

The Systematic Design of Instruction

Chapter 6 K-12 Case Study with Guidance for Your Original ID Project

After studying all instruction for this chapter	Create these materials
6	<ul style="list-style-type: none">■ A terminal objective■ A table you will develop through chapters 6 and 7 with:<ul style="list-style-type: none">○ Column 1: all the subordinate skills (and their codes) from the goal analysis○ Column 2: the correlated performance objective○ Column 3: congruent test items will be completed following Chapter 7

Sample Template for Linking Subordinate Skills, Performance Objectives, and Assessment Items/Tasks

Terminal Objective: (Your objective here)		
1 Subordinate Skills (from instructional analysis)	2 Performance Objectives (based on Chapter 6)	3 Assessment Items/Tasks (to be completed following Chapter 7)
1.1	1.1	1.1
etc.	etc.	etc.

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.

Design Evaluation Chart Containing Subskills, Performance Objectives, and Parallel Assessment Items

Subordinate Skills	Performance Objectives	Parallel Assessment Items
5.1 Define subject.	5.1 Given the term <i>subject</i> , define the term. The definition must include that the subject names a topic.	
5.2 Define predicate.	5.2 Given the term <i>predicate</i> , define the term. The definition must include that the predicate says something about the subject or topic.	
5.3 Classify subjects and predicates in the complete sentences.	5.3 Given several complete, simple declarative sentences, locate all the subjects and predicates.	
5.4 State that a complete statement includes both a subject and a predicate	5.4 Given the term <i>complete sentence</i> , define the concept. The definition must name both the subject and the predicate.	
5.5 Classify complete and incomplete sentences.	5.5.1 Given several complete and incomplete declarative sentences, locate all those that are complete.	
	5.5.2 Given several complete and incomplete declarative sentences, locate all those missing subjects and all those missing predicates	
5.6 State the purpose of a declarative sentence.	5.6 Given the terms <i>declarative sentence</i> and <i>purpose</i> , state the purpose of a declarative sentence. The purpose should include to convey/tell information.	

Continued

Subordinate Skills	Performance Objectives	Parallel Assessment Items
5.7 Classify a complete sentence as a declarative sentence.	5.7 Given several complete simple sentences that include declarative, interrogative, and exclamatory sentences that are correctly or incorrectly closed using a period, locate all those that are declarative.	
5.8 State that periods are used to close declarative sentences.	5.8 Given the terms <i>declarative sentence</i> and <i>closing punctuation</i> , name the period as the closing punctuation. The term period must be spelled correctly.	
5.9 Select the punctuation used to close a declarative sentence.	5.9 Given illustrations of a period, comma, exclamation point, and a question mark; the terms <i>declarative sentence</i> and <i>closing punctuation</i> , select the period.	
5.10 Recognize a declarative sentence with correct closing punctuation.	5.10 Given several simple declarative sentences with correct and incorrect punctuation, select all the declarative sentences with correct closing punctuation.	
5.11 Write declarative sentences with correct closing punctuation.	5.11 Write declarative sentences on: (1) selected topics and (2) topics of student choice. Sentences must be complete and closed with a period.	

Rubric for Evaluating Your Performance Objectives

The following rubric was included in the Chapter 3 web site to pull together the considerations involved in writing objectives. It is repeated here for your use in evaluating the objectives that you write 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 objectives.

I. Write Performance Objectives Including Terminal Objective	Not Relevant	No	Yes
A. Do/will the conditions:			
1. Specify cue or stimulus provided to learners?			
2. Specify resource materials needed?			
3. Control complexity of task for learners' needs?			
4. Aid transfer to performance context?			

(continued)

B. Is the behavior:			
1. Congruent with the behavior in the anchor step of the instructional goal analysis?			
2. The actual behavior rather than a description of how learners will respond (e.g., classify rather than circle)?			
3. Clear and observable rather than vague?			
C. Is the content:			
1. Congruent with the content in the anchor step of the instructional goal analysis?			
D. Are/do criteria:			
1. Included only when needed to judge a complex task?			
2. Include physical or form attributes?			
3. Include purpose attributes?			
4. Include aesthetic attributes?			
5. Include other relevant attributes?			
E. Is the performance objective:			
1. Clear (you/others can construct an assessment to evaluate learners' mastery)?			
2. Feasible in the learning and performance contexts (time, resources, etc)?			
3. Meaningful related to goal and purpose for instruction (not insignificant)?			