



Brenda López Ortiz, EdD

Goal Analysis

Alternative Text

- I. Before planning a lesson, teachers will be able to write instructional objectives in the cognitive domain. The objectives are measurable and include a real-world condition, a real-world action or behavior, and criteria.
 - A. Determine the real-world (higher-level) observable action or behavior that the student must be able to perform.
 1. Identify lower-level actions.
 - a. Define each lower-level action.
 2. Identify higher-level actions.
 - a. Define higher-level action.
 - B. Determine the real-world condition under which they should be able to perform the action or behavior.
 1. Identify the different kinds of conditions.
 - a. Define cues or stimuli.
 - b. Define resource materials.
 - c. Define conditions that limit or expand the complexity of the task.
 - d. Define real-world contexts that aid in transfer.
 2. Distinguish between different types of conditions.
 - C. Determine the criteria that describe acceptable performance.
 1. Identify the different kinds of criteria.
 - a. Define criteria for performance with correct answers.
 - b. Define criteria that describe tolerance allowed for an acceptable response.
 - c. Define criteria that describe the information or features that must be present in a response for it to be considered accurate enough.
 - d. Define criteria that describe (1) adequate form of a response; (2) adequate function; and (3) adequate qualities.
 2. Distinguish between quantitative and qualitative criteria.
 - D. Write the statement of the instructional objective.