Process-Oriented Objectives

A process-oriented objective has a process skill, not content, as its focus.

It does not specify a criterion (e.g. one cannot “observe with 80% accuracy”).

It places the burden of learning on the student.

After having made observations of a rock, students will write a paragraph using descriptive language so that the other students in the group will be able to identify each other’s rocks from among a larger collection of rocks.
In order to document the growth of a plant, the student will make both quantitative and qualitative observations of the plant on a weekly basis.

After having observed the effects of “rain” on a model, the student will develop a hypothesis to explain the formation of craters in mud during a rainstorm.

The student will solve several multi-step math problems, then write 2 to 3 sentences describing his/her problem solving process.