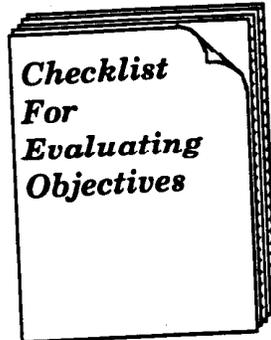


TRAINING EVALUATOR COURSE

M O D U L E S I X



JOB AID 6a

***Checklist For Evaluating
Objectives***

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

SEPTEMBER 1992

TRAINING EVALUATOR COURSE

Evaluation of Student Learning

■ **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 EVALUATING OBJECTIVES

	Yes	No	
1. Are the behaviors (skills) in each objective based on critical tasks?	<input type="checkbox"/>	<input type="checkbox"/>	If you do not feel qualified to answer this question, check with a qualified performer.
2. Does each objective contain an action statement written in behavioral terms?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the action statement in each objective describe what the student/learner will do?	<input type="checkbox"/>	<input type="checkbox"/>	As opposed to what the instructor or instruction will do.
4. Does each objective describe the conditions under which the action will be done?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does each objective describe the standards against which the action will be measured?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are standards achievable in the learning environment?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is each objective applicable to a learning and testing environment?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does each objective describe an outcome of instruction?	<input type="checkbox"/>	<input type="checkbox"/>	As opposed to what the student will do during instruction.
9. Is the writer's intent clearly communicated to another qualified performer?	<input type="checkbox"/>	<input type="checkbox"/>	

A "YES" answer is required for each item.

