

Tool for assessing quality of learners' aims and objectives

Simple version

Note on terms

In some contexts the words aims and objectives (and their synonyms) have specific meanings. Papers have been written about the importance of distinguishing them. These differences may be useful. In this tool, however, we use aim, objective, function, purpose, etc. interchangeably.

Why aims?

Modern education is concerned with the development of learning to learn competence. Setting quality objectives is an integral part of any learning process. The earlier the learner masters this skill, the more likely s/he is to succeed in dealing with problems where no ready-made solution is available.

Who can benefit from this tool?

This tool can be useful if

- you ask your learners to define objectives;
- you believe your learners should be able to define objectives and improve their quality;
- you would like to learn more about possible ways of helping learners formulate better quality objectives.

When can this tool be used?

This tool can be used any time you ask your learners to define objectives of their work. These may range from setting objectives for a specific assignment to defining the purpose of dealing with a particular unit. It will be easier to use the tool if the objectives are defined in a written form.

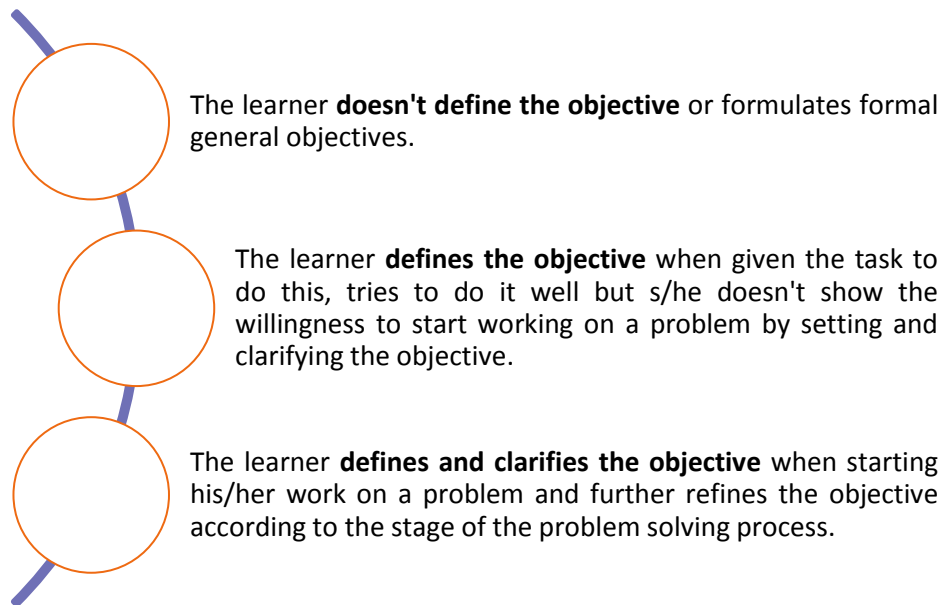
How can this tool be used?

You can use the tool either for assessing the quality of objectives of an individual student or the whole group. The assessment is based on three criteria or evaluation parameters that help you monitor the quality of learners' objectives: problem-centredness, disposition and independence. The first one helps you assess the quality of the objective itself while the last two are characteristics of the learner or the group that are defining their objectives.

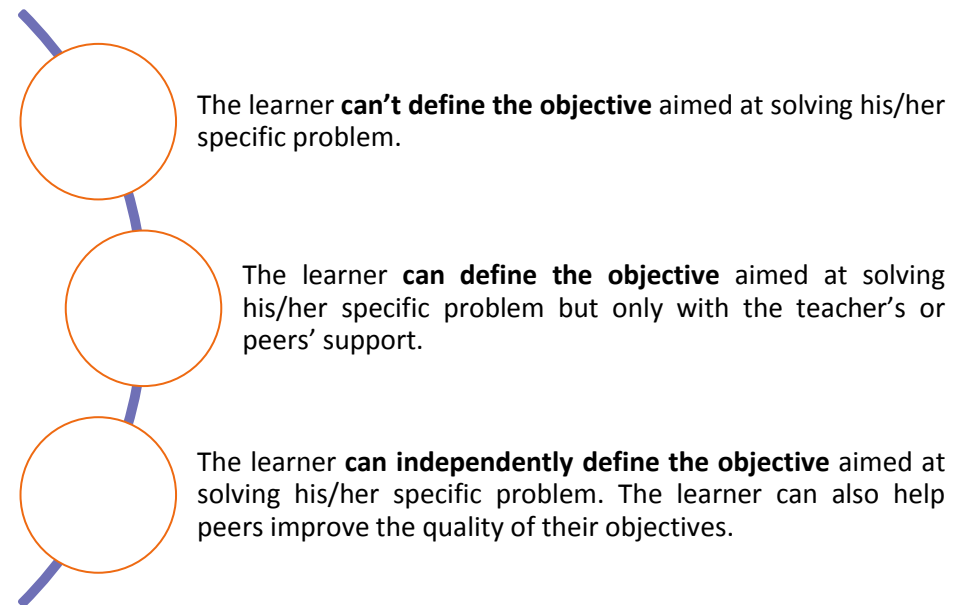
Important note

Please note that the learner's independence and disposition **cannot be** assessed unless problem-centredness has reached point (+).

DISPOSITION OF THE LEARNER TOWARDS DEFINING QUALITY OBJECTIVES



INDEPENDENCE OF THE LEARNER IN THE PROCESS OF DEFINING QUALITY OBJECTIVES



Evaluation parameters: important note

Please note that the learner's independence and disposition **cannot be** assessed as a plus (+) or (+/-) unless problem-centredness has reached point (+).

Prior to assessing the learner's objective, you might consider looking at the situation from the student's point of view and defining a possible problem s/he is facing. This will help the teacher understand whether the proposed objective is truly aimed at resolving a specific problem of the learner or it is just connected with well-known difficulties associated with the current learning unit.

The quality of the learner's (or the group's) objectives is moving from "novice" to "competent".

It doesn't matter where a student (or a group) is at a particular moment; an important thing is to help them become better in formulating quality objectives. Focusing on one or several evaluation parameters will help the learner achieve this.

You can use the progress bar to monitor students' progress towards becoming competent in defining quality objectives.

Progress bar





Individual student assessment sheet

Quality of objectives: problem-centredness of objectives

Student name	Student's objective(s)	Problem-centredness of objectives			
		No objectives	Not problem focused	Partially problem focused	Problem focused
S1		→			
S2		→			
S3		→			
S4		→			
S5		→			



Individual student assessment sheet

Quality of objectives: disposition & independence of students

Student name	Student's objective(s)	Problem-centredness of objectives	Disposition of students			Independence of students			Progress bar
		Problem focused +	Doesn't do -	Does... but +/-	Does +	Can't do -	Can do with support +/-	Can do independently +	
S1			→			→			novice competent
S2			→			→			novice competent
S3			→			→			novice competent
S4			→			→			novice competent
S5			→			→			novice competent



Class assessment sheet

Quality of objectives: problem-centredness of objectives

Class _____

Date of assessment	Problem-centredness of objectives				Notes
	No objectives	Not problem focused	Partially problem focused	Problem focused	
T1	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T2	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T3	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T4	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	



Class assessment sheet

Quality of objectives: disposition & independence of students

Class _____

Date of assessment	Problem-centredness of objectives	Disposition of students			Independence of students			Notes
	Problem focused	Doesn't do	Does... but	Does	Can't do	Can do with support	Can do independently	
T1	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T2	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T3	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T4	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	