

Questions you should answer related to the clarity of the instructional goal include the following:

- 1. Do the behaviors reflect clearly demonstrable and measurable behaviors?
- 2. Is the topic area clearly delineated?
- 3. Is the content relatively stable over time?

Questions to be answered related to resources include the following:

- 1. Do you have expertise in the instructional goal area, or reliable access to those who do?
- 2. Are the time and resources required to complete the project available to you?
- 3. Is a group of learners available during the development process in order for you to evaluate and refine your instruction?

Frequently, the instructional goal is a very general statement of behaviors and content that

must be clarified before some of the preceding questions can be answered. The procedure recommended for clarifying instructional goals includes the following steps:

- 1. Write down the instructional goal.
- 2. Generate a list of all the behaviors the learners should perform to demonstrate that they have achieved the goal.
- 3. Analyze the expanded list of behaviors and select those that best reflect achievement of the goal.
- 4. Incorporate the selected behaviors into a statement or statements that describe what the learners will demonstrate.
- 5. Examine the revised goal statement and judge whether learners who demonstrate the behaviors will have accomplished the initial broad goal.

RUBRIC FOR EVALUATING INSTRUCTIONAL GOALS

The rubric that follows contains a summary of the criteria you can use to evaluate and refine your instructional goals. It includes the main areas of congruence with the organization’s needs, the feasibility of the goal, and its clarity.

Designer note: If an element is not relevant for your project, mark NA for not applicable in the No column.

No	Some	Yes	A. Congruence with Organization Needs	Is/are the instructional goal statement(s):
—	—	—	1. Linked clearly to an identified problem in the organization?	
—	—	—	2. Linked clearly to documented performance gaps?	
—	—	—	3. Clearly a solution to the problem?	
—	—	—	4. Acceptable to those who approve the instructional effort?	
			B. Feasibility	Does the plan include:
—	—	—	1. Stable content/skills over time to warrant investment/resources?	
—	—	—	2. Sufficient designer expertise in instructional goal area?	
—	—	—	3. Sufficient people to design/develop/deliver instruction?	
—	—	—	4. Sufficient time to design/develop/deliver instruction?	
—	—	—	5. An adequate number of learners for development/delivery?	
			C. Clarity	Do the instructional goal statement(s) describe the:
—	—	—	1. Actions of the learners (what they will do)?	
—	—	—	2. Content clearly?	
—	—	—	3. Intended learners?	
—	—	—	4. Performance context?	
—	—	—	5. Tools available to learners in performance context?	
			D. Other	
—	—	—	1.	
—	—	—	2.	

An appropriate, feasible, and clearly stated instructional goal should be the product of these activities. Using this clarified statement of learner outcomes, you are ready to conduct a goal analysis, which is described in Chapter Three.