

# TCO 363

## Learning Objectives and Assessment Items

### Grading Rubric

Designer: \_\_\_\_\_

Points (100)	Elements of Review – Performance Objectives	
(20)	Conditions	<ul style="list-style-type: none"> <li>• Specifies cue or stimulus provided to learners</li> <li>• Specifies resource materials needed</li> <li>• Control complexity of tasks for learners' needs</li> <li>• Aids transfer to performance context</li> </ul>
(20)	Behavior	<ul style="list-style-type: none"> <li>• Congruent with the behavior in the anchor step of the instructional goal analysis</li> <li>• Describes the actual behavior rather than a description of how the learners will respond (e.g., classify rather than circle)</li> <li>• Specifies an end result (e.g., identify, record), not an ongoing activity (e.g., practice, rehearse)</li> <li>• Contain an action verb that permits external verification of attainment</li> </ul>
(20)	Criteria	<ul style="list-style-type: none"> <li>• Included only when needed to judge a complex task</li> </ul>
(20)	General	<ul style="list-style-type: none"> <li>• Each objective relates back to the task analysis</li> <li>• Each objective is meaningful (related to goal and purpose for instruction; not insignificant)</li> <li>• Each objective is feasible in the learning and performance contexts (time, resources, etc.)</li> <li>• Each objective is classified according to Gagne's taxonomy</li> </ul>
(20)	Assessment Items	<ul style="list-style-type: none"> <li>• Correctly assesses instructional objectives</li> <li>• Matches learning domain of instructional component/objective</li> <li>• Format relevant to learning domain</li> <li>• Cognitively supports retention and transfer</li> </ul>