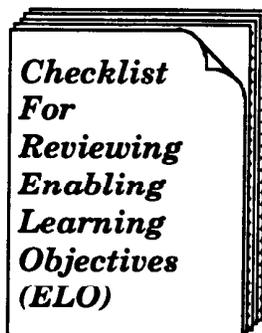

TRAINING EVALUATOR COURSE

M O D U L E S I X



JOB AID 6b

***Checklist For Reviewing
Enabling Learning
Objectives (ELO)***

U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

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■ **PURPOSE OF JOB AID**

TRADOC Schools, Integrating Centers, and HQ TRADOC developed this job aid in conjunction with other job aids and student workbooks that make up the Training Evaluator Course.

As a DOES evaluator, you can use this job aid to help you conduct training observations as part of your responsibility to evaluate student learning.

This job aid serves as a checklist, worksheet, and an audit trail for conducting an evaluation of student learning. It serves as a checklist to remind you of the things you need to do. It serves as a worksheet for recording decisions and information as you conduct your study, and it serves as an audit trail of the entire evaluation.

■ **PROPONENT**

The proponent for this job aid, and for the entire Training Evaluator Course, is the Commander, Headquarters Training and Doctrine Command (HQ TRADOC). Send comments and recommendations on DA Form 2028 (Recommend Changes to Publications and Blank Forms) directly to Commander, HQ TRADOC, ATTN: ATTG-CD, Fort Monroe, VA 23651-5000. Make telephone inquiries by calling DSN 680-5590 or COMM (804) 728-5590.

TRAINING EVALUATOR COURSE

Evaluation of Student Learning

**CHECKLIST FOR REVIEWING ENABLING
LEARNING OBJECTIVES (ELO)**

Step	Comments
1. Check each ELO for substance .	Is there anything to the objective? Does it contain skills and knowledges that are distinct and difficult enough to justify instructing this ELO?
2. Check each ELO to be sure it is self-contained ?	Has the school identified all of the skills and knowledges (outside of course prerequisites) the student will need to complete this ELO? Did the school list skills and knowledges that go beyond the parameters of the ELO, i.e., were only those skills and knowledges listed that are necessary to complete the ELO?
3. Looking across the skills and knowledges of all the ELOs, was there duplication ?	Does the school have more than one ELO addressing the same skills and knowledges? Sometimes this cannot be helped if the objectives are to be self-contained. However, if there is too much overlap, the school is probably better off combining or restructuring objectives.

Evaluation of Student Learning

Step	Comments
4. Compare ELOs with the TLOs. Do the ELOs contain all the essential skills and knowledges needed to complete their TLOs? Do the ELOs contain any skills or knowledges that are not needed to complete their TLOs.	Check the conditions and standards of the TLO. The conditions may be giving the student information the school is requiring him to learn; the standards may be requiring something the school has overlooked.

A FINAL CHECK

Take a hard look at the ELOs. Remember by using the ELOs, the school is saying:

1. This TLO will be easier if it is broken down into component parts.
2. These parts (the ELOs), as they have been written, describe the easiest and most efficient way for the student to learn the TLO.
3. These ELOs contain the skills and knowledges necessary to complete the TLO,—NO MORE, NO LESS.