Performance Objectives

**Trainers: Final Project**
Analysis Form for Training Course

**Teachers: Final Project**

OTED 400/500

Objectives

- Analyze performance objectives.
- Write performance objectives.
- Develop Analysis Sheets.

Performance Objective Practice

OTED 400/500
The Main Functions of Performance Objectives

- Provide a focus of attention for learner and instructor
- Serve as a guide for selecting content and instructional methods
- Provide the criteria for evaluating the learner’s performance

Remember . . . Performance Objectives

- Written with the learner in mind.
- State what the learner should be able to do as a result of the learning experience.
- Benefit both the learner and the instructor.
  - Help the learner focus on what is important.
  - Help the instructor select methods and media for instructional use.
- Provide the criteria for evaluating learner performance.

Review

The Components of a Performance Objective
- Performance (task or behavior)
- Conditions of performance
- Standards (criteria) of performance

Building blocks of a well-constructed objective.
The key to a well-written objective

• Choosing an appropriate **action verb**.
• Must give the user a clear indication of what performance is expected. Look at this example:
  – Given a 14-inch chainsaw and a 10-12 inch log, cut a tree in half withwise according to www.stihlusa.com/chainsaws/dosdons.html

Performance or Task

• It is the task statement
• It describes the action that will be taken
• It begins with an ACTIVE VERB
• In a course, it would come from your Task Listing

Active Verbs

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<th>Use – Very Clear</th>
<th>Don’t Use – Not Clear</th>
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Don’t Use these verbs
- Understand
- Know
- Appreciate
- Grasp
- Learn
- Become familiar with
- Comprehend

Condition Statement
- Often called the “Givens” because it usually (but not always) begins with “Given . . .”
- It describes what the learner is given or not given or allowed to use when performing the task (at the end of instruction)

Conditions
- Circumstances
- Informational Aids
- Equipment and Materials
Implied Conditions

- Here is an example of an objective where all the conditions are implied:
  - List the parts of a hydraulic pump according to the illustration on page 45 of TM 34-655.
- This can be done orally or in writing, it doesn’t matter.

Standards

- Standards describe the minimal level of performance that can be accepted.
  - Different types of standards apply to different types of performance.
  - Whatever standards are used, they should be realistic and should reflect job performance standards.
  - The standards in the objectives are the standards to be used in evaluating the trainee’s mastery of the objective.

Standards may be . . .

- Measures of speed
- Measures of accuracy
- Specifications about how a task should be performed
- Reflect the consequences that should be avoided or brought about through the action.
Implied Standards

• Standards may not need to be written into the objective when performance of a task is itself an adequate measure of success.

• Consider the following objective:
  – Identify the symbol for periodic symbol for Aluminum.

• In this case, the learner either can or cannot state "Al". There is no need to specify a standard here.

Common Errors Writing Standards

• A common error in performance objectives is the use of false standards.

• A false standard is one made up by the instructor or curriculum designer that does not reflect standards of job performance.
  – Given a needle, thread, button, and piece of cloth, sew on a button to the teacher’s satisfaction.

Another false standard

a ‘percentage of correct’ answers that is acceptable. Let’s look at this objective for a credit manager.
  – Given the proof of debt form, ledger card, loan papers, and sales finance contract for information, file a proof of claim in bankruptcy court. Court form must be 80% correct.
  – This is an unrealistic standard. On the job there would be no room for error in a court form.
Another False Standard

• Use the words "correct" and "proper", rather than defining what correct or proper learner behavior really is. Look at this objective for an electrician trainee:

  – Given the tools, parts, and a blueprint with specifications, install five electric outlets in the designated room in the proper locations.

• What is "proper"?
  – Who determines which locations are proper?
  – Are there legal specifications dictating where outlets must or must not be placed?
  – Are the locations designated in blueprints?

Remember . . .

• The standards = the lowest acceptable level of performance of a task.

• It is derived from standards for on-the-job performance.

• Standards may be expressed in terms of
  – speed
  – accuracy
  – specifications
  – consequences.

Given the tools and a working vacuum-type carburetor, clean a vacuum-type carburetor so that it runs smoothly.

• What is the task?
  – clean a vacuum-type carburetor

• What is the condition?
  – Given the tools and a working vacuum-type carburetor

• What is the standard?
  – it runs smoothly
Define the "four P's" of marketing as they are described on page 38 of *Modern Marketing* by Wm. Waters.

- What is the task?  
  - Define the "four P's" of marketing

- What is the condition?  
  - "Implied"

- What is the standard?  
  - described on page 38 of *Modern Marketing* by Wm. Waters.

Given a Alpha 710ML Electronic Cash Register, new tape and the register key, replace the cash register tape according to page 4 of the Instructions.

- What is the task?  
  - replace the cash register tape

- What is the condition?  
  - Given a Alpha 710ML Electronic Cash Register, new tape and the register key

- What is the standard?  
  - according to page 4 of the Instructions.

Practice!
Practice Test

- Do the six self-paced lessons on Writing Performance Objectives for practice.
- http://www.lions.odu.edu/~dnethert/Courses/oted400/pos.pdf

Break Time

We are BACK!
Trainer’s Assignment

• The assignment calls for you to develop a course to **train mall employees to provide excellent customer service**.

• Assignment spelled out at:
  – http://www.lions.odu.edu/~dnethert/Courses/oted400/assignments/asg_2.htm
Teacher's Assignment 2

• Part 1: Turn in a monthly plan that indicates what topic will be covered each instructional day. The following points will be evaluated:
  – Covers all the **essential competencies** required in the Virginia curriculum unit.
  – Takes into account all the scheduled holidays and scheduled activities. (Use a current schedule of a local school division.)
  – The sequence of topics is logical and understandable.
  – Time is planned for a CTE Student Organization activities.
  – Includes all the classroom activities students will experience during the academic year.
  – Shows understanding of the time required to cover the material while insuring that students can learn in the time scheduled.
  – The project is presented in an appealing, professional package.

Teacher's Assignment 2

• Part 2: Each student must write lesson plans that cover five (5) days of instruction.
  • Each lesson plan must include:
    – Lesson title
    – 3-part training objective
    – Virginia Standards of Learning (SOL)
    – Lesson content
    – Instructions for teaching the lesson (methods and procedures) (including how the SOL will be included)
    – The evaluation instruments or instructions
    – References
    – Training aid requirements and other resource requirements
    – Attach assignment sheets, handouts, PowerPoint slides, and tests/checklists.

Teacher's Assignment 2

• Part 3: Each student must plan a CTE Student Organization activity that supports the curriculum. This should not be an activity the State or National CTE Organization has planned. This is one you develop for your CTE chapter. The activity must include the following information:
  – A general description of the activity.
  – A list of things the teacher must do to plan and conduct it.
  – A list of things the students must do to plan and conduct it.
  – A list of competencies from the VERSO curriculum students will learn as a result of the activity.
Locate Teacher’s Assignment 2

- http://www.lions.odu.edu/~dnethert/Courses/oted400/assignments/teach2.pdf

- It has examples of what to turn in.

School Calendar Links --
DECA Dates

Monthly Calendar
Must do the whole year!
Blank Calendar Sheet

But you can make your own with your Word processor

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