

Tool for assessing quality of learners' aims and objectives

Advanced 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.

How can I benefit?

This tool can be useful for you if

- you have already used the [“Tool for assessing quality of learners' aims and objectives. Simple version”](#);
- you are familiar with the [model of stages of competence development](#);
- you intend to organise the learning process based on the stages of competence development model.

When can it be used?

The tool should be used at different stages of mastering a particular competence. It is assumed that learners' aims and objectives should change as they progress towards becoming more competent. The tool will help you capture learners' progress and see where support is needed.

How can I use it?

The use of the tool is similar to the application of a simple version of assessing quality of learners' aims and objectives. It is based on the same three evaluation parameters: problem-centredness, disposition and independence.

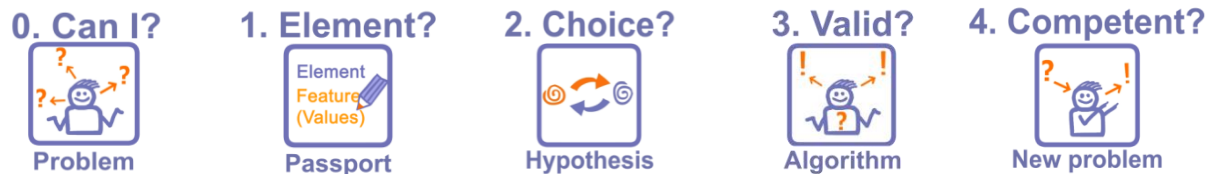
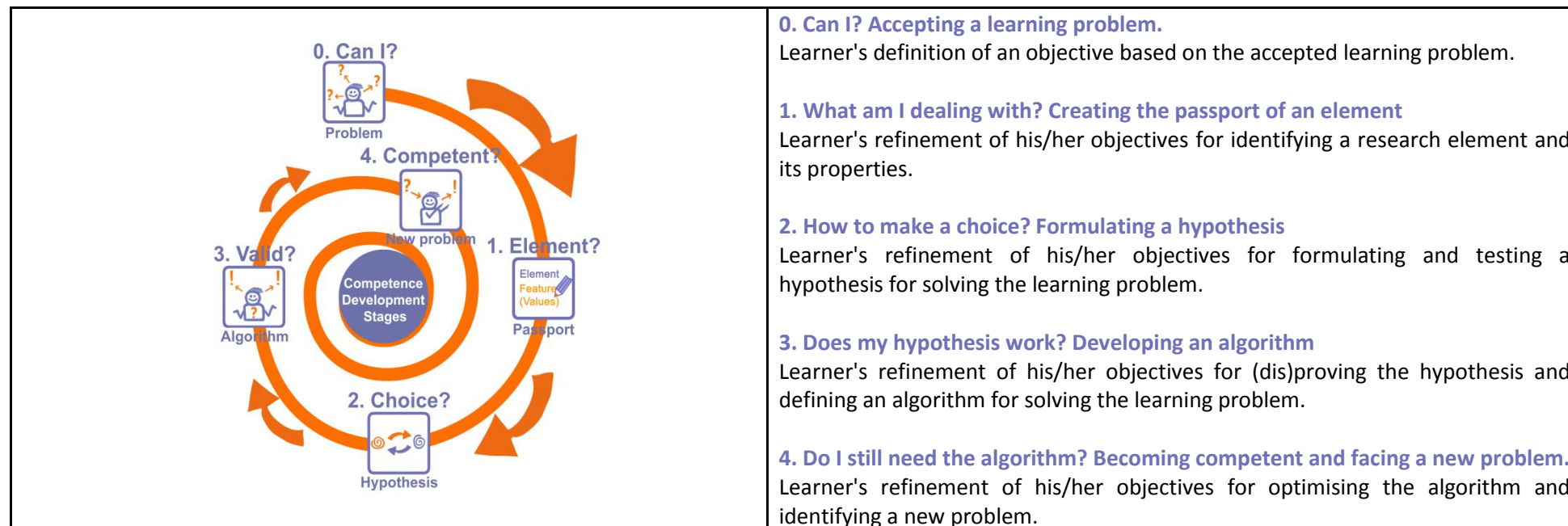
As the indicators for the parameters differ at various phases of competence development, **make sure you have selected the assessment sheet for the corresponding competence development stage.**

Prior to assessing individual learners, you might want to get acquainted with all the proposed objectives and decide on the best and poorest ones.

Taking notes of how learners are working will help you assess their disposition and independence.

Stages of competence development

Aims and objectives depend on the stage of competence development the learner is working on. Formative assessment should help the learner move towards the next stage. This is the general path to follow for the teacher and the learner.



0. Can I?

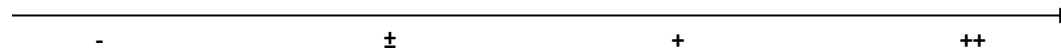
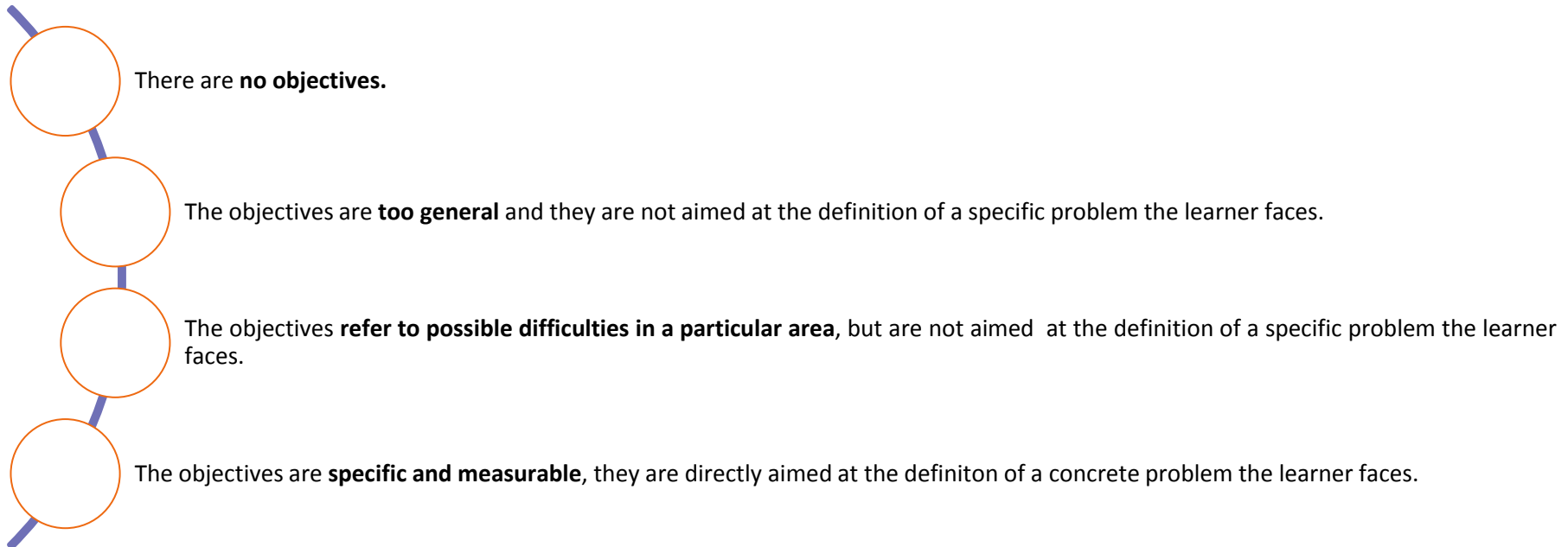


Problem

Evaluation parameters

Learner's Objectives at Competence Development Stage 0. Towards definition of a problem

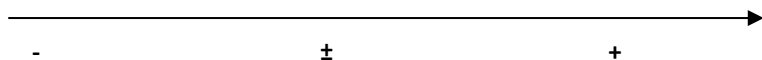
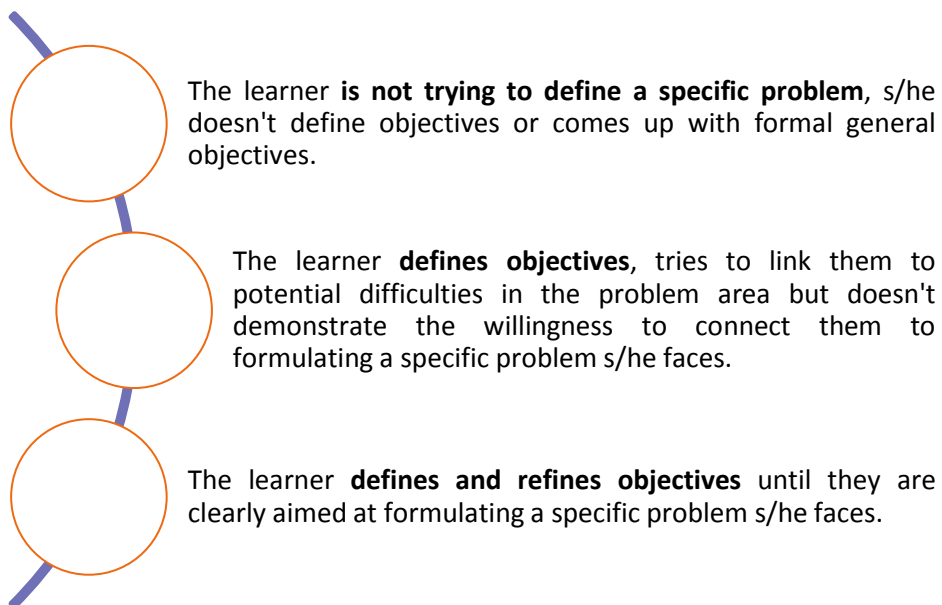
PROBLEM-CENTREDNESS OF THE OBJECTIVE



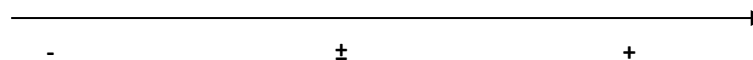
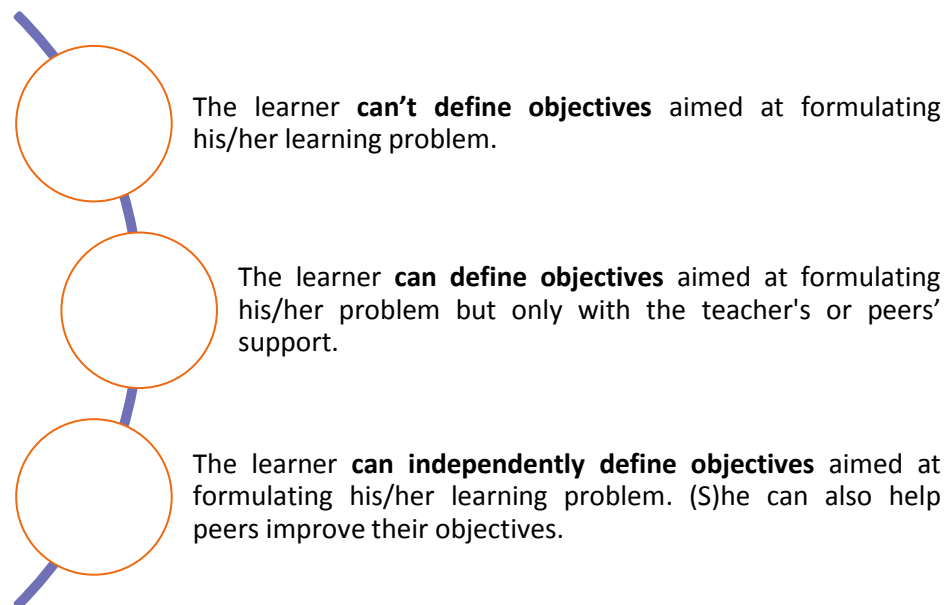
Important note

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



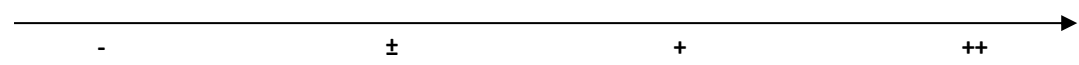
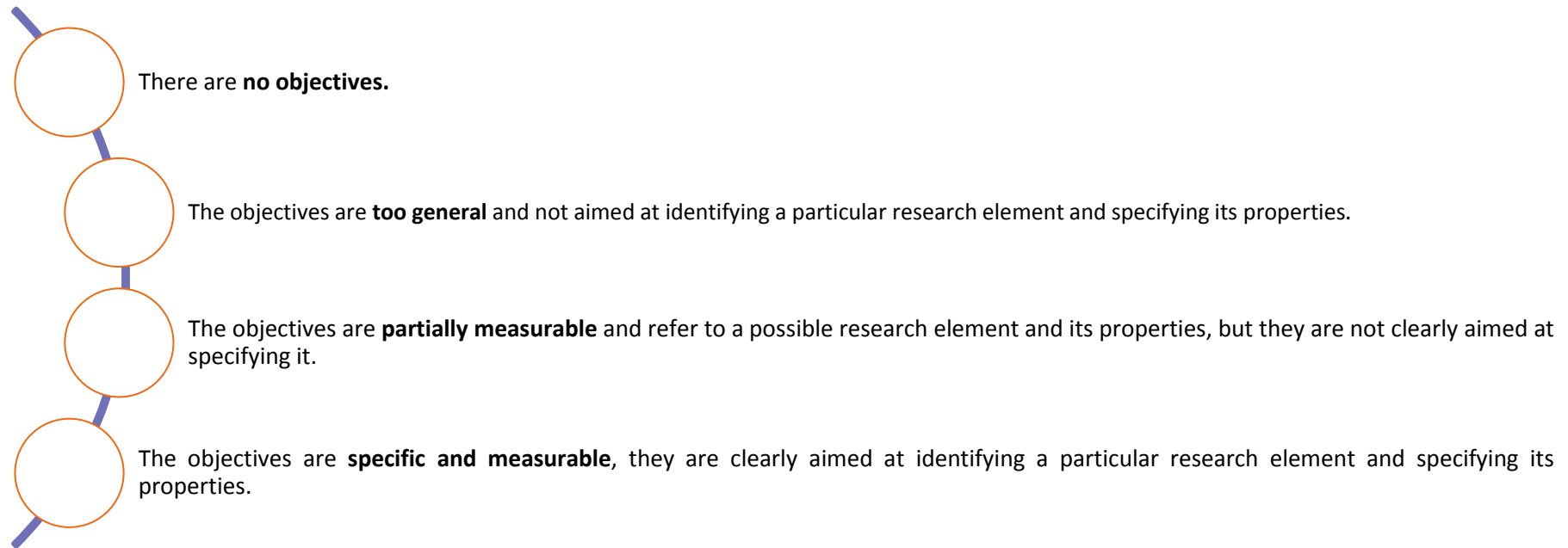
1. Element?



Evaluation parameters

Learner's objectives at Stage 1. Towards identification of the research element and its properties

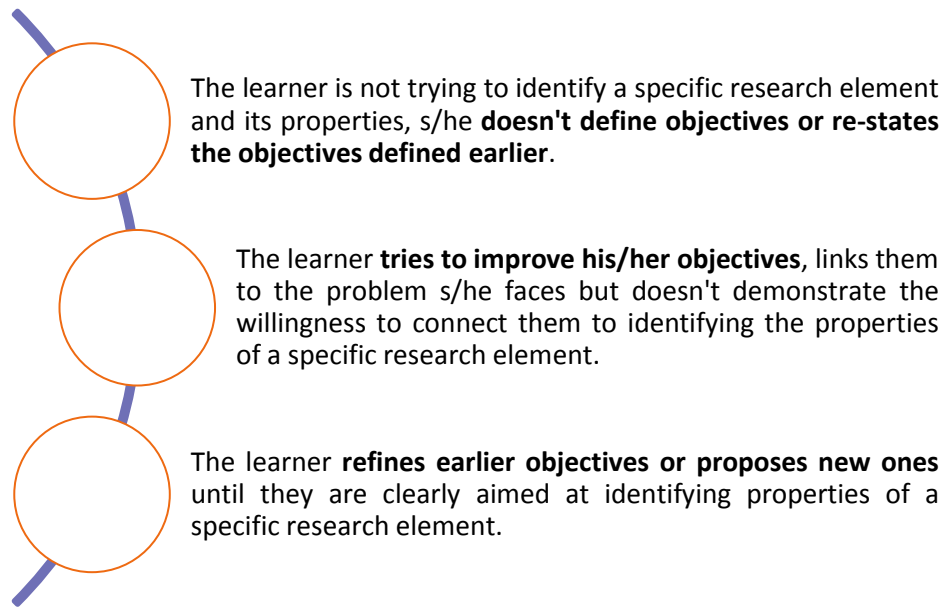
PROBLEM-CENTREDNESS OF THE OBJECTIVE



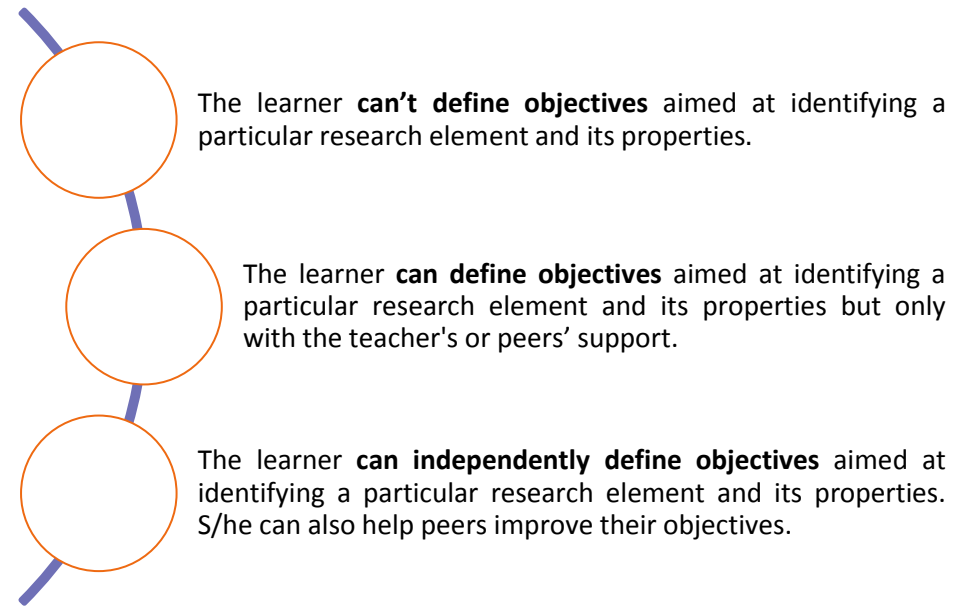
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2. Choice?

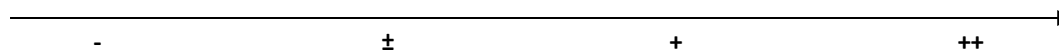
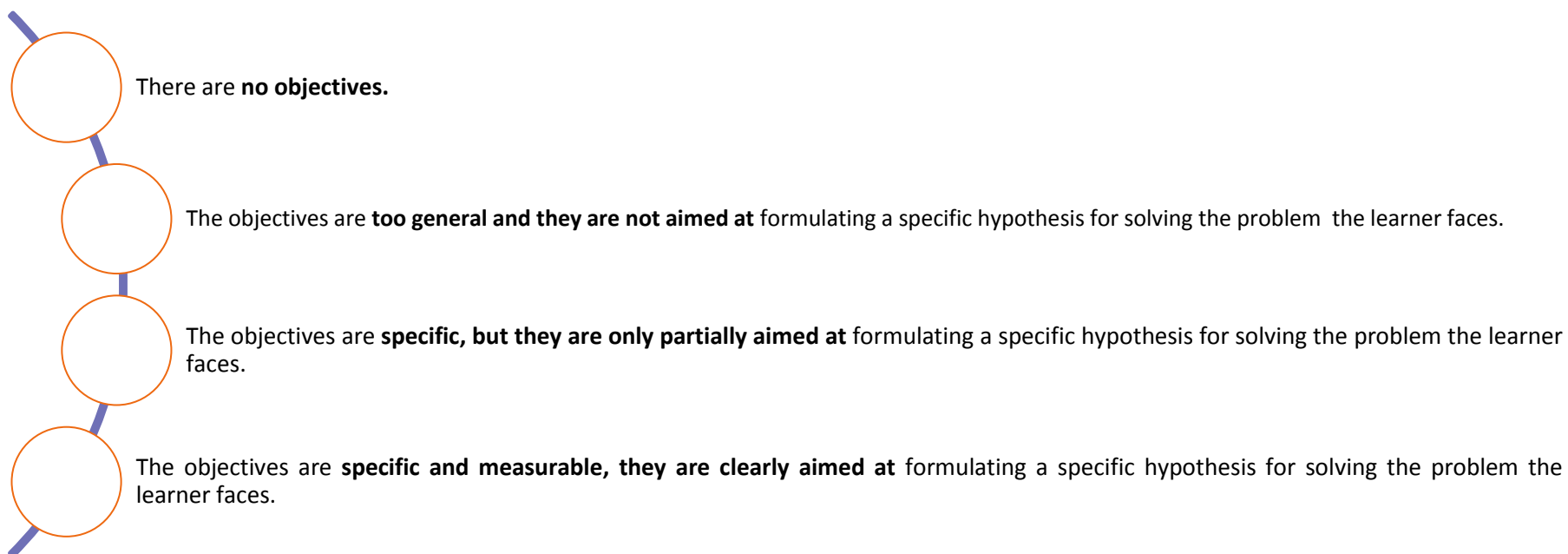
Evaluation parameters



Hypothesis

Learner's objectives at Stage 2. Towards formulation of a hypothesis for solving the problem

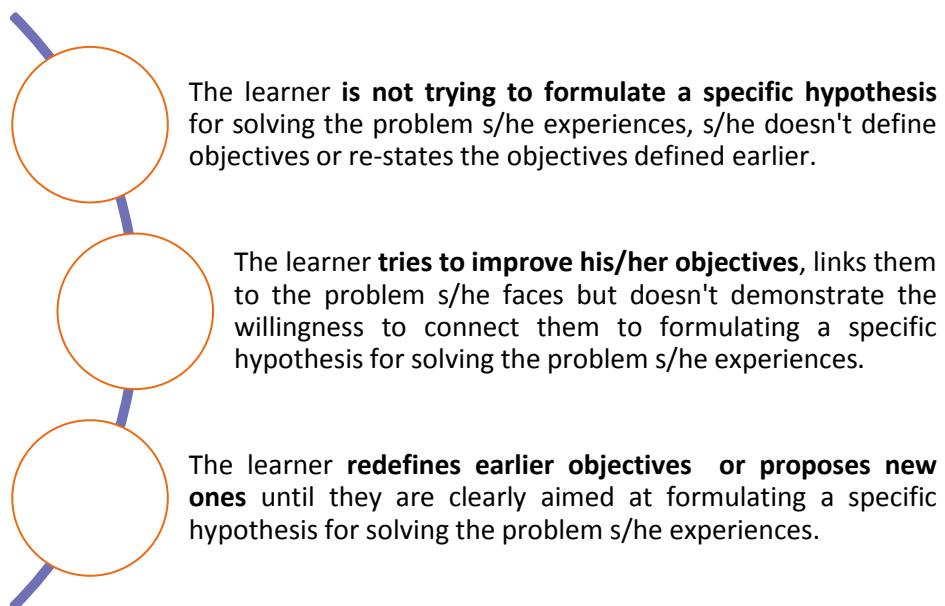
PROBLEM-CENTREDNESS OF THE OBJECTIVE



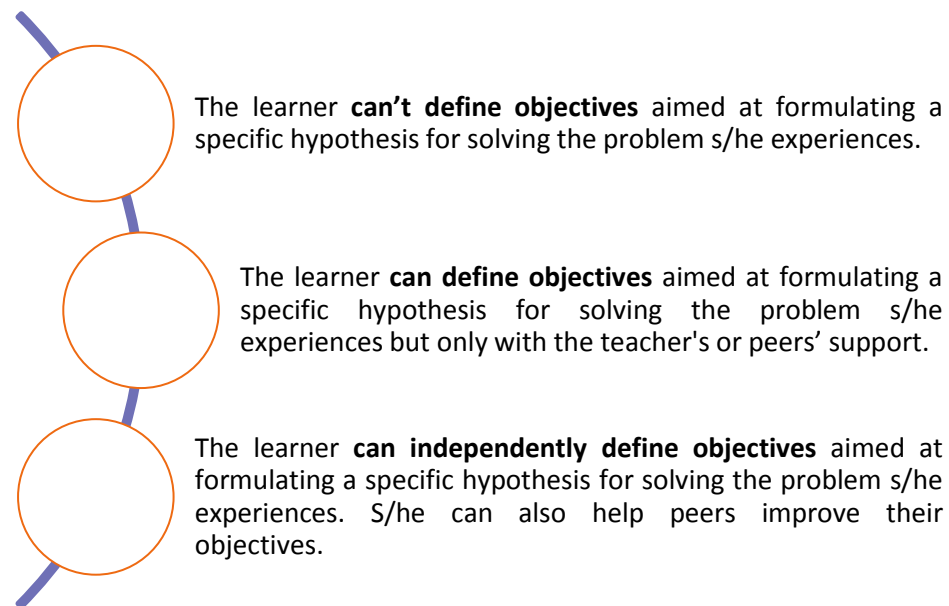
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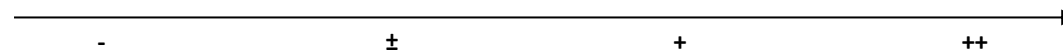
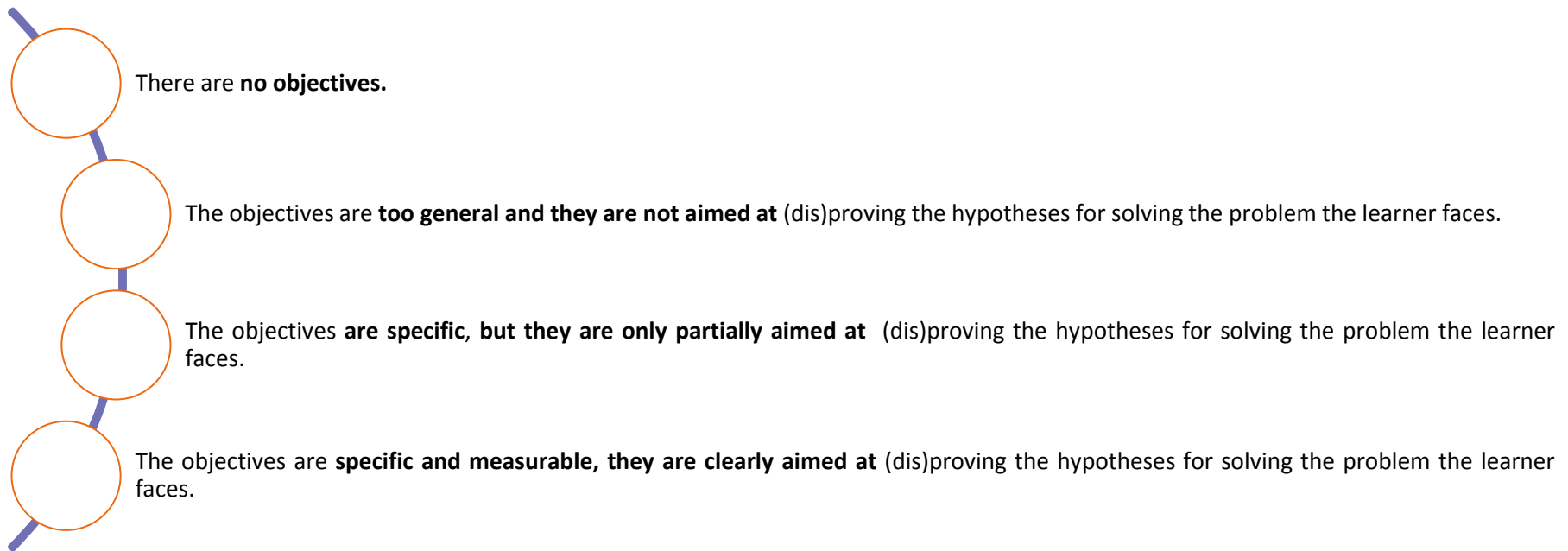
3. Valid?



Evaluation parameters

Learner's objectives at Stage 3. Towards defining an algorithm

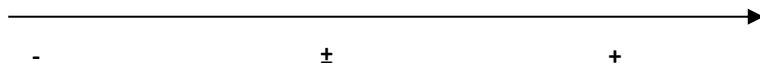
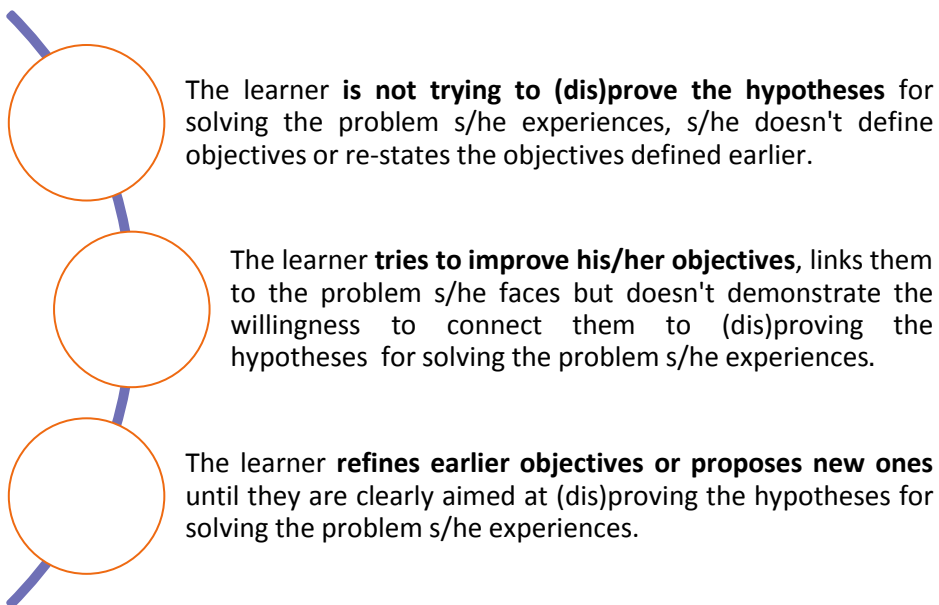
PROBLEM-CENTREDNESS OF THE OBJECTIVE



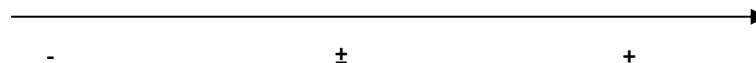
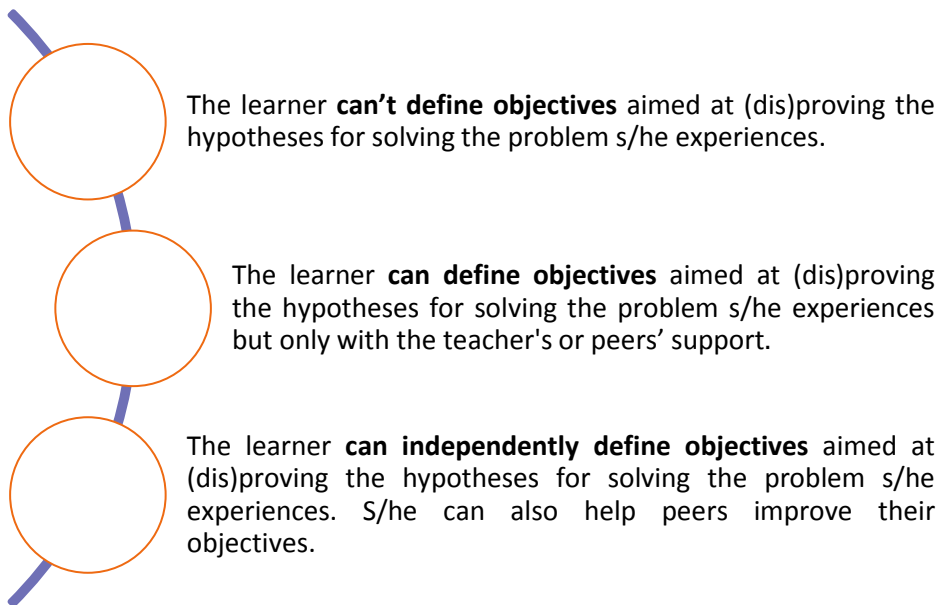
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DISPOSITION OF THE LEARNER TOWARDS DEFINING QUALITY OBJECTIVES



INDEPENDENCE OF THE LEARNER IN THE PROCESS OF DEFINING QUALITY OBJECTIVES



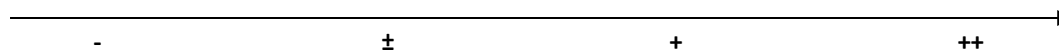
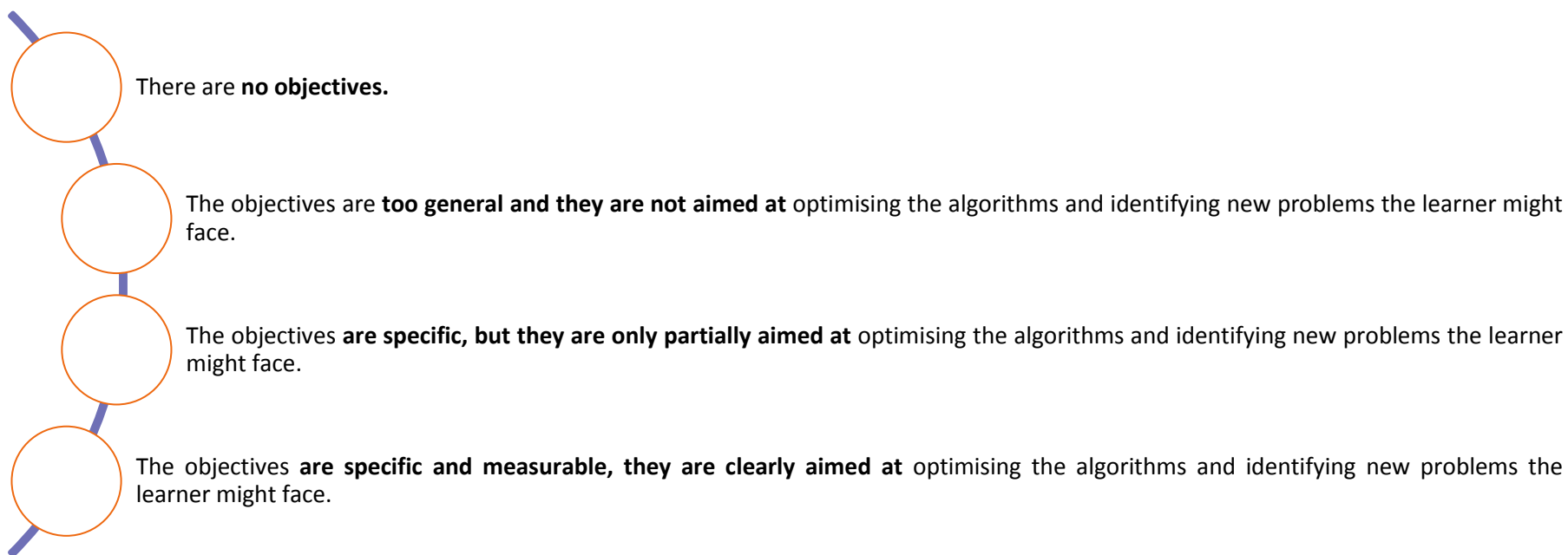
4. Competent? Evaluation parameters



New problem

Learner's objectives at Stage 4. Towards optimising the algorithm and identifying new problems

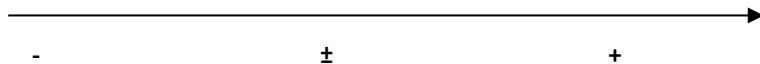
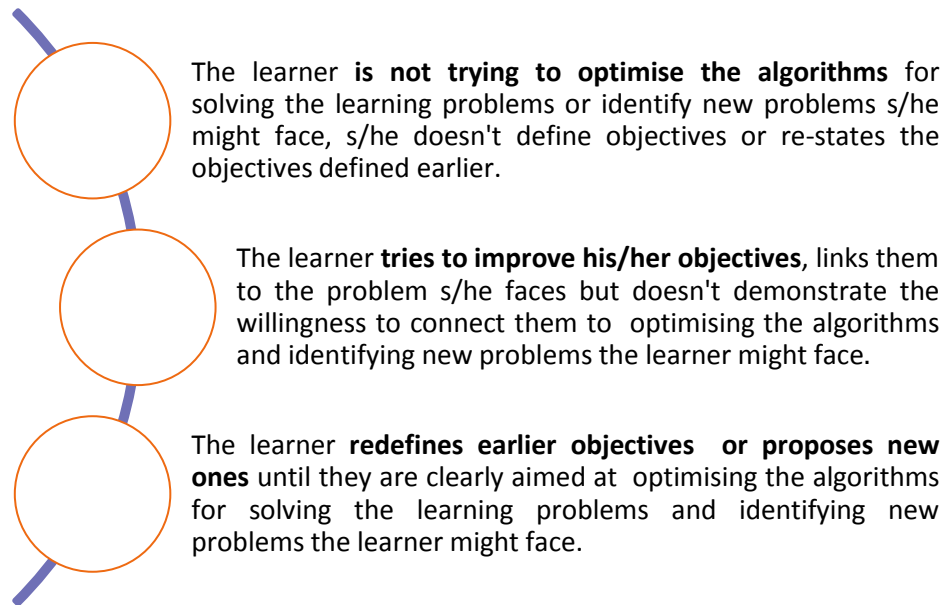
PROBLEM-CENTREDNESS OF THE OBJECTIVE



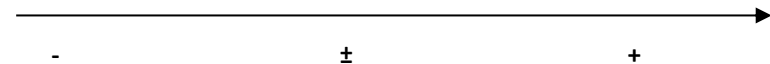
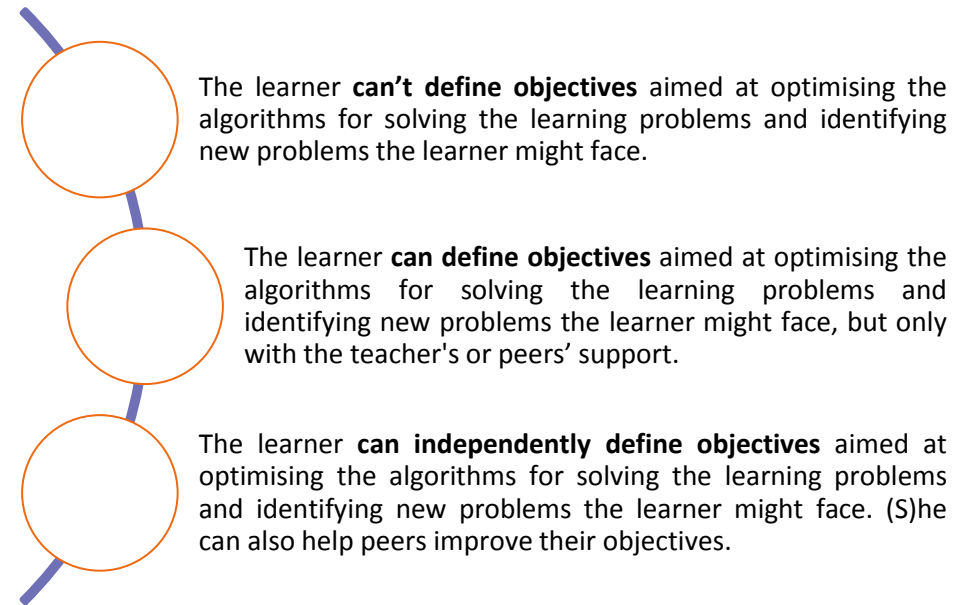
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DISPOSITION OF THE LEARNER TOWARDS DEFINING QUALITY OBJECTIVES



INDEPENDENCE OF THE LEARNER IN THE PROCESS OF DEFINING QUALITY OBJECTIVES



Student assessment sheets

In this part you can find assessment sheets you can use at **any stage of competence development**. Before filling in the assessment sheet, write down the stage for which you are using it.

0. Can I?



Problem

1. Element?



Passport

2. Choice?



Hypothesis

3. Valid?



Algorithm

4. Competent?



New problem

There are **two types of sheets**, one for assessing individual students and another one to be used for assessing the progress of the class as a whole.



Individual student assessment sheet



Class assessment sheet

Each type of the assessment sheet offers **three evaluation parameters**:

- ❖ **problem-centredness of objectives;**
- ❖ **disposition of students;**
- ❖ **independence of students.**



Individual student assessment sheet at stage _____.

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 at stage _____.

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 at stage _____.

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 at stage _____.

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	