

CALHOUN INTERMEDIATE SCHOOL DISTRICT

CAREER EDUCATION SERVICES

GUIDELINES FOR WRITING
PERFORMANCE OBJECTIVES

IF YOU DON'T KNOW WHERE YOU ARE GOING YOU MAY END UP
SOMEWHERE ELSE AND NOT EVEN KNOW IT.

FOREWORD

The following instructional module deals with two vital areas of Career Development instruction: Performance Goals and Objectives.

For many years educators have stressed the importance of objectives in planning learning experiences. Often these objectives have been a general description of what the teacher will do for the student so he may "learn" the subject matter.

Since learning is a unique experience in each human being, learning should be described in terms which are student centered. Performance objectives and performance based goal statements are simply vehicles which describe the expected results of our instructional efforts to students, staff, and the community.

Research tells us that teachers are the central element to the instructional process. In conventional teaching even the most sensitive, flexible, and responsive teacher cannot concentrate efforts on determining individual learning difficulties, interacting one to one with students, and designing learning to suit the individual student which motivates and encourages self-direction.

Developing performance objectives and goal statements is a sound first step in the process of incorporating Career Development within your existing instruction.

As you proceed through this module, please keep your own instruction in mind. Relating examples and exercises to your own needs will make the module meaningful to you.

STUDY GUIDE

Please proceed through the following steps:

1. Read the goals and objectives for this module.
2. If you feel competent in writing performance goals and objectives, try the Pre-Test.
3. Read Information Sheet #1.
4. Work through Practice Sheet #1. If you have answered all items correctly, proceed to the next step. (If not, review items missed then proceed.)
5. Read Information Sheet #2.
6. Work through Practice Sheet #2. If you have answered all items correctly, proceed to the next step. (If not, review items missed then proceed.)
7. Work through Practice Sheet #3. If you have answered all items correctly, proceed to the next step. (If not, review items missed then proceed.)
8. Read Information Sheet #3.
9. Take Post-Test.
10. Check your work on the Post-Test.
11. Check with the Workshop Leader to see if you have successfully met each objective.

GOAL STATEMENT

At the completion of this module, the learner will be able to write a performance goal and a performance objective directed toward the attainment of the performance goal.

OBJECTIVES

The performance objectives of this module are as follows. Upon completing the self-instructional module, the learner will be able to:

1. Write four (4) performance goals, as outlined in this module, without reference to notes or instructional aids.
2. List three (3) characteristics of performance objectives, as outlined in the module, without reference to instructional aids.
3. Select the performance objectives from a list of objectives with a maximum of one error.
4. Write two (2) performance objectives which include the three (3) major characteristics of performance objectives, as outlined in this module.

Perhaps you already have enough skill in writing performance objectives. If this is the case, please take the Pre-Test and turn it in to the Workshop Leader. If you are uncertain about writing objectives, turn the page and continue with the module.

PRE-TEST

1. Write a performance goal statement for your subject matter or grade group.

2. Write a performance objective for your subject matter or grade group, which contains the three basic elements.

If the Workshop Leader indicates that you have successfully completed the pre-test, you may wish to skip the remainder of this module.

INFORMATION SHEET #1

A performance goal statement is an introductory statement which describes the skills, understandings, and/or attitudes which a student should be able to demonstrate.

Essentially it states in observable behavior what the student will know, be able to do, or the manner in which he or she will act.

A performance goal statement does not state the conditions or the criteria of performance.

Examples:

The learner will be able to multiply a two (2) digit number by a two (2) digit number.

The learner will be able to describe how he or she feels when a task is completed successfully.

PRACTICE SHEET #1

1. Is this a performance goal statement?

The instructor will review the functions of the gall bladder.

Mark your answer below.

Yes _____ No _____

Performance goal statements describe what the learner will do. Therefore, the answer is no because it describes what the instructor will do.

2. Is this a performance goal statement?

The learner will read and understand a chapter on accounts receivable.

Mark your answer below.

Yes _____ No _____

Words such as, "understand", "learn", and "appreciate" do not clearly define what the student will be able to do. Therefore, the statement is not a performance goal.

Review the list of useful verbs and verbs to be avoided when writing performance objectives on the next pages.

Words and Phrases to be Avoided when Developing Objectives

believe
capacity
comprehend
conceptualize
depth
experience
feel
hear
intelligence
know
listen
memorize
perceive
realize
recognize
see
think
self-actualize
understand

Show:

appreciation for . . .
attitude of . . .
awareness of . . .
comprehension of . . .
enjoyment of . . .
feeling for . . .
interest in . . .
knowledge of . . .
understanding of . . .

Become:

acquainted with . . .
adjusted to . . .
capable of . . .
cognizant of . . .
conscious of . . .
familiar with . . .
interested in . . .
knowledgeable about . . .
self-confident in . . .

Note: You are not being asked to regard these words as forbidden. However, try to avoid their use when possible, or elaborate their meaning more fully when you do use them by explaining how you will know students are appreciating, enjoying, understanding, etc.

A CATEGORIZED "SHOPPING-LIST" OF VERBS
USEFUL FOR MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point

STUDY SKILLS

arrange
attempt
categorize
chart
cite
circle
classify
compile
consider
diagram
document
find
follow

formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

ANALYSIS SKILLS

analyze
appraise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
infer
paraphrase
plan
present
save
shorten
structure
switch

SYTHESIS SKILLS

alter
change

design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systematize

GENERAL APPLICATIONS

Language:
abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak

spell
state
summarize
syllabicate
translate
type
verbalize
write

Mathematical:

add
bisect
calculate
check
compound
compute
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

Science:

calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft

grow
increase
insert
length
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

Social Studies:

apply
credit
compare
compile
construct
coordinate
defend
differentiate
dramatize
hypothesize
investigate
justify
modify
observe
outline
quote
rank
reconstruct
research
revise
simulate
support
survey
write

PRACTICE SHEET #1

Page No. 2

3. Is this a performance goal statement?

The learner will be able to tell (3) ways he or she likes to spend leisure time.

Mark your answer below.

Yes _____ No _____

This is a performance goal because it tells what the learner will be able to do. It is stated in terms of an observable behavior.

INFORMATION SHEET #2

Elements Of A Performance Objective

One of the most important aspects of any educational program or curriculum is objectives. Objectives describe outcomes which a program or activity seeks to accomplish. Another way of stating this is that objectives are statements that describe a final testing situation which would lead you and other educators to believe that the student has demonstrated the behavior you have specified in your performance goal statements.

This part of the module is designed to help you write one particular kind of objective, which has proved to be effective in planning instructional activities, as well as evaluating completed programs. This objective is called a performance objective. Performance objectives may also be called behavioral objectives. What these objectives are called is not particularly important. However, the characteristics of these objectives are very important.

There is not total agreement among the experts as to what all the characteristics of a performance object are. However, most sources agree that at least three (3) kinds of specific information must be present in a well-formulated objective:

The Behavior: This part of the objective is essentially the same as the statement you develop for your performance goal. It is the "heart" of any objective and describes what the student will be able to do to demonstrate attainment of the objective, rather than what he or she knows or feels or believes. Performance objectives are stated in terms of measurable behavior.

The Conditions: This portion of the statement describes the circumstances under which the achievement of the objective will be evaluated. In other words, the resources the student will have available to him or her, and the evaluation conditions. They may include such things as whether the student will be allowed the use of references, such as notes or textbooks, whether the student must perform in class, at home, on the play ground, etc. Conditions describe the limits which are placed on the student's performance.

The Criteria: This part of an objective can also be called the level of achievement. It describes the measure by which a student's performance will be judged. It is the standard or level of acceptable performance in terms of number, rate, time, percentage or correct answers, etc.

Let's take a performance objective and examine the three characteristics.

Given a list of 20 simulated test scores, the student will, without instructional aids, determine the arithmetic mean and average deviation of the scores with at least 75 percent accuracy.

Read the objective carefully, looking for the behavior statement, the conditions of evaluation, and the criteria or level of achievement. When you have completed your analysis, compare your answer with how the objective is broken down on the next page.

SELF CHECK

Behavior: ". . . . the student will, determine the arithmetic mean and average deviation. . . ."

Conditions: "Given a list of 20 simulated test scores without instructional aids"

Criteria: ". . . . with at least 75 percent accuracy."

PRACTICE SHEET #2

Exercise 1

Please complete the following exercise:

List and define the three (3) characteristics of a performance objective.

1. _____

2. _____

3. _____

Check your work on the next page.

SELF CHECK

Did your list include:

1. The behavior: What the student will be able to do?
2. The conditions: The limits that are placed on the student's performance?
3. The criteria: The level of achievement or how well the learner will do the performance or behavior.

Go onto the next exercise.

Exercise 2

Example: When given a set of directions including at least five (5) tasks, the student will follow them, by performing at least three (3) tasks in sequence without asking for a repeat statement. The student will perform to standard at least four out of five times.

In the example above, the student will:

1. Do what? _____
2. Under what conditions? _____

3. With what level of achievement? _____

Check your work on the next page.

SELF CHECK

You were correct if you indicated the following:

1. the student will follow them (directions) by performing three (3) tasks in sequence.
2. . . . given a set of directions including at least five (5) tasks . . . without asking for a repeat statement.
3. . . . at least three (3) tasks the student will perform and this standard is at least four out of five times.

Go onto the next exercise.

Exercise 3

Example: The student will, without reference to notes or texts, correctly complete ten (10) addition problems involving the addition of two one-digit numbers.

In the example above, the student will:

1. Do what? _____
2. Under what conditions? _____

3. With what level of achievement? _____

Check your work on the next page.

SELF CHECK

You were correct if you answered:

1. "... complete ... addition problems involving two one-digit numbers."
2. given "... ten addition problems ... without reference to notes or texts ..."
3. Correctly (100 percent accuracy)

PRACTICE SHEET #3

Exercise 1

Which of the following contains all the characteristics of a performance objective as outlined in this module?

1. The student will demonstrate an appreciation for the dignity of all work in a ten-minute discussion with the instructor.
2. The student will, without instructional aids, disassemble and reassemble an operable Timex self-winding calendar watch, using tools he or she chooses, in such a manner that the watch when reassembled is operable at the same level of efficiency as prior to disassembly.

When you have completed your analysis, turn the page.

SELF CHECK

1. No; there are not enough conditions to identify clearly the performance expected of the students, and there is no criteria for judgment.
2. Yes; keep going.

Exercise 2

Performance objectives have (1) _____ major characteristics. Performance objectives are stated in terms of what the learner is (2) _____; they list the (3) _____ under which the performance must be demonstrated, and they describe the (4) _____ by which the student's performance will be judged.

Check your work on the next page.

SELF CHECK

1. three
2. expected to do
3. conditions
4. criteria

Go on to the next exercise.

Exercise 3

Do either, or both of the following contain all the characteristics of a performance objective?

1. The student will, in writing and without instructional aids, correctly identify no fewer than five (5) evaluative procedures, and describe three (3) characteristics of each as specified in the assigned text, within a period of twenty minutes.
2. The student will compare different evaluative procedures in the presence of his classmates and the instructor.

Turn the page and check your work.

SELF CHECK

1. Yes.
2. No; insufficient conditions (for example: how many procedures) and no criteria.

INFORMATION SHEET #3

Performance objectives, to be fully effective, should include all three characteristics as outlined in this module. However, even if they do include these characteristics, they will serve no useful purpose unless they are written to match the student's capacity for achievement. Performance objectives must be carefully written, tested against student performance, and revised; this process may be repeated several times. Performance objectives are student-oriented; they must reflect a realistic perception of what a student at a particular age, grade, or maturity level can achieve.

It is true that writing performance objectives requires a great deal of time, thought, and effort, particularly in the beginning. However, once the objectives are completed, you may discover that you have tentatively planned an entire course of instruction.

The objectives of this module were as follows. Upon completing this self-instructional module, the learner will be able to:

1. Write four (4) performance goals, as outlined in this module, without reference to notes or instructional aids.
2. List three (3) characteristics of performance objectives, as outlined in the module, without reference to instructional aids.
3. Select the performance objectives from a list of objectives with a maximum of one error.
4. Write two (2) performance objectives which include the three (3) major characteristics of performance objectives, as outlined in this module.

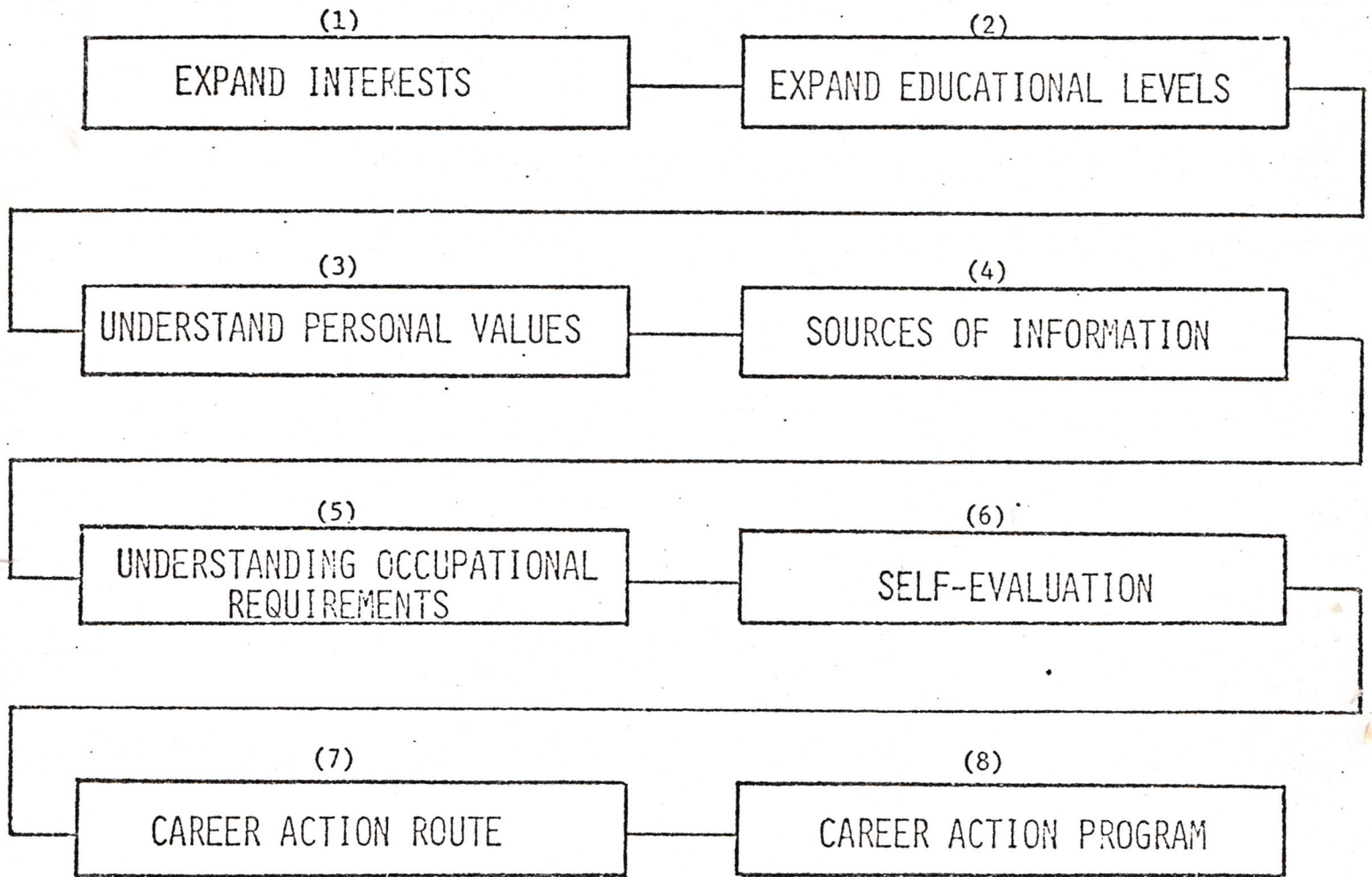
To determine whether these performance objectives have been met, please complete the following post-test.

POST - TEST

1. Write four (4) performance goals, without reference to notes or the instructional material contained in this module.
 - a.
 - b.
 - c.
 - d.

2. List the three (3) characteristics of a performance objective, without reference to your notes or the instructional materials contained in this module.
 - a.
 - b.
 - c.

DEVELOPING A CAREER



3. Select the performance objectives from this list of objectives, by placing an X beside those which include the three major characteristics of performance objectives outlined in this booklet.
- a. The student will gain an appreciation for the great works of American literature, both prose and poetry.
 - b. The student will perform simple addition problems.
 - c. The student will, without reference to notes or texts, correctly complete ten addition problems involving the addition of two-digit numbers.
 - d. The student will successfully demonstrate his knowledge of the American Civil War by writing a one-page essay with a minimum of two spelling errors.
 - e. The student will learn the educational and vocational background necessary for a variety of careers.
 - f. The student will write a three-hundred word essay, discussing the major causes for the American Civil War. The essay should include a brief discussion of at least three possible causes for the conflict and focus in dept on one or more of these causes. Information should be based upon the textual material and class lectures, as well as upon a minimum of two additional sources. Grades will be determined by content and organization.
 - g. The student will increase his knowledge of his own interests, values, and aptitudes, and will use this knowledge to select one or more career fields for which to prepare, both educationally and experientially.
 - h. The student will identify, in writing and without instructional aids, two occupations which are concerned with services rather than products, and will list the major educational and experiential requirements for entry into each of these fields.
 - i. The student will name at least four types of equipment which require keyboard skills related to typewriting.
 - j. The student, either orally or in writing, will explain how jobs in the sound recording industry are interdependent.

4. Write two performance objectives. They may concern any subject you choose; however, they must include the three major characteristics of performance objectives.

a.

b.

Check your work on the next page.

ANSWERS TO POST - TEST

1. Check to see if your statements describe a skill, understanding or attitude which a student should be able to demonstrate. Do your statements include an observable behavior. Compare your performance goals with the examples in this module. If you need assistance, check with your Workshop Leader.
2.
 - a. Performance objectives are stated in terms of what the student, or learner, can do, rather than what the instructor will do.
 - b. Performance objectives state the conditions under which the desired performance will be demonstrated.
 - c. Performance objectives outline the criteria, or minimum standards of performance, by which the quality of the performance will be judged.
3.
 - a. No - does not contain characteristics b or c.
 - b. No - does not contain characteristics b or c.
 - c. Yes.
 - d. No - does not contain characteristic c, and does not include sufficient conditions.
 - e. No - does not contain characteristics b or c.
 - f. Yes.
 - g. No - does not contain characteristic c, and does not include sufficient conditions.
 - h. Yes.
 - i. No - does not contain characteristic c, and does not include sufficient conditions.
 - j. No - does not contain characteristic c, and does not include sufficient conditions.
4. First check to see whether your objectives contain the three characteristics. Then compare your objectives with the examples of good performance objectives listed above and throughout this module.

Check with the Workshop Leader.