**Title:** Establish Student Performance Criteria

**PO:**

*Given an occupational course proposal and access to information about the community, the occupation, and the educational system where the course will be taught, establish student performance criteria. Must score at least 80% on exam.*

**SOLs:** English 11.4, Apply concepts and use vocabulary in informational and technical materials to complete a task.

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<td>Society in general has expectations or standards for graduates of its secondary and postsecondary institutions. Implicit within these expectations are certain standards. For example, society may expect graduates to be contributing citizens of a democratic society. Additionally, society may desire that graduates be capable of thinking critically, of understanding themselves, or of coping with a changing society.</td>
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Pass out Pre-Test and have students complete it.
Occupational Factors
Standards identified by determining what a given occupation (or specific company) requires of its entry-level workers:

- What level of reliability and at what speed does the occupation require for entry-level workers?
- What tasks that the entry-level worker will be required to perform?
- What performance, reliability, and speed must be reached to advance in the occupation?

Institutional Factors
The school and its community setting will further define the criteria for student performance.

Members of a community hold certain values, and they expect the educational institutions within the community to uphold those values and to pass those values on to the students as part of the educational program.

- School standards
- Community standards

Student Personal Factors
Consider the needs, interests, and abilities of the students you will be teaching.

- The level of competence acquired to date by the students entering your course or program affect the criteria you establish.
- This competence does not change the occupational standards set for the program, but it can affect
- The amount of time you allow for students to reach these standards the number of objectives you expect students to meet.

Instructional Factors
The instructional factors determine the most specific criteria:

- program criteria
- course
- unit
- lesson

Use AV-10, Occupational Factors
Question: Can anyone give me an example of a speed standard for performing some job task where you work?

Use AV-11-15, Occupational Factors
Question: Can anyone give me an example of a work value the community expects of graduates from this school?

Can anyone give me an example of a school policy that is a standard for graduation in our school?

Use AV-16-19, Student Personal Factors

Use AV-20-25, Instructional Factors

Pass out the Case Study Activity and read the instructions and answer any questions before students do it.
When they finish it, put them in groups of 3 or 4 and have them compile their best answers. Then have groups complete an overhead slide, PowerPoint slide, or a flip chart page for their answers. Have them present their work to the rest of the class.

Summary: Use AV-26-27
To summarize, the purposes of establishing criteria for student performance are:

1. to ensure that students attain the required occupational competencies
2. to provide the basis for continual-periodic and final-evaluation of the progress students are making toward development of these competencies.
**Evaluation:**

Pass out the lesson exam. The student should complete it in about 20 minutes. To pass, the student must score at least 80%.

**Conclusion:**

*Review or recapitulate.* Briefly go over the main items of your topic. Stress important or key points. *Link* to subsequent sessions. *Clarify.* Allow time for questions to clear up any misunderstandings or problems. *Finish.* Leave your learners in no doubt that you are done. Ask the question, "Before I finish, do you have any final questions?"

**References:**


**Training aids:**

Depending on the way you want students to present their work on the Activity you will need the following: overhead slide projector and film, computers with PowerPoint program, or flip chart paper and pens.

**Notes:**
Pre-Test Examination
Establish Student Performance Criteria

Instructions: Briefly write your answer to each item in the blanks below. Be sure to write legibly. Each answer is worth 1 point for a total of 10 points.

1. Which of the following is a major factor you should consider when establishing student performance categories.
   a. Speaking
   b. Working
   c. Popularity
   d. Instructional

Match the following:

2. When the public has expectations or standards for graduates of its secondary and postsecondary institutions.
   o Societal factors

3. The level of reliability and at what speed does the job require for entry-level workers?
   o Speaking factors

4. The level of competence acquired to date by the students entering your course or program affect the criteria you establish.
   o Popularity factors

5. Factors determine the most specific criteria for program, course, unit, and lesson.
   o Occupational factors

6. For example, society may expect graduates to be contributing citizens of a democratic society.
   o Instructional factors.
   o Institutional factors
   o Students’ personal factors

7. When you are planning the criteria for the job skills in a work course you are going to teach, you want to find the criteria that explain your students’ needs, interests, and abilities. Where might you go to find these?
8. Suppose you also want to find the standards the job calls for in **how fast, how reliable, and how well** a worker must perform in a particular performance. Where might you go to find this information?

9. Members of a community hold certain values, and they expect the community’s school to uphold those values and to pass those values on to the students as part of the educational program. What are **two of the standards** your community wants **passed on by the schools**?
Case Study
Establish Student Performance Criteria

You are a new teacher in an area school. Assume you were hired to teach an introductory course in a program in your own service area (e.g., if your service area is marketing education, then you might wish to assume you were hired in the marketing education program to teach fashion merchandising). This course is the first part of a two-part sequence of Fashion and Advanced Fashion.

Your school is on a nine-week grading schedule and letter grades are required. From discussions with the faculty member who has been teaching the second level of the two-course sequence, you have learned that an occupational analysis has been competed for your area. Based on this analysis, 300 student performance objectives have been identified as necessary for entry-level competence in the occupation.

In addition, the faculty member complained to you that she has had to spend the first few weeks of her course each year reteaching some of the basic competencies. Otherwise, the students were unable to deal with the new material in the advanced course.

1. What specific criteria can be established on the basis of this preliminary information?

2. What additional information will you like to have in order to establish criteria for student performance?

3. Where would you go to obtain the additional information needed?
Solution to Case Study
Establish Student Performance Criteria

Compare the team’s response to the case situation with the model response given below. The response need not exactly duplicate the model response; however, it should have covered the same major points.

MODEL RESPONSE

On the basis of the preliminary information, you can establish that (1) you need to report grades every nine weeks and (2) the grades you report must be letter grades. You also know that yours is to be the introductory course in a two-course sequence and that previously this introductory course has not adequately prepared students for the second course in the sequence.

Thus, first you need further clarification from the teachers of parts two and three of the sequence about what their objectives are and what level they expect students to be at after completing your introductory course.

Second, you need to review the 300 student performance objectives to determine which ones should be covered in your course and to what level.

Third, you need to identify societal and community standards expected of your students, including the standards set by the business/industry community.

Fourth, you need to determine if the school, district, or college has any further standards (beyond reporting six-week grades using letter grades) that need to be considered in establishing criteria.

Fifth, you need to determine your students’ needs, interests, abilities, and career goals.

This information can be located through:

(1) discussions with fellow teachers and school administrators
(2) review of the occupational analysis already identified
(3) review of additional occupational analyses
(4) discussions with your occupational advisory committee
(5) administration of standardized tests to students
(6) review of students’ cumulative records
(7) formal and informal discussions with students
(8) formal and informal discussions with members of the community.
Examination
Establish Student Performance Criteria

**Instructions:** Briefly write your answer to each item in the blanks below. Be sure to write legibly. Each answer is worth 1 point for a total of 10 points.

2. **List the five major factors categories** you need to consider when establishing student performance categories.

________________________________
________________________________
________________________________
________________________________
________________________________

3. **List two sources** you should consider checking for information to establish criteria that explains your prospective student’s needs, interests, and abilities.

________________________________
________________________________

3. Where might you find the standards for the **performance, reliability, and speed** that must be met for new workers in a specific occupation?

________________________________

4. What are two standards you would expect to find in your community’s high school?

________________________________
________________________________
Performance Objective

- **Task:**
  - Establish student performance criteria.

- **Condition:**
  - Given an occupational course proposal and access to information about the community, the occupation, and the educational system where the course will be taught.

- **Standard:**
  - All items on a Assessment Checklist for Student Performance Criteria must have been performed.

Why learn this?

- Occupational instructors are responsible for training individuals for entry into or advancement in the world of work. In order to meet this responsibility, you must come to grips with two key questions:
  - What factors affect the level of performance that will be expected of learners?
  - What criteria (standards) should be used to measure whether the desired level of student performance has been achieved?

What does the performance criteria do for the teacher?

- It gives you a basis for determining if a learner has fulfilled program requirements at the desired level of competence.
- You can then select appropriate measurement devices and techniques.
- You can devise a grading system that indicates how well students performed in terms of the established criteria.
- It gives you one means of evaluating your own effectiveness as an instructor.

Criteria for Learner Performance

- Criteria are standards. They are very useful in measuring success.
  - By comparing actual performance against established performance standards, you can determine how competent the performance is.
  - By comparing a completed product against established product standards, you can determine how satisfactory the product is.

Locating Criteria

- To locate the criteria, you need to look at five factors:
  - societal factors
  - occupational factors
  - institutional factors
  - students' personal factors
  - instructional factors.
Societal Factors

- Society in general has expectations or standards for graduates.
- Examples:
  - Graduates should be contributing citizens of a democratic society.
  - Graduates should be capable of thinking critically, of understanding themselves, or of coping with a changing society.

Societal Factors are Broad

- Society's expectations represent broad goals.
  - These are subject to change as society itself adapts and changes over time.
  - These broad goals are probably not written down in black and white.

Societal Standards

- Through your own experiences and formal and informal contacts with other members of this society, you undoubtedly have a pretty clear picture of what society expects of its school programs.
- At the national level, a number of educational bodies establish broad goals and objectives that suggest standards by which you may measure graduates.
  - U.S. Department of Education (ED),
  - National Education Association (NEA),
  - American Vocational Association (AVA),
  - American Society for Training and Development (ASTD)

Occupational Factors

- Standards required of an industry or company of its entry level workers
- These can be identified through reviewing job descriptions, occupational analyses, community surveys, and follow-up studies for a given occupation (or specific company).
  - What level of performance at what level of reliability and at what speed does the occupation require for entry level workers?
  - What is the nature of the tasks that the entry level worker will be required to perform?
  - What levels of performance, reliability, and speed must be reached to advance in the occupation?

Institutional Factors

- The school and its community setting will further define the criteria for student performance
- Members of a community hold certain values, and they generally expect the educational institutions within the community to uphold those values and to pass those values on to the students as part of the educational program.
- Thus, the community sets certain standards.
  - Some would call these "Community Standards".

School Institutional Standards

- School policies will usually specify standards covering the following areas:
  - How often must the level of student performance be reported?
  - What symbols should be used in reporting the level of performance (e.g., percentages, letter grades, pass/fail, written evaluations)?
  - What level of performance is represented by a certain grading symbol (e.g., A = 95%-100%)?
  - How many credit hours must a student earn to graduate from a given program
Other Examples of School Policies

- How many credit hours are assigned to each course or unit of study (e.g., set of competencies)?
- Which courses or competencies are required for graduation and which are electives?
- Are the standards for students to be absolute (criterion-referenced) or relative to the achievement of other students (norm-referenced)?
- Is student effort considered in establishing criteria?

Community Standards -- Examples
(Remember, these are Institutional Standards)

- An urban community may expect that students in a cooperative marketing education program will dress and behave in a business-like manner on the job.
- A rural area may expect its technology education students to be good at using all kinds of hand tools found in a workshop or farm.

Other Institutional Factors

- The standards you establish for student performance must be realistic in terms of the number of staff, amount of time, and facilities available in your institution.
- In addition, the quality of equipment and level of competency of the occupational teaching staff should be considered in establishing criteria.

Student Personal Factors

- Consider the needs, interests, and abilities of the students you will be teaching.
  - The level of competence acquired to date by the students entering your course or program affect the criteria you establish.
  - This competence does not change the occupational standards set for the program, but it can affect
    - the amount of time you allow for students to reach these standards
    - the number of objectives you expect students to meet.

Student Personal Factors

- Suppose criteria for student performance requires that entering students have a background in basic math.
  - If students do not have this background, then those criteria must be modified to take this into account.
- Also, students' career goals should be considered when you set criteria.
  - Some of your students may plan to enter the job market through suboccupations.
  - Others may wish to be fully trained journeymen or technicians upon graduation.
Identifying Student Personal Factors

- Students' needs, interests, abilities, and career goals can be identified through a number of sources.
- Administering standardized tests
- Reviewing cumulative records
- Discussing career goals with students on a formal and informal basis
- All are excellent devices for locating such information.

Instructional Factors

- They determine the most specific criteria:
  - program criteria
  - course
  - unit
  - lesson criteria
  - or learning package criteria.

- It is the criteria you establish at the instructional level that are generally the most specific and are the factors over which the teacher has most control.

Instructional Factors

- Ideally, an occupational program will be structured around a set of student performance objectives that represent required competencies or skills in an occupation or occupational cluster.
  - These competencies can be identified through an occupational analysis.

Instructional Factors

- Assume that for a given program, 60 competencies are identified. In a competency-based program, these competencies would be translated into specific student performance objectives.
- These competencies would first be divided and grouped into courses, depending on length of the program, the logical clustering of competencies, and the logical sequence of competencies.
- Finally, very specific student performance objectives covering particular tasks would be developed to shape unit and daily lesson plans.

Program objectives should include criteria describing the level of achievement for students to complete the program.

- For example, a conventional business education program designed to train persons to be employed at the Clerk Typist III level, might include the following criteria.
  - . . . Next slide

Program Criteria: (1) The minimum number of words to be typed per minute is 60, (2) the complexity of the material is to be straight manuscript typing, and (3) there are to be a maximum of three errors in a five-minute test.

Course Criteria: At the end of the first course, be able to type (1) 35 words per minute, (2) of straight manuscript typing, (3) with six or less errors in a five-minute test.

Unit Criteria: Be able to locate the position of (1) all letters and symbols on a standard typewriter keyboard, (2) with 100 percent accuracy.

Lesson Criteria: Be able to type a given combination of letters 20 times without error.
Criteria in Competency-Based Education

- It should be noted that, if you are involved in a competency-based or performance-based education program, it should be especially easy to locate the instructional criteria.
- One of the key features of such programs is that criteria are spelled out in advance for each skill identified, and these criteria are made public to students and interested others.
- So check for them in your CTE administrator in your school system.

Summary

- The purposes of establishing criteria for student performance are:
  - To ensure that students attain the required occupational competencies
  - To provide the basis for continual-periodic and final-evaluation of the progress students are making toward development of these competencies.

Summary

- Remember the major categories you should consider when establishing criteria for learner performance are:
  - societal factors
  - occupational factors
  - institutional factors
  - students' personal factors
  - instructional factors