

Assignment 3
Instructional Treatment Plan

by
Justice Anderson
Bob Daumer
Rae Huddleson
EDD 8001 (33305)
Instructional Design

Nova Southeastern University
March 24, 2006

Course Goal

Beginning instructional designers will be able to develop measurable performance objectives from instructional, learner and context analysis.

Terminal Objective

When asked to develop objectives, instructional designers (the learner) will develop objectives that are measurable and observable. Instructional, learner, and context analysis data will be referenced; each objective will include the audience (target learner), behavior to be performed, condition(s) under which said behavior is to be performed, and criteria to which said behavior will be measured; and the objective will be measurable and observable.

Chunk 1	Lesson 1: Target Learners and Audience
Lesson Subordinate Objective	Given instructional analysis data, the learner will identify the target learner/audience. Use goal analysis data; interpret learner analysis data; and interpret context analysis data.
Chunk 2	Lesson 2: Behavior Statements
Lesson Subordinate Objective	Given definitions of competencies (KSAs); a printable behavior-verb/competency matrix; and sample instructional analysis data, the learner will write a behavior statement. Choose a competency (knowledge, skill, or attitude) that is appropriate for the behavior; check that the behavior is measurable and observable; and check that the behavior is appropriate to the performance setting.
Chunk 3	Lesson 3: Condition Statements
Lesson Subordinate Objective	Given sample behavior statements and instructional analysis data, the learner will write a condition statement. If the behavior is a knowledge competency, then specify cues or stimuli; reference materials; scope or constraints; or relationship to the performance setting. If the behavior is a skill competency, then specify the nature of the learning context and the equipment or tools needed, plus the cues or stimuli; reference materials; scope or constraints; or relationship to the performance setting. If the behavior is an attitude competency, then specify the context in which the learner will demonstrate the attitude; the nature of the alternatives facing the learner; and the maturity of the learner, plus the cues or stimuli; reference materials; scope or constraints; or relationship to the performance setting.
Chunk 4	Lesson 4: Criterion Statements
Lesson Subordinate Objective	Given sample behavior statements, learners will write a criterion statement that specifies limits within which the behavior must be performed and that is appropriate to the performance setting for which the behavior will be exhibited. The criterion statement should specify whether categories of responses, checklists, or rubrics are required to measure acceptable performance of behavior.
Chunk 5	Lesson 5: Measurable and Observable Performance Objectives
Lesson Subordinate Objective	Given a sample instructional goal analysis, learners will write measurable performance objectives that contain the four required components of an objective statement. The objective statements will be appropriate for the performance setting and suitable to the learning setting.

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.1	Topic Title:	The Performance Context/Setting
Topic Subordinate Objective(s):					
1.1.a: Given an instructional analysis, the learner will interpret the details of the performance context/setting. The learner should correctly interpret 4 out of 5 details.					
Content Presentation (Task Relationship):					
1.1 Identify performance context/setting A: Completed instructional analysis or has access to the instructional analysis					
Illustrative Content Example(s):					
Learners will be introduced to the importance of using the performance context/setting instructional analysis data for the purposes of identifying the context of what the target learner's performance environment actually is. A completed instructional analysis will be used to explain this concept by describing how managerial/supervisory support, the physical aspects of the site, the social aspects of the site, and the relevance of the skills to the workplace may be interpreted for use in objectives.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to interpret performance context/setting data. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.1	Topic Title:	The Performance Context/Setting
Sample Assessment Item(s):					
<i>Review the following Performance Context data, and then respond to the questions that follow.</i>					
Target Audience: Call Center Employees (Brief goal statement: To use the phone system)					
Managerial/Supervisory (M/S) support	M/Ss support continued learning; M/Ss have lots of day-to-day contact with employees; Employees may be rewarded for successful continued learning				
Physical aspects of site	Each employee has own workspace; Computer with basic software is available at each workspace				
Social aspects of site	Employees basically function individually; There is good camaraderie				
Relevance of skills to workplace	Call center employees complete nearly 99% of their work on the telephone				
Which of the following is a potential issue if used in the learning context/setting?					
A) Individual exercises and practice					
B) Computers with elaborate software					
C) Role play emulating employee and manager/supervisor					
D) Positive recognition for trying					

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.2	Topic Title:	The Learning Context/Setting
Topic Subordinate Objective(s):					
1.2.a: Given an instructional analysis, the learner will interpret the details of the learning context/setting. The learner should correctly interpret 4 out of 5 details.					
Content Presentation (Task Relationship):					
1.2 Identify learning context/setting A: Completed instructional analysis or has access to the instructional analysis					
Illustrative Content Example(s):					
Learners will be introduced to the importance of using the learning context/setting instructional analysis data for the purposes of identifying the context of what the target learner's learning environment should be. A completed instructional analysis will be used to explain this concept by describing how the number/nature of the learning sites, the site compatibility with instructional needs, the site compatibility with learner needs, and the feasibility for simulating the workplace may be interpreted for use in objectives.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to interpret learning context/setting data. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.2	Topic Title:	The Learning Context/Setting
Sample Assessment Item(s):					
<i>Review the following Learning Context data, then respond to the questions that follow.</i>					
Target Audience: Call Center Employees (Brief goal statement: To use the phone system)					
Number/nature of sites		One computer classroom; Telephones; Computers with basic software			
Site compatibility with instructional needs		Equipment matches each employees equipment			
Site compatibility with learner needs		Employees must share computers and phones			
Feasibility for simulating workplace		Learning site has the potential to offer a simulated environment; Role play interaction can be completed			
Which of the following details from the learning context should be changed so the learning context/setting matches the performance context/setting better?					
A) Telephones					
B) One computer classroom					
C) Role play interaction					
D) Employees must share resources					

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.3	Topic Title:	Learner Demographics
Topic Subordinate Objective(s):					
1.3.a: Given an instructional analysis, the learner will interpret the details of the learner demographics. The learner should correctly interpret 4 out of 5 details.					
Content Presentation (Task Relationship):					
1.3 Identify learner demographics A: Completed instructional analysis or has access to the instructional analysis					
Illustrative Content Example(s):					
Learners will be introduced to the importance of using the learner demographic instructional analysis data for the purposes of identifying the context of who the target learner is. A completed instructional analysis will be used to explain this concept by describing how entry behaviors, prior topic knowledge, attitudes toward learning, attitudes toward the instructional technology, motivation for learning, education and ability, general learning preferences, attitude toward the learning organization, and general group characteristics may be interpreted for use in objectives.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to interpret learner analysis data. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	1	Lesson Number:	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.3	Topic Title:	Learner Demographics
Sample Assessment Item(s):					
<i>Review the following Learner Analysis data, then respond to the questions that follow.</i>					
Target Audience: Call Center Employees (Brief goal statement: To use the phone system)					
Entry behaviors	Learners know how to use a simple telephone				
Prior knowledge of topic area	Minimal knowledge/experience using a sophisticated phone system				
Attitudes towards learning	Learners are apathetic about learning				
Attitudes toward potential delivery system	Learners are apathetic about classroom learning				
Motivation for instruction	Learners feel they do not need instruction – they lack motivation				
Educational and ability levels	Most have a high school diploma and some years experience in a call center				
General learning preferences	Learning preferences vary by the individual				
Attitude toward training organization	Learners are apathetic about the training organization				
General group characteristics	Learners are mostly female; Class size aimed for 10; The apathetic attitudes will pose a challenge for the instructor/facilitator				
Which of the following details from the learner analysis requires further research?					
A) Entry skills					
B) General learning preferences					
C) Motivation for instruction					
D) Educational and ability levels					

Chunk Number:	2	Lesson Number:	2	Lesson Title:	Behavior Statements																				
		Topic Number	2.1	Topic Title:	Competencies: Knowledge, Skill, or Attitude																				
Topic Subordinate Objective(s):																									
2.1.a: When given an instructional task analysis and a printable behavior-verb/competency matrix, the learner will derive the appropriate competency for the behavior statement. The learner should correctly derive competencies 8 out of 10 times.																									
2.1.b: Given definitions of competencies (KSAs), the learner will correctly match each definition to its competency label.																									
2.1.c: Given a behavior-verb/competency matrix, the learner will correctly match 8 out of 10 random verbs to their competency group.																									
Content Presentation (Task Relationship):																									
2.1: Derive a knowledge, skill, or attitudinal behavior statement.																									
2.1.1: State the differences between knowledge, skill, and attitudinal behaviors.																									
2.1.2: List knowledge verbs, skill verbs, and attitudinal verbs.																									
B: Define Behaviors																									
Illustrative Content Example(s):																									
Learners will be presented with explanations of the three competencies: knowledge, skill, and attitude (KSAs). Examples will be provided to help the learner recognize the difference between each.																									
Learners will also be introduced to collections of verbs that correspond to each competency. A printable job aid that expands the collection presented online will be provided. The following table is a possible example of an excerpt from the job aid.																									
<table border="1"> <thead> <tr> <th colspan="5">Knowledge (Competency)</th> </tr> </thead> <tbody> <tr> <td>Appraise</td> <td>Compute</td> <td>Evaluate</td> <td>Measure</td> <td>Rule Learning (Sub-competency)</td> </tr> <tr> <td>Compile</td> <td>Encrypt</td> <td>Format</td> <td>Outline</td> <td>Using two or more facts in a manner that provides regularity of behavior</td> </tr> <tr> <td>Compose</td> <td>Estimate</td> <td>Forward</td> <td>Route</td> <td>in an infinite variation of situations</td> </tr> </tbody> </table>						Knowledge (Competency)					Appraise	Compute	Evaluate	Measure	Rule Learning (Sub-competency)	Compile	Encrypt	Format	Outline	Using two or more facts in a manner that provides regularity of behavior	Compose	Estimate	Forward	Route	in an infinite variation of situations
Knowledge (Competency)																									
Appraise	Compute	Evaluate	Measure	Rule Learning (Sub-competency)																					
Compile	Encrypt	Format	Outline	Using two or more facts in a manner that provides regularity of behavior																					
Compose	Estimate	Forward	Route	in an infinite variation of situations																					
<i>Source: DoD MIL-HDBK-29612-3A</i>																									
Learners will also be introduced to how instructional analysis data should be used to choose the correct competency.																									
Learner Grouping(s)/Media Selection(s):																									
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 																									

Continued on next page ...

Chunk Number:	2	Lesson Number:	2	Lesson Title:	Behavior Statements
		Topic Number	2.1	Topic Title:	Competencies: Knowledge, Skill, or Attitude
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to identify how the three competencies differ. • Learners will be asked to match sample verbs to one of the three competencies. • Learners will be asked to match instructional analysis data to one of the three competencies. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					
Sample Assessment Item(s):					
<i>Derive the appropriate behavior competency for each of the 10 tasks provided. Use the behavior-verb/competency matrix for when needed.</i>					
			1.	Log on to a computer.	Skill
			2.	Open a software application.	Skill
			3.	Quit a software application.	Skill
			4.	Log off of a computer.	Skill
			5.	Make a snowball.	Skill
			6.	Respond to a customer's question.	Attitude
			7.	Sing the alphabet song.	Knowledge
			8.	Name the capital of Florida.	Knowledge
			9.	Separate apples from oranges.	Knowledge
			10.	Pick ripe bananas.	Skill

Chunk Number:	2	Lesson Number:	2	Lesson Title:	Behavior Statements
		Topic Number	2.2	Topic Title:	Measurable and Observable?
Topic Subordinate Objective(s):					
2.2.a: When asked if a behavior statement is measurable and observable, the learner will evaluate the behavior statement by asking if the learner can be observed doing the specified behavior. The learner should correctly evaluate 8 out of 10 behavior statements.					
Content Presentation (Task Relationship):					
2.2: Evaluate that the behavior statement is measurable and observable.					
Illustrative Content Example(s):					
Learners will be introduced to the caution that objective statements must be measurable/observable. Information will be presented that illustrates why some verbs are not appropriate for use in objective statements. Learners will be prompted to ask themselves if he or she can observe the learner performing the behavior specified in the behavior statement.					
Verbs such as:					
<ul style="list-style-type: none"> • Understand • Comprehend • Know 					
will be discussed.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to identify if sample behavior statements are measurable and observable. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	2	Lesson Number:	2	Lesson Title:	Behavior Statements
		Topic Number	2.2	Topic Title:	Measurable and Observable?
Sample Assessment Item(s):					
<i>Choose whether the behavior in the each of the 10 examples provided is measurable and observable.</i>					
	1.	Type your username		Measurable	
	2.	Know how to open Microsoft Word		Not Measurable	
	3.	Click Exit from the File menu		Measurable	
	4.	Shutdown your computer		Measurable	
	5.	Understand how to make a snowball		Not Measurable	
	6.	Be aware of customer service skills		Not Measurable	
	7.	Recite the ABCs		Measurable	
	8.	Identify Tallahassee		Measurable	
	9.	Realize the difference between apples and oranges		Not Measurable	
	10.	Select yellow bananas		Measurable	

Chunk Number:	2	Lesson Number:	2	Lesson Title:	Behavior Statements
		Topic Number	2.3	Topic Title:	Relating to the Performance Setting
Topic Subordinate Objective(s):					
2.3.a: When asked if a behavior statement is appropriate for the performance setting, the learner will evaluate the behavior statement by asking if the learner is required to perform the behavior in the performance setting. The learner should correctly evaluate 8 out of 10 behavior statements.					
Content Presentation (Task Relationship):					
2.3: Evaluate that the behavior statement is appropriate to the performance setting.					
Illustrative Content Example(s):					
Learners will be introduced to using performance context analysis data for the purposes of evaluating objective statements. Examples of behavior statements that are measurable/observable will be provided and discussed in relation to specific performance environments so that the learners can recognize that even measurable/observable behavior statements may not be appropriate to a specific performance context.					
Performance Setting Information		Inappropriate, yet measurable/observable behavior statement		Appropriate measurable/observable behavior statement	
Employees use paper-based forms to submit requests.		Word process customer information onto the form.		Write customer information onto the form.	
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to identify if a given behavior statement is appropriate for a given performance context. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	2	Lesson Number:	2	Lesson Title:	Behavior Statements																														
		Topic Number	2.3	Topic Title:	Relating to the Performance Setting																														
Sample Assessment Item(s):																																			
<p><i>Determine if the behavior in each of the 10 examples provided is appropriate to the performance setting. Use the following description of a performance setting to make your decisions.</i></p> <p>Human resource employees at the ACME canning company each have their own office space; however, are required to meet together weekly to discuss team project status. The team uses a large conference room with a computer and projector for presentations.</p> <table> <tr> <td>1.</td> <td>Use the voice conferencing system to join the team meeting</td> <td>Inappropriate</td> </tr> <tr> <td>2.</td> <td>Report on project details week-by-week</td> <td>Appropriate</td> </tr> <tr> <td>3.</td> <td>Conduct recruiting calls at their desk</td> <td>Appropriate</td> </tr> <tr> <td>4.</td> <td>Develop flip chart presentations</td> <td>Inappropriate</td> </tr> <tr> <td>5.</td> <td>Develop electronic presentations</td> <td>Appropriate</td> </tr> <tr> <td>6.</td> <td>Schedule daily status meetings</td> <td>Inappropriate</td> </tr> <tr> <td>7.</td> <td>Operate a projector</td> <td>Appropriate</td> </tr> <tr> <td>8.</td> <td>Write legibly on dry erase boards</td> <td>Inappropriate</td> </tr> <tr> <td>9.</td> <td>Share desk space with fellow co-workers</td> <td>Inappropriate</td> </tr> <tr> <td>10.</td> <td>Log on to a computer</td> <td>Appropriate</td> </tr> </table>						1.	Use the voice conferencing system to join the team meeting	Inappropriate	2.	Report on project details week-by-week	Appropriate	3.	Conduct recruiting calls at their desk	Appropriate	4.	Develop flip chart presentations	Inappropriate	5.	Develop electronic presentations	Appropriate	6.	Schedule daily status meetings	Inappropriate	7.	Operate a projector	Appropriate	8.	Write legibly on dry erase boards	Inappropriate	9.	Share desk space with fellow co-workers	Inappropriate	10.	Log on to a computer	Appropriate
1.	Use the voice conferencing system to join the team meeting	Inappropriate																																	
2.	Report on project details week-by-week	Appropriate																																	
3.	Conduct recruiting calls at their desk	Appropriate																																	
4.	Develop flip chart presentations	Inappropriate																																	
5.	Develop electronic presentations	Appropriate																																	
6.	Schedule daily status meetings	Inappropriate																																	
7.	Operate a projector	Appropriate																																	
8.	Write legibly on dry erase boards	Inappropriate																																	
9.	Share desk space with fellow co-workers	Inappropriate																																	
10.	Log on to a computer	Appropriate																																	

Chunk Number:	3	Lesson Number:	3	Lesson Title:	Condition Statements
		Topic Number	3.1	Topic Title:	Knowledge Competencies
Topic Subordinate Objective(s):					
3.1.a: When given a knowledge competency behavior statement, the learner will determine appropriate conditions by referencing instructional analysis data. The learner should correctly choose appropriate conditions 8 out of 10 times.					
Content Presentation (Task Relationship):					
3.1.1: Determine cue or stimulus. 3.1.2: Determine reference material. 3.1.3: Determine scope or constraints. 3.1.4: Determine relationship to performance setting. C: Define conditions.					
Illustrative Content Example(s):					
Learners will be introduced to conditions that are appropriate for knowledge competency behaviors. Examples of each from the following list will be provided and discussed: <ul style="list-style-type: none"> • Cue and stimulus – such as “When asked to complete a task . . .” • Reference material – such as “Using XYZ manual . . .” • Scope and constraints – such as “Within 5 miles of point A . . .” • Relationship to performance setting – This is an evaluation step to make sure the conditions chosen are appropriate for the performance setting. 					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to identify if a given condition statement is appropriate for a given competency behavior statement. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	3	Lesson Number:	3	Lesson Title:	Condition Statements
		Topic Number	3.1	Topic Title:	Knowledge Competencies
Sample Assessment Item(s):					
<p><i>Using the sample instructional analysis data provided, choose the type of condition that is most appropriate for the behavior. Use the following summary of analysis data to make your decisions.</i></p> <p>A target audience of fourth grade students is learning the capitals of each state in the United States (US). The classroom includes a large US wall map and multiple copies of an atlas. The students work in groups of four and may ask the teacher for help when needed.</p>					
	1.	Recite the capital of Florida		Cue or Stimulus	
	2.	Identify the capital of Illinois		Reference Materials	
	3.	Specify the state which is Bismark		Cue or Stimulus	
	4.	Name the capitals of the New England states		Scope or Constraints	
	5.	List the capitals of Georgia, Alabama, and Mississippi		Scope or Constraints	
	6.	Tell the class the capital of Arkansas		Cue or Stimulus	
	7.	Label each state with its capital		Reference Materials	
	8.	Match each capital to its state		Reference Materials	
	9.	Read each capital and its state		Reference Materials	
	10.	Brief the other students on the capitals of states that contain mountains		Scope or Constraints	

Chunk Number:	3	Lesson Number:	3	Lesson Title:	Condition Statements
		Topic Number	3.2	Topic Title:	Skill Competencies
Topic Subordinate Objective(s):					
3.2.a: When given a skill competency behavior statement, the learner will determine appropriate conditions by referencing instructional analysis data. The learner should correctly choose appropriate conditions 8 out of 10 times.					
Content Presentation (Task Relationship):					
3.1.5: Evaluate the nature of the learning context. 3.1.6: Determine required equipment and tools. PLUS 3.1.1: Determine cue or stimulus. 3.1.2: Determine reference material. 3.1.3: Determine scope or constraints. 3.1.4: Determine relationship to performance setting. C: Define conditions.					
Illustrative Content Example(s):					
Learners will be introduced to conditions that are appropriate for skill competency behaviors. Examples of each from the following list will be provided and discussed:					
<ul style="list-style-type: none"> • Nature of the learning context – This is an evaluation step to make sure the condition is specific enough to align the behavior with the desired performance (i.e. if performance is to drive a manual transmission vehicle, then do not provide an automatic transmission vehicle as the learning context equipment) • Required equipment and tools – such as “Using a 5-speed manual transmission vehicle . . .” 					
Additionally, learners will be presented with information that explains how skill competency behaviors may also use conditions that are appropriate for knowledge competency behaviors.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> • Learners will be asked to identify if a given condition statement is appropriate for a given competency behavior statement. 					

Continued on next page ...

Chunk Number:	3	Lesson Number:	3	Lesson Title:	Condition Statements
		Topic Number	3.2	Topic Title:	Skill Competencies
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					
Sample Assessment Item(s):					
<i>Using the sample instructional analysis data provided, choose whether each behavior and condition statement is appropriate. Use the following summary of analysis data to make your decisions.</i>					
<p>A target audience of mechanics who are skilled in automotive maintenance, work at a local garage. Their daily tasks include oil changes, tire rotations, alignments, and wheel balancing. The garage is supplied with various toolboxes full of handtools. There is no computer for electronic troubleshooting or diagnosis.</p>					
	1.	Using the hydraulic lift, raise the car		Appropriate	
	2.	Using a socket wrench, loosen the lug nuts		Appropriate	
	3.	Using the spanner wrench, tighten the bolt		Appropriate	
	4.	Using the electric wrench, twist off the bolt		Inappropriate	
	5.	When asked to diagnose an engine error light, disassemble the dashboard		Inappropriate	
	6.	Using calipers, calibrate the proper wheel balance		Appropriate	
	7.	When the catch pan is set, drain the oil from the engine		Appropriate	
	8.	When asked to diagnose the alignment, log on to the computer		Inappropriate	
	9.	Using all necessary tools, assemble a new vehicle		Inappropriate	
	10.	Using a vacuum, clean the interior of a vehicle		Inappropriate	

Chunk Number:	3	Lesson Number:	3	Lesson Title:	Condition Statements
		Topic Number	3.3	Topic Title:	Attitudinal Competencies
Topic Subordinate Objective(s):					
3.3.a: When given an attitude competency behavior statement, the learner will determine appropriate conditions by referencing instructional analysis data. The learner should correctly interpret 80% of the examples.					
Content Presentation (Task Relationship):					
<p>3.1.7: Determine the context in which the learner will demonstrate the attitude. 3.1.8: Determine the nature of the alternatives facing the learner. 3.1.9: Evaluate the maturity of the learner. PLUS 3.1.1: Determine cue or stimulus. 3.1.2: Determine reference material. 3.1.3: Determine scope or constraints. 3.1.4: Determine relationship to performance setting. C: Define conditions.</p>					
Illustrative Content Example(s):					
<p>Learners will be introduced to conditions that are appropriate for attitudinal competency behaviors. Examples of each from the following list will be provided and discussed:</p> <ul style="list-style-type: none"> • Context in which the learner will demonstrate the attitude – A single behavior, such as winning, may not be performed the same in all performance contexts (i.e. winning a football game vs. winning a chess tournament) • Nature of the alternatives facing the learner – Will a certain behavior negatively affect the outcome for the learner • Maturity of the learner – Assessing the behavior of a chess tournament winner would most likely aim for a reserved and gracious winner. A more mature learner is more apt to display this behavior, whereas a less mature learner may be apt to be arrogant. <p>Additionally, learners will be presented with information that explains how attitudinal competency behaviors may also use conditions that are appropriate for knowledge competency behaviors.</p>					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional narration 					

Continued on next page ...

Chunk Number:	3	Lesson Number:	3	Lesson Title:	Condition Statements
		Topic Number	3.3	Topic Title:	Attitudinal Competencies
Learner Participation/Practice(s):					
<ul style="list-style-type: none"> Learners will be asked to identify if a given condition statement is appropriate for a given competency behavior statement. 					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					
Sample Assessment Item(s):					
<i>Match the behavior with the appropriate context:</i>					
	1.	Winner gloats		Friday Night Poker Game	
	2.	Winner takes a run of pride		Olympic Gold	
	3.	Winner thanks each judge		Spelling Bee	
	4.	Winner humbly accepts		Scholarship	
	5.	Winner jumps around boisterously		Basketball Game	

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.1	Topic Title:	Acceptable Behavior/Limits to Behavior
Topic Subordinate Objective(s):					
4.1.a: Given sample behavior statements, the learner will identify acceptable behavior or limits in which a behavior must be performed. Learners will identify acceptable behavior or limits 8 out of 10 times.					
Content Presentation (Task Relationship):					
4.1: Determine acceptable behavior or limits within which behavior must be performed. D: Define criteria					
Illustrative Content Example(s):					
Learner will view material that will demonstrate how to identify the criterion behavior from various examples of objective statements. The learner will be directed how to determine the measurement, difference, and the limits required in assessing performance of behavior. Sample:					
	Criteria Type:	Speed	Accuracy	Range	
	–	Under 1 hour	Within one inch	Between 5 and 6 days	
	–	Within 10 minutes	To nearest whole #	± 2 % of required dose	
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 					
Learner Participation/Practice(s):					
The learner will practice identifying the criteria from objective statements and stating the limits required to master the specified acceptable behavior.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.1	Topic Title:	Acceptable Behavior/Limits to Behavior
Sample Assessment Item(s):					
<i>For each of the following objective statements, write, in column 2, the criteria required to show acceptable performance of the behavior.</i>					
Sentence Component					Answer Column
1.	When provided with a list of multiple team characteristics, list a minimum of eight characteristics for an effective team.				Minimum of eight characteristics
2.	Explain at least four of the five basic principles of empathetic communication used to handle conflict.				Four of the five
3.	Given the barriers to communication matrix, list four barriers to supervisor/subordinate communication with 100 percent accuracy.				100 percent accuracy
4.	Given a map of the USA, list the five states that touch the Pacific Ocean with 100 percent accuracy				100 percent accuracy
5.	When given a shoe that has laces, the child will tie the shoe correctly within 10 minutes.				Within 10 minutes

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement						
		Topic Number	4.2	Topic Title:	Categories of Acceptable Responses						
Topic Subordinate Objective(s):											
4.2.a: Given an objective statement assess whether the criteria is complex or vague in order to determine whether categories of responses are required to ascertain acceptable performance of the behavior. Learners will identify complex or vague criterion statements correctly 8 out of 10 times.											
4.2.b: When asked, the learner will identify possible reasons for using categories of acceptable responses and list potential categories of acceptable responses.											
Content Presentation (Task Relationship):											
4.2: Determine if the criteria needs to be refined with a category of acceptable response.											
4.2.1: State reasons for using categories of acceptable responses.											
4.2.2: List the categories of acceptable responses.											
Illustrative Content Example(s):											
The material will present to the learner various scenarios where the criteria are complex or vague in which categories of response would be required in order to determine acceptable performance of the behavior. Examples of categories will be presented to the learners based on the specified criteria, and then they will practice applying them to the different scenarios. An example is shown below.											
		<table border="1"> <thead> <tr> <th>Criteria</th> <th>Categories of Responses</th> </tr> </thead> <tbody> <tr> <td>Produce a chair to sit on</td> <td> <ol style="list-style-type: none"> 1. Adequate for of response (Physical structure) 2. Adequate function of the response (meets specified purpose) 3. Adequate qualities (appearance) </td> </tr> <tr> <td>Write a paragraph</td> <td> <ol style="list-style-type: none"> 1. Adequate for of response (Correctly formatted) 2. Adequate function of the response (Conveys information on one topic) 3. adequate qualities (Is clearly written and uses proper transitions) </td> </tr> </tbody> </table>				Criteria	Categories of Responses	Produce a chair to sit on	<ol style="list-style-type: none"> 1. Adequate for of response (Physical structure) 2. Adequate function of the response (meets specified purpose) 3. Adequate qualities (appearance) 	Write a paragraph	<ol style="list-style-type: none"> 1. Adequate for of response (Correctly formatted) 2. Adequate function of the response (Conveys information on one topic) 3. adequate qualities (Is clearly written and uses proper transitions)
Criteria	Categories of Responses										
Produce a chair to sit on	<ol style="list-style-type: none"> 1. Adequate for of response (Physical structure) 2. Adequate function of the response (meets specified purpose) 3. Adequate qualities (appearance) 										
Write a paragraph	<ol style="list-style-type: none"> 1. Adequate for of response (Correctly formatted) 2. Adequate function of the response (Conveys information on one topic) 3. adequate qualities (Is clearly written and uses proper transitions) 										
Learner Grouping(s)/Media Selection(s):											
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 											

Continued on next page ...

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.2	Topic Title:	Categories of Acceptable Responses
Learner Participation/Practice(s):					
Learners will be shown examples of criteria that could be considered complex or vague (write a coherent paragraph, design a chair you can sit in, etc.). Learners will be given three examples of categories of responses and apply them to different criteria as they pertain to the acceptability of a performance.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					
Sample Assessment Item(s):					
<i>Match the complex or vague criteria statement (Column A) to the appropriate category of response (Column B) that would determine acceptability of performance. Write the letter of the corresponding category in the space provided next to the criteria statement.</i>					
Column A : Criteria Statement			Column B: Category of Response		
__b__ Develop a toxic waste container			a. increases economic capacity		
__c__ Write a paragraph			b. environmentally sensible		
__a__ Design an investment portfolio			c. Contains no formatting errors		

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.3	Topic Title:	Checklist or Rubric Required for Measurement
Topic Subordinate Objective(s):					
4.3.a: Given objective statements in which the measurable behavior is skill or attitudinal based, Learners will determine whether a checklist or rubric is needed to accurately measure performance of behavior. Learners will be able to determine the use of a checklist or rubric 8 out of 10 times.					
Content Presentation (Task Relationship):					
4.3: Determine if checklists or rubrics are necessary to measure or observe the learner.					
Illustrative Content Example(s):					
Learners will be instructed that sometimes in order to show performance of a skill a checklist is required. Attitudes may require a checklist or rubric to state the anticipated behavior and determine the occurrence or frequency of the behavior. Learners will be referred to the behavior-verb competency matrix (Lesson 2) to decide whether the behavior being measured is a skill or attitude. An example of a criteria checklist and a criteria rubric will be provided. See Appendix, Document 1 and 2					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 					
Learner Participation/Practice(s):					
Learners will be shown example objective statements that contain behaviors that are either psychomotor skills or attitudinal and will have to designate whether the behavior is a psychomotor skill or an attitude. Learners will also be given sample checklist items and sample rubric items and match them to the appropriate skill or attitude.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.3	Topic Title:	Checklist or Rubric Required for Measurement
Sample Assessment Item(s):					
<p><i>Part I: Given the following objective statements determine whether the behavior is a psychomotor skill or an attitude. Place the letter "A" or "S", for attitude or skill respectively, in the blank to the left of the sentence.</i></p> <ol style="list-style-type: none"> 1. <u> S </u> After training, the learner will be able to load the dump truck within 3 loads of a scoop loader, in the hours of darkness, unless the work site is muddy. (<i>Checklist</i>) 2. <u> A </u> During class introductions, the instructor will listen to and remember the names of every associate attending training. (<i>Rubric</i>) 3. <u> S </u> When asked, the employee will be able to copy a table from a spreadsheet into a word processing document file within 3 minutes without referencing the manual. (<i>Checklist</i>) <p><i>Part II: For each of the objective statements in Part I, state whether a checklist or rubric would be best to measure performance of the behavior.</i></p>					

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.4	Topic Title:	Criteria Appropriate for Performance Setting
Topic Subordinate Objective(s):					
4.4.a: Given a performance context analysis, learners will assess the feasibility of the behavior in relation to its appropriateness for the performance setting. Learners will determine appropriate performance settings 8 out of 10 times.					
Content Presentation (Task Relationship):					
4.4: Evaluate that the criteria is (are) appropriate to the performance setting.					
Illustrative Content Example(s):					
Learners will be instructed to refer to the performance setting in which the behavior will be performed and determine if the criteria is appropriately measuring the behavior within this context. The learners will be shown examples of appropriate criteria given various performance settings. The learners will also be given examples of inappropriate criteria for the same specified performance setting.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 					
Learner Participation/Practice(s):					
Learners will be given various scenarios that depict different types of performance settings and will determine whether the criterion is feasible for that specific performance setting.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	4	Lesson Number:	4	Lesson Title:	Criterion Statement
		Topic Number	4.4	Topic Title:	Criteria Appropriate for Performance Setting
Sample Assessment Item(s):					
<i>In the space provided in column 2, write the correct performance setting, based on the definitions, for the objective statement.</i>					
Objective Statement:			Performance Setting:		
1.	When asked, the learners will participate in class discussion.			<input checked="" type="checkbox"/> Academic <input type="checkbox"/> Corporate	
2.	After reviewing the policy manual, learners will be required to sign a form stating that they have reviewed and understand the stated policy.			<input type="checkbox"/> Academic <input checked="" type="checkbox"/> Corporate	
3.	After reviewing five resumes, the HR manager will hire the most qualified applicant.			<input type="checkbox"/> Academic <input checked="" type="checkbox"/> Corporate	
4.	After conducting a formative evaluation, the designer will be able to modify the instructions to meet the needs of the students.			<input checked="" type="checkbox"/> Academic <input type="checkbox"/> Corporate	

Chunk Number:	5	Lesson Number:	5	Lesson Title:	Complete Measurable Performance Objective
		Topic Number	5.1	Topic Title:	Putting the Four Components Together
Topic Subordinate Objective(s):					
5.1.a: Given an instructional goal analysis, learners will be able to construct performance based objective statements that contain the four required components 8 out of 10 times.					
Content Presentation (Task Relationship):					
5.1: Include each required component: audience, behavior, condition, and criteria. E: Completed instructional analysis or has access to the instructional analysis.					
Illustrative Content Example(s):					
Students will be shown examples of complete objective statements that contain the four components required for complete statements, based on sample instructional goal analyses. The illustrations will also contain objective statements that appear to contain all four, but some components may not be complete. Learners will be directed how to identify an incomplete objective statement. Students will receive a checklist of items to ask pertaining to their objective statements in order to determine if they have written complete measurable performance objectives. Sample questions:					
<ol style="list-style-type: none"> 1. Does the objective statement identify the audience? 2. Does the learning objective stem from an instructional course goal? 3. Is the behavior observable and measurable? 4. Does the objective utilize an effective, action verb that targets the desired level of performance? 5. Does the learning objective specify appropriate conditions for performance? 					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 					
Learner Participation/Practice(s):					
Students will be given complete objective statements that contain all four components and will be required to practice identifying each component utilizing a color coded legend.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	5	Lesson Number:	5	Lesson Title:	Complete Measurable Performance Objective
		Topic Number	5.1	Topic Title:	Putting the Four Components Together
Sample Assessment Item(s):					
<p><i>For each objective statement (Column 1), the components are broken down in column 2. In the answer column the various components are stated. Check the box which represents the correct component stated in column 2.</i></p>					
Objective Statement:	Sentence Component			Answer Column	
Given examples and non-examples of constructivist activities in a college classroom, the student will be able to accurately identify the constructivist examples and explain why each example is or isn't a constructivist activity in 20 words or less.	in 20 words or less			<input type="checkbox"/> Audience <input type="checkbox"/> Behavior <input type="checkbox"/> Condition <input checked="" type="checkbox"/> Criteria	
	accurately identify the constructivist example and explain why each example is or isn't a constructivist activity			<input type="checkbox"/> Audience <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Condition <input type="checkbox"/> Criteria:	
	the student			<input checked="" type="checkbox"/> Audience <input type="checkbox"/> Behavior <input type="checkbox"/> Condition <input type="checkbox"/> Criteria:	
	Given example and non-examples of constructivist activities			<input type="checkbox"/> Audience <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Condition <input type="checkbox"/> Criteria	

Chunk Number:	5	Lesson Number:	5	Lesson Title:	Complete Measurable Performance Objective
		Topic Number	5.2	Topic Title:	The Objective and the Learning Setting
Topic Subordinate Objective(s):					
5.2.a: When asked if an objective statement is appropriate for the learning setting, the learner will evaluate the objective statement by asking if the learner is able to perform the behavior in the learning setting. Learners will be able to correctly determine the learning setting 8 out of 10 times.					
Content Presentation (Task Relationship):					
5.2: Evaluate that the objective is appropriate for the learning setting. E: Completed instructional analysis or has access to the instructional analysis.					
Illustrative Content Example(s):					
Various learning settings will be examined, such as Web-based, Instructor led, Self-study, and Cooperative. Some objective statements may not be feasible to execute within the specified learning setting. Learners will be shown how to determine whether the objective is appropriate for the particular learning setting.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 					
Learner Participation/Practice(s):					
Learners will be given sample objective statements in which they will determine whether the objective statement is feasible for the defined learning setting.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					

Continued on next page ...

Chunk Number:	5	Lesson Number:	5	Lesson Title:	Complete Measurable Performance Objective
		Topic Number	5.2	Topic Title:	The Objective and the Learning Setting
Sample Assessment Item(s):					
<p><i>For each of the objective statements and given learning setting, determine the behavior can be performed in that learning setting. Check mark the box next to your answer, either Yes or No.</i></p>					
Objective Statement:		Learning Setting:		Answer:	
1.	When asked, the learners will participate in class discussion.	Self-study	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
2.	After reviewing the policy manual, learners will be required to sign a form stating that they have reviewed and understand the stated policy.	Self-study	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
3.	After reviewing five resumes, the HR manager will hire the most qualified applicant.	Cooperative	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
4.	After reviewing the simulation, the learner will use the calculation program to determine the loan payment.	Web-based	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
5.	The learner will maneuver the car into a parallel parking spot.	Instructor Led	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Chunk Number:	5	Lesson Number:	5	Lesson Title:	Complete Measurable Performance Objective
		Topic Number	5.3	Topic Title:	The Objective and the Performance Setting
Topic Subordinate Objective(s):					
5.3.a: When asked if an objective statement is appropriate for the performance setting, the learner will evaluate the objective statement by asking if the learner is required to perform the behavior in the performance setting. Learners will be able to correctly determine the performance setting 8 out of 10 times.					
Content Presentation (Task Relationship):					
5.3: Evaluate that the objective is appropriate for the performance setting. E: Completed instructional analysis or has access to the instructional analysis.					
Illustrative Content Example(s):					
Utilizing example performance settings, learners will be instructed on ways to determine whether the objective statement is appropriate for that setting. The most common performance settings will be examined, such as academic settings, corporate settings, and physical (athletic) settings.					
Learner Grouping(s)/Media Selection(s):					
<ul style="list-style-type: none"> • Learners will not be grouped with other learners. • Text • Simple diagrammatic illustrations • Optional audio 					
Learner Participation/Practice(s):					
Learners will examine sample objective statements and determine whether it will be performed in a an academic setting or a corporate setting.					
Learner Feedback:					
Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.					
Sample Assessment Item(s):					
<i>For each of the 10 objective statements select the box next to the correct performance setting for that particular objective statement.</i>					
Objective Statement:			Performance Setting:		
1. Given ten examples of incorrect verb tense usage, the student will identify and correct a minimum of eight instances.			<input checked="" type="checkbox"/> Academic performance setting <input type="checkbox"/> Commercial performance setting		
2. Given a loan matrix rate sheet, the learner will correctly quote a loan rate to the borrower within ± 25 basis points 8 out of 10 times.			<input type="checkbox"/> Academic performance setting <input checked="" type="checkbox"/> Commercial performance setting		

Appendix

Document 1: Sample Rubric

Research Rubric

Criteria		1	2	3
Number of Sources	X1	1-4	5-9	10-12
Historical Accuracy	X3	Lots of historical inaccuracies	Few Inaccuracies	No apparent inaccuracies
Organization	X1	Can not tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources information was drawn from
Bibliography	X1	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included

Document 2: Sample Checklist

Ponds/Wetlands Maintenance Checklist

Scoring Breakdown:			
N/A = Not Applicable	1 = Monitor (potential for future problem exists)	* Use open space in each section to further explain scoring as needed	
N/I = Not Investigated	2 = Routine Maintenance Required		
0 = Not a Problem	3 = Immediate Repair Necessary		

1. Outfall Channel(s) from Pond				
Woody growth within 5' of outfall barrel	N/A	N/I	0	1 2 3
Outfall channel functioning	N/A	N/I	0	1 2 3
Manholes, Frames and Covers	N/A	N/I	0	1 2 3
Released water undercutting outlet	N/A	N/I	0	1 2 3
Erosion	N/A	N/I	0	1 2 3
Displaced rip rap	N/A	N/I	0	1 2 3
Excessive sediment deposits	N/A	N/I	0	1 2 3
Other:	N/A	N/I	0	1 2 3

Site reference: http://www.stormwatercenter.net/Manual_Builder/Maintenance_Manual/Form.pdf