  - **Measurable:** _____

  - **Achievable:** _____

  - **Relevant:** _____

  - **Time-bound:** _____

How to identify SMART Objectives.

Breakout Room 4 : Writing Simple Sentences with "Can"

- **Objective:** "When given a set of action verbs (e.g., 'swim,' 'draw,' 'read'), students will be able to write two simple sentences using 'I can...' or 'I cannot...' by the end of the class."

  - **Specific:** _____

  - **Measurable:** _____

  - **Achievable:** _____

  - **Relevant:** _____

  - **Time-bound:** _____

How to identify SMART Objectives.

Breakout Room 5 : Sequencing Simple Events

- **Objective:** "Within the activity, students will be able to correctly sequence three pictures depicting a simple story (e.g., a child waking up, eating breakfast, going to school) by using the words 'first,' 'then,' and 'finally.'"

    - **Specific:** _____

    - **Measurable:** _____

    - **Achievable:** _____

    - **Relevant:** _____

    - **Time-bound:**

How to identify SMART Objectives.

Breakout Room 6 : Using Simple Prepositions

- **Objective:** "Students will be able to correctly place an object (e.g., a pencil) 'on,' 'in,' or 'under' a box when given verbal instructions by the teacher within the activity."
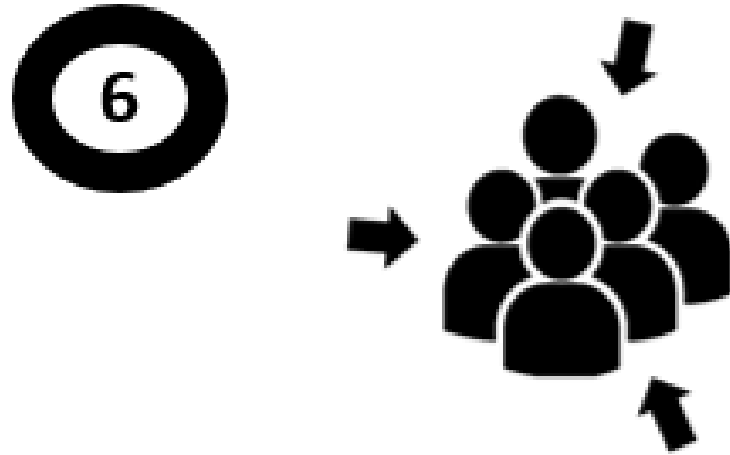
  - **Specific:** _____
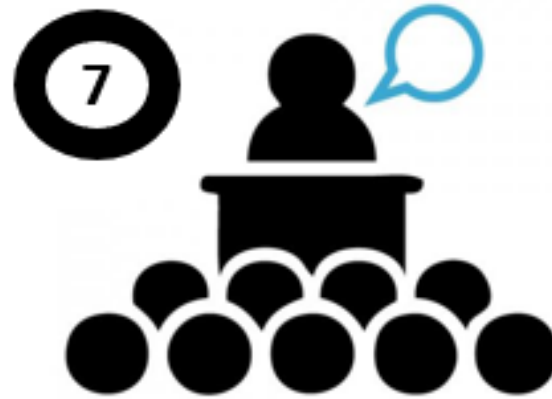
  - **Measurable:** _____

  - **Achievable:** _____

  - **Relevant:** _____

  - **Time-bound:** _____

Return to the Main Room.

Groups report their findings
in the Main Room.

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |

Question and Answer Session.

This is how the learning objective can be presented with the explanations.

How to write SMART Learning Objectives

Breakout Room 1 : Describing Daily Routines

- **Objective**: "By the end of the lesson, students will be able to write three simple sentences describing their daily routine using the present simple tense (e.g., 'I eat breakfast,' 'I go to school')."

  o Specific: Describe daily routine using present simple sentences.

  o Measurable: Three complete sentences.

  o Achievable: Using familiar routines and basic tense.

  o Relevant: Describing routines is a practical communication skill.

  o Time-bound: By the end of the lesson.

How to write SMART Learning Objectives

Breakout Room 2 : Identifying and Using Simple Adjectives

- **Objective**: "Within 15 minutes, students will be able to identify and use three simple adjectives (e.g., 'big,' 'small,' 'happy') to describe objects in the classroom during a speaking activity."

    ○ Specific: Identify and use simple adjectives.

    ○ Measurable: Using adjectives in a speaking activity.

    ○ Achievable: Using basic, common adjectives.

    ○ Relevant: Adjectives enhance descriptive language.

    ○ Time-bound: Within 15 minutes.

How to write SMART Learning Objectives

Breakout Room 3 : Constructing Simple "Yes/No" Questions

- **Objective**: "During the activity, students will be able to construct and ask two simple 'Yes/No' questions (e.g., 'Do you like apples?') to a partner using provided picture prompts."

  - Specific: Construct and ask "Yes/No" questions.

  - Measurable: Two questions asked using picture prompts.

  - Achievable: Using picture prompts simplifies the task.

  - Relevant: "Yes/No" questions are fundamental for interaction.

  - Time-bound: During the activity.

How to write SMART Learning Objectives

Breakout Room 4 : Writing Simple Sentences with "Can"

- **Objective**: "When given a set of action verbs (e.g., 'swim,' 'draw,' 'read'), students will be able to write two simple sentences using 'I can...' or 'I cannot...' by the end of the class."

  - ○ Specific: Write sentences using "I can/cannot."

  - ○ Measurable: Two complete sentences.

  - ○ Achievable: Using provided action verbs.

  - ○ Relevant: "Can" is essential for expressing ability.

  - ○ Time-bound: By the end of the class.

How to write SMART Learning Objectives

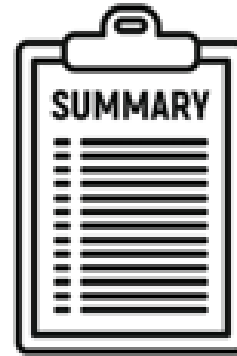**Breakout Room 5 : Sequencing Simple Events**

- **Objective**: "Within the activity, students will be able to correctly sequence three pictures depicting a simple story (e.g., a child waking up, eating breakfast, going to school) by using the words 'first,' 'then,' and 'finally.'"

  ○ Specific: Sequence pictures using "first," "then," "finally."

  ○ Measurable: Correctly sequencing the pictures.

  ○ Achievable: Using a simple, familiar story.

  ○ Relevant: Sequencing is important for narrative understanding.

  ○ Time-bound: Within the activity.

How to write SMART Learning Objectives

Breakout Room 6 : Using Simple Prepositions

- **Objective**: "Students will be able to correctly place an object (e.g., a pencil) 'on,' 'in,' or 'under' a box when given verbal instructions by the teacher within the activity."

  - Specific: Place an object using prepositions "on," "in," or "under."

  - Measurable: Correctly placing the object.

  - Achievable: Using physical objects and simple prepositions.

  - Relevant: Prepositions are essential for spatial understanding.
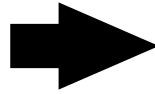
  - Time-bound: Within the activity.

9

SUMMARY

Wrap up.

Emily

How to write SMART Learning Objectives.

Demo 5: Sequencing Simple Events

Learning Objective:

"Within the activity, students will be able to correctly sequence three pictures depicting a simple story (e.g., a child waking up, eating breakfast, going to school) by using the words 'first,' 'then,' and 'finally.'"

- o Specific: Sequence pictures using "first," "then," "finally."

- o Measurable: Correctly sequencing the pictures.

- o Achievable: Using a simple, familiar story.

- o Relevant: Sequencing is important for narrative understanding.

- o Time-bound: Within the activity.