Goals.
Big. Broad. Difficult to measure.

Content Standards.
More specific. Still tough to measure.

e.g., “Students will develop the abilities to assess the impacts of products and systems.”

Educational Goals.
e.g., “Students Will Become Critical Thinkers.”

Course / Classroom Goals.
e.g., “Students will appreciate the far-reaching effects of technology.”

Standard Benchmarks.
Even more specific. Some can be measured subjectively. e.g.,

“Students in grades K-2 should be able to collect information about everyday products and systems by asking questions.”

“Students in grades 3-5 should be able to compare, contrast, and classify collected information in order to identify patterns.”

“Students in grades 6-8 should be able to interpret and evaluate the accuracy of the information obtained and determine if it is useful.”

“Students in grades 9-12 should be able to collect information and evaluate its quality.”

Behavioral Objectives.
Observable and measurable. They say what the learner will do. They identify a behavior to be performed under certain conditions. e.g.,

“given an everyday object, the first-grader will identify three different qualities of the product by asking questions.”

Goals & Curriculum. P. Foster, Central Connecticut State University