

## The Systematic Design of Instruction

# Chapter 3 K-12 Case Study with Guidance for Your Original ID Project

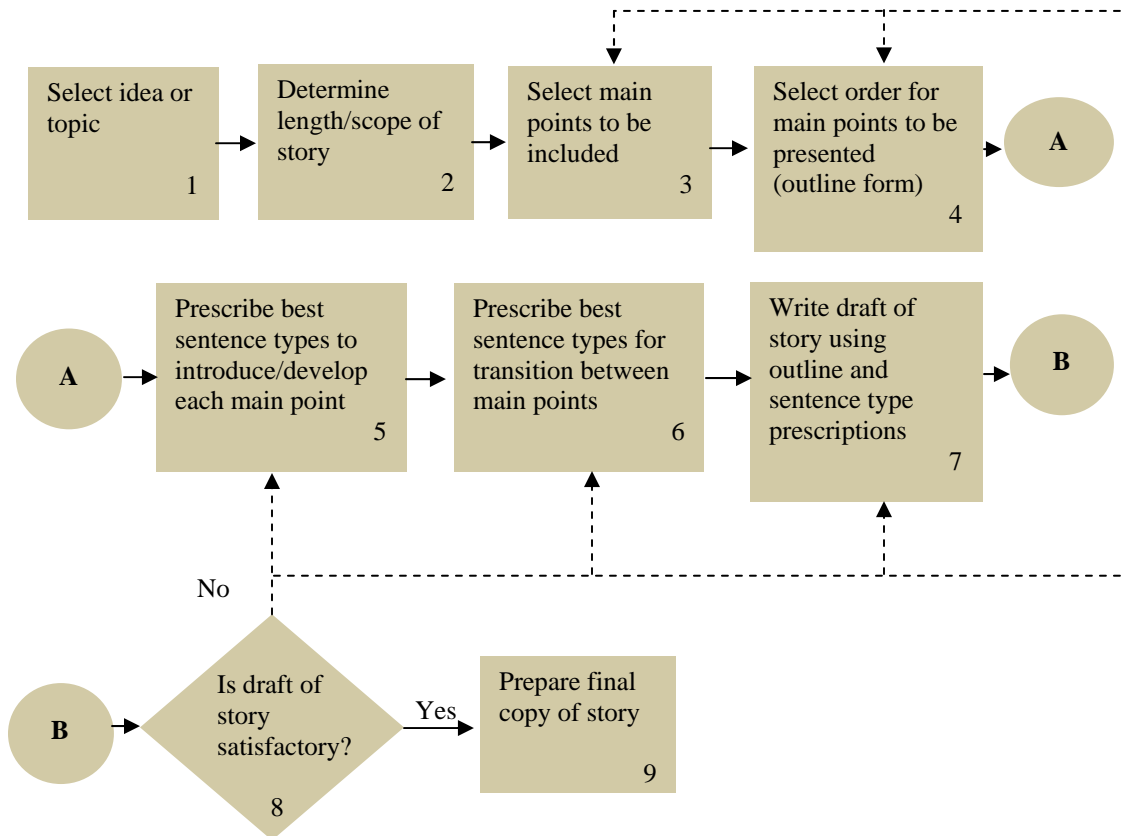
| After studying all instruction for this chapter | Create these materials   |
|---|--|
| 3   | A goal analysis that includes the major steps required to accomplish your instructional goal |

## K-12 Case Study Example

### Instructional Goal

In writing short stories, students will use a variety of sentence types based on sentence purpose and the idea or mood being communicated.

## Goal Analysis for Short Story Writing Goal



## Rubric for Evaluating Goal Analysis

The following rubric was included in the Chapter 3 web site to pull together the considerations involved in goal analysis. It is repeated here for your use in evaluating the goal analysis work that you do as part of your own instructional design project. When requesting feedback from others, please share this rubric so they are aware of the criteria for evaluating these materials.

| <b>I. Steps Statements</b>  | <b>No</b> | <b>Mostly</b> | <b>Yes</b> |
|---|-----------|---------------|------------|
| 1. Includes verb (performance/action).  |           |               |            |
| 2. Outcome visible/observable   |           |               |            |
| 3. Content focused/clear  |           |               |            |
| 4. Steps focused on learner actions rather than trainer/teacher actions   |           |               |            |
| 5. Size chunks comparable in scope  |           |               |            |
| 6. Reflects important/main step in goal   |           |               |            |
| 7. Relationship between/among steps clear   |           |               |            |
| 8. Sequence reflects performance relationship among steps   |           |               |            |
| 9. Redundancy among/between steps avoided   |           |               |            |
| 10. (Other)   |           |               |            |
| <b>II. Diagramming</b>  | <b>No</b> | <b>Mostly</b> | <b>Yes</b> |
| 1. Main steps placed in boxes, left to right on page  |           |               |            |
| 2. Decision points illustrated by a diamond, question, and branch answers (e.g., yes, no) with arrows illustrating next step  |           |               |            |
| 3. Sequencing clearly illustrated <ul style="list-style-type: none"> <li>a. Arrows between steps</li> <li>b. Numbering system for main steps and substeps</li> <li>c. Breaks in lines (pair of matching circles with matching letters)</li> </ul> |           |               |            |
| 4. Substeps used only if main step includes more than one step  |           |               |            |
| 5. Substeps, if needed, are connected to main step using left to right boxes, numbers anchored to the main step, and arrows showing relationship and direction  |           |               |            |
| <b>III. Other.</b>  |           |               |            |
| 1.  |           |               |            |
| 2.  |           |               |            |