

APPENDIX M

Job Aids for Development

Table of Contents

Use the following table to access the job aid for the task you want to complete:

Job Aid Number	Title
JA – M.1	How to Develop Performance Tests
JA – M.2	How to Determine Necessary Content
JA – M.3	How to Develop a Practice Exercise
JA – M.4	How to Develop Instructor Guides
JA – M.5	How to Review Course Materials

This page intentionally left blank.

JA – M.1: How to Develop Performance Tests

Purpose

This is a job aid to help you write a performance test for a Coast Guard terminal performance objective (TPO). This job aid follows directly from the design phase efforts of selecting evaluation criteria, so is often performed immediately following that task.

Who should use this JA

You should use this job aid if you are a course designer responsible for writing a performance test for a PO. Ideally you are a graduate of the Coast Guard Course Designer Course (CDC) or the SABA Knowledge Service Peak Performance System workshops (previously known as Accomplishment-Based Curriculum Development (ABCD) workshops).

When you should use this JA

Use this job aid after you receive your task list or list of RPQ's from which the TPOs will be developed, and have selected your evaluation criteria for the objectives.

How to use this JA

Follow the steps as literally as is practical and in the sequence provided.

JA – M.1: How to Develop Performance Tests, Continued

Format Sample format of a performance test checklist:

PERFORMANCE TEST: <TPO TITLE>

Student Name: _____ Class #: _____

TPO (RPQ often referenced as well, not required)						
X.X - <Insert TPO >						
Student may use the following: <i>(Click on box to check)</i>		<input type="checkbox"/> Job Aid	<input type="checkbox"/> Reference Material	Other:		
EVALUATION CRITERIA: (Stated outcome of correct performance)						
Accuracy: <i>(list criteria as applicable)</i>			Safety: <i>(list criteria as applicable)</i>			
Time: <i>(list criteria as applicable)</i>			Rate of Production: <i>(list criteria as applicable)</i>			
STEP	Attempt					
	1 st		2 nd		3 rd	
	Y	N	Y	N	Y	N
1. List steps in order, and numbered if process is a factor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All standard font (present tense)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Phase title - Insert this if you have a phase that allows use of a job aid/reference sheet)						
5. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Resulting output as well as process should be captured within PT Checklist <i>(enter more explicit detailed information here about the EO criterion if needed under Additional notes for successful testing)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Additional notes for successful testing:</i> #9 – Additional criterion to determine success/accuracy for this step	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<input type="checkbox"/> Go <input type="checkbox"/> No Go	<input type="checkbox"/> Go <input type="checkbox"/> No Go
Enter testing Scenario used						
Evaluator's Dated Initials:						
Course/School Chief dated Initials (required with 3 rd attempt only)						

Continued on next page

1 of 2

ANCE TEST CHECKLIST

Date: _____	
<input type="checkbox"/> Fully Capable	<input type="checkbox"/> Not Yet Capable
<input type="checkbox"/> PASS	<input type="checkbox"/> REMEDIATE
/ / Student Signature/Date: _____ / _____	
Date: _____	
<input type="checkbox"/> Fully Capable	<input type="checkbox"/> Not Yet Capable

Assessment Decision: <input type="checkbox"/> PASS <input type="checkbox"/> REMEDIATE	
---	--

Evaluator Signature/Date: _____ / _____ Student Signature/Date: _____ / _____

Date: _____	
Test #3 Student Performance:	<input type="checkbox"/> Fully Capable <input type="checkbox"/> Not Yet Capable
Feedback:	
Assessment Decision: <input type="checkbox"/> PASS <input type="checkbox"/> REFER	

Course/School Chief Signature/Date: _____ / _____ Student Signature/Date: _____ / _____

End of PT Checklist.

2 of 2

JA – M.1: How to Develop Performance Tests, Continued

Introduction This process involves input from analysis and design to pull together and develop a complete performance test package (including PT Checklist) for each TPO.

Steps Follow these steps to develop your performance tests:

Testing Parameters							
Step	Action						
1	Review your design phase decisions (WS-J.2) to recall if any: <ul style="list-style-type: none"> • Testing parameters/constraints • Standards NOT being tested • Evaluation criteria upon which success will be measured 						
2	Review your Evaluation Criteria selection (WS-J.2) which determined whether to test the action as well as the output of the TPO (process and/or product). <table border="1" data-bbox="526 932 1403 1073"> <thead> <tr> <th>IF testing...</th> <th>THEN</th> </tr> </thead> <tbody> <tr> <td>Process and Product</td> <td>Go on to the next step</td> </tr> <tr> <td>Product Only</td> <td>Skip to Step 5 to create the PTC.</td> </tr> </tbody> </table>	IF testing...	THEN	Process and Product	Go on to the next step	Product Only	Skip to Step 5 to create the PTC.
IF testing...	THEN						
Process and Product	Go on to the next step						
Product Only	Skip to Step 5 to create the PTC.						
3	Determine if you need to clarify the standards of the actions (as listed on WS-J.2) by doing the following: <ul style="list-style-type: none"> • Observe a performer who consistently produces the output to standards, noting her or his actions (the process). • Observe various performers and note what is acceptable and unacceptable in their performance. • Interview performers and supervisors and ask them to describe acceptable and unacceptable performance. • Consult a published description of the actions, noting the points that describe acceptable actions. 						

Continued on the next page

JA – M.1: How to Develop Performance Tests, Continued

Step	Action						
4	Using your draft standards (evaluation criteria): <ul style="list-style-type: none"> • Circle any terms you think could be misinterpreted. • For each circled term, write the specific, observable actions and outputs that, if observed, would cause you to agree the standard covered by the term was achieved. • Test the edited term with the question, “If the student executed each of these actions and produced each of these outputs, would it be obvious to any observer that the student had met the standard?” When you can answer “yes,” the standard is finished. • Repeat the sub-steps above for each term that could be misinterpreted. 						
Performance Test Checklist							
5	Transfer the appropriate evaluation criteria from WS-J.2 onto the Performance Test Checklist.						
6	Use the decision table below to determine the next step: <table border="1" data-bbox="526 1056 1404 1194" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="526 1056 967 1094">IF testing the...</th> <th data-bbox="967 1056 1404 1094">THEN</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1094 967 1161">Product (output) of the TPO only</td> <td data-bbox="967 1094 1404 1161">Skip to Step 8</td> </tr> <tr> <td data-bbox="526 1161 967 1194">Process and Product</td> <td data-bbox="967 1161 1404 1194">Go on to the next step</td> </tr> </tbody> </table>	IF testing the...	THEN	Product (output) of the TPO only	Skip to Step 8	Process and Product	Go on to the next step
IF testing the...	THEN						
Product (output) of the TPO only	Skip to Step 8						
Process and Product	Go on to the next step						
7	From the task analysis / task details (WS-F.1) list the steps (process) required for successful performance of the task <ul style="list-style-type: none"> • Phrase the steps so that each characteristic on the checklist is worded so that the output to standards results in a “Yes” being checked. • List and number in the order required to be performed (if specific order matters). • Phrase the actions as the testing official would observe it being performed by the students. • Insert the actions above the standards (if any) for that step. • Include any criteria / standard to which each step should be measured 						
8	Specify the standards to which the output (product) of the performance will be measured.						

Continued on the next page

JA – M.1: How to Develop Performance Tests, Continued

NOTE:

Your local procedures may supersede this guidance for writing directions for testing officials; if created locally, follow those procedures for how PTs should be scheduled, administered, and tracked at your unit.

These directions are often part of the Performance Test Booklet for instructors (*see example in Appendix O*).

Testing Directions	
Step	Action
9	Write specific directions to the testing officials making sure to include the: <i>who, what, when, where, why, and how</i> , as appropriate, of the performance test.
10	As appropriate, include the following categories of information: <ul style="list-style-type: none"> • Scheduling • Equipment and resources required for testing the performance • Assistance allowed for the student to use • Tools and references allowed for the student to use • Verbatim instructions to be read aloud by the testing official to the student, <i>or</i> to be read by the student upon receiving the test • Remedial procedures to assign to the student based on specific errors in performance (<i>see Chapter 5.4: Remediation Plans</i>)
Testing Scenarios	
11	Create at least three different scenarios for testing of each TPO.
12	Verify the technical accuracy of your scenario's with an AP/SME.
13	Create an answer key for each testing scenario.

This page intentionally left blank.

JA – M.2: How to Determine Necessary Content

Purpose This is a job aid to help you determine what content is necessary to support the student's successful performance of particular task. This will also help determine if you can locate and repurpose existing content or commercial off-the-shelf (COTS) products, or if you need to develop an in-house student guide that contains that supporting content.

Who should use this JA You should use this job aid if you are a course designer responsible for determining necessary content (Chapter 5.7) for a TPO. Ideally you are a graduate of the Coast Guard Course Designer Course (CDC) or the SABA Knowledge Service Peak Performance System workshops (previously known as Accomplishment-Based Curriculum Development (ABCD) workshops)

When you should use this JA Use this job aid after the TPO has been written, the practices determined and developed, demonstrations developed, and the performance test written.

How to use this JA Follow the steps as literally as is practical and in the sequence provided.

JA – M.2: How to Determine Necessary Content, Continued

Format

The below worksheet can be used while making decisions during your content analysis.

WS-N.3		Content Worksheet	
Project			
Designer		Date	
Required / Supporting Information <i>Safety and/or content required by regulations</i>			Need to Know vs. "Nice to Know" <div style="border: 1px solid black; padding: 5px; display: inline-block;">Step 5</div>
Skills / Knowledge "gaps" <i>What is stopping students from practicing now?</i> <i>KSAs</i>	<u>Step 4</u>		
Introductory information <i>What's in it for me (WIIFM)</i> <i>Motivational content</i>			
NEEDED CONTENT			
Source <i>Available as COTS product?</i>			
Delivery	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Step 6-8</div>		

JA – M.2: How to Determine Necessary Content, Continued

Steps

Step 1: Review the objective.

Step 2: Review the test and relevant practice description & demonstration (if any).

Step 3: Review the skill hierarchy and target population description, noting what the students can already do. (see *WS-F.3 – Target Audience Profile*.)

Step 4: List the reasons why the student cannot immediately begin practicing the objective.

Step 5: Once this information has been reviewed, ask yourself the following questions concerning the information and content believed to be necessary before the student can begin practicing:

Ask	If	Then
Does the student need the information to accomplish the stated objective?	Yes	Need to Know
	No	Nice to Know
Is the information necessary to understand the main idea of the block of instruction?	Yes	Need to Know
	No	Nice to Know
Is the target audience (student) likely to already have this information?	Yes	Nice to Know
	No	Need to Know
Is there information missing that is necessary to getting the point of the objective across?	Yes	Need to Know
	No	Nice to Know
Is the information misplaced, i.e., would the information be more effective in support of another idea in a different block?	Yes	Nice to Know
	No	Need to Know

Continued on the next page

JA – M.2: How to Determine Necessary Content, Continued

Step 6: For all **Need to Know** answers, identify the appropriate source for delivery of this content:

Ask	If	Then
Is this information available in any Commercial Off the Shelf Products (some research may be required).	Yes	Recommend utilizing COTS products so as to not repurpose already existing content.
	No	Embed the necessary supporting content into your student materials for delivery of this PO.

Step 7: Identify content already available through repurposing COTS products (identify existing textbooks, online support, tech manuals, etc.).

Step 8: Determine the delivery system by selecting a delivery system that is economical and provide features that allow you to meet the objective.

Note: *If you determine the need to conduct a more thorough content analysis, contact your ISD professional or supervisor for additional guidance.*

JA – M.3: How to Develop a Practice Exercise

Purpose	This is a job aid to help you develop your practice exercises (using the provided worksheet) to support the student's successful performance of particular task.
Who should use this JA	You should use this job aid if you are a course designer responsible for developing practice exercises (Chapter 5.6) for a TPO. Ideally you are a graduate of the Coast Guard Course Designer Course (CDC) or the SABA Knowledge Service Peak Performance System workshops (previously known as Accomplishment-Based Curriculum Development (ABCD) workshops)
When you should use this JA	Use this job aid <u>after</u> the TPO has been written, demonstration developed, and the performance test written.
How to use this JA	Follow the steps as literally as is practical and in the sequence provided.
Supporting Job Aid	Use this job aid with <i>Development Worksheet: Practice Exercises, WS-N2</i> .

JA – M.3: How to Develop a Practice Exercise, Continued

Format

WS-N.2 Practice Exercises Worksheet	
Project	Date
Designer	Performance
Tools and Materials <i>All materials required by the conditions Any materials needed specifically for the practice</i>	Feedback
Highest level of simulation (tested to on PT)	Level of simulation in practice (any changed conditions, etc)
Scenario / Additional Criteria	Additional Criteria

JA – M.3: How to Develop a Practice Exercise, Continued

Steps

Follow the steps, as shown below to assist in completion of the supporting worksheet: *WS – N.2*.

Step	Action
1	List the TPO as developed in the Design phase.
2	Transfer from the <i>Task Details: WS-F1</i> any tools needed for completion of the task (specified as conditions). Additionally, list any materials/tools necessary for this practice (in the training environment, for this particular level of simulation).
3	Following the guidance specified in Chapter 5.6 for development guidelines for feedback.
4	Obtain from the performance test, the conditions (level of simulation) under which this performance is being tested.
5	Transfer from the <i>Lesson Design Plan: WS-J3c</i> , the level of simulations. Note: For each level of simulation, complete a separate practice exercise worksheet listing each of those levels individually in this block.
6	For Additional Criteria: Include any directions that will assist in the administration of this practice exercise. For Scenario: Draft your scenario that will be presented to the student under which they will be completing this practice, at designated level of simulation.

This page intentionally left blank

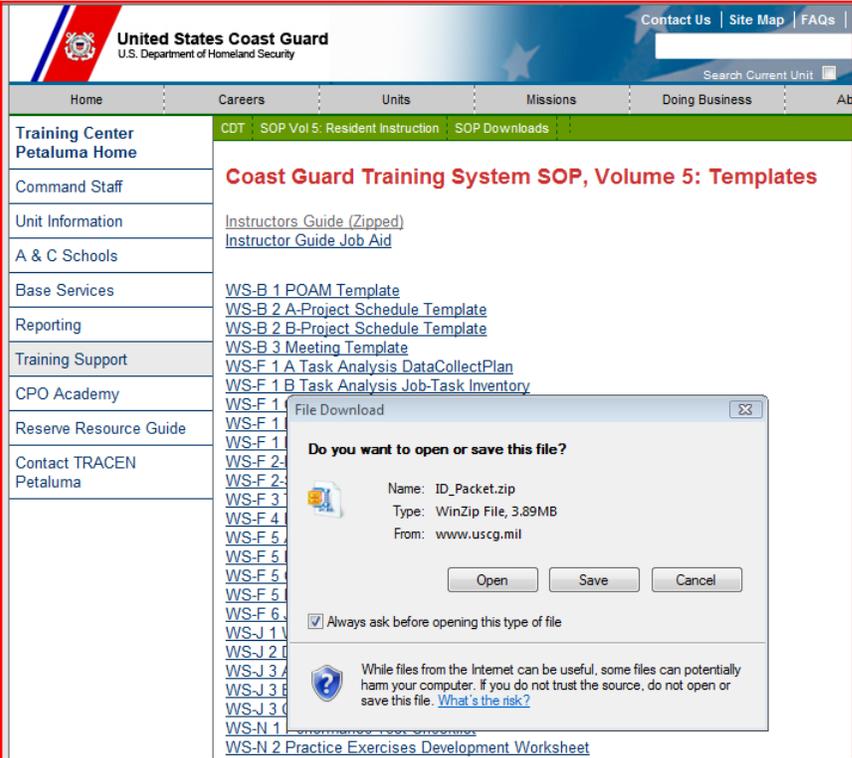
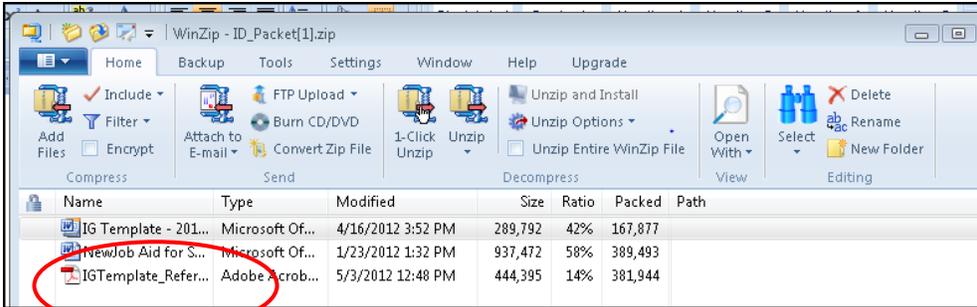
JA – M.4: How to Develop Instructor Guides

Purpose	<p>This is a secondary job aid to help you access the primary, and more detailed, development job aid for building instructor guides.</p> <p>The primary job aid document and reference guide (<i>IGTemplate_Reference Guide.pdf</i>) provides detailed instructions for how to download, install, set up, and use the required templates for development of instructor guides and other supplemental materials that may use Microsoft Word or the IG template structure (such as student guides).</p> <p>The <i>IGTemplate Reference Guide.pdf</i> is included in the zip file located at the “Instructor Guide (Zipped files)” link on the following intranet web page: http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Templates.asp</p>
Who should use this JA	<p>You should use this job aid if you are a course designer responsible for developing instructor guides. Ideally you are a graduate of the Coast Guard Course Designer Course (CDC) or the SABA Knowledge Service Peak Performance System workshops (previously known as Accomplishment-Based Curriculum Development (ABCD) workshops).</p>
When you should use this JA	<p>Use this job aid when you using the <i>IG Template-2012.dot</i> in the development of your instructional materials (lesson plans and instructor guides), or using the features in the template in the development of other supporting manuals/documents.</p>
How to use this JA	<p>Follow the steps as literally as is practical and in the sequence provided.</p>
Supporting Job Aid	<p>Use the primary development job aid (<i>IGTemplate_Reference Guide.pdf</i>) to develop instructor guides using the required templates, which are located at either of the following TRACEN Petaluma intranet web sites:</p> <ul style="list-style-type: none"> • http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Templates.asp and click the “Instructors_Guide (Zipped)” link (full download of templates, directory structure, and development job aid – in zipped file) • http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Downloads/IG_JobAids.doc (direct link to development job aid <i>only</i>)

JA – M.4: How to Develop Instructor Guides, Continued

Steps

Follow the steps below to access and download the detailed Instructor Guide job aid, which you will use to develop instructor guides.

Step	Action
<p>1</p>	<p>Click the following hyperlink to begin downloading the <i>IGTemplate_Reference Guide.pdf</i> (containing the job aid), found in the Zipped file then click Save on the dialog box.</p> <p>http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Templates.asp</p> 
<p>2</p>	<p>Click Open to access the zipped file and retrieve the IG Job Aid (located in the <i>IGTemplate_ReferenceGuide.pdf</i>).</p>
<p>3</p>	<p>Double-click to open the <i>IGTemplate_ReferenceGuide.pdf</i> file and save or print (for access to all IG template job aids).</p> 

JA – M.5: How to Review Course Materials

Purpose	This is a job aid to help the AP or SME that is conducting the technical accuracy review of your materials, provide you with the information and feedback that will be valuable to you – as the course developer – in making any updates or corrections to your materials.
Who should use this JA	Course designers should provide this job aid to the APs or SMEs identified to perform technical accuracy review of their instructional materials.
When you should use this JA	Use this job aid <u>after</u> a key deliverable or instructional materials have been developed, and before you are ready for developmental testing.
How to use this JA	Follow the steps as literally as is practical and in the sequence provided.

JA – M.5: How to Review Course Materials, Continued

Format

Use the *Course Material Review Worksheet: WS-N.4* to assist in capturing your observations and feedback:

WS-N.4 Course Material Review Worksheet		
Project		
Unit		Date
Lesson		
Applicability	Use with Job Aid, JA-M.5: How to Evaluate Course Materials.	
Lesson content is:	YES	NO
a. Accurate	<input type="checkbox"/>	<input type="checkbox"/>
b. Up-to-date	<input type="checkbox"/>	<input type="checkbox"/>
c. Clearly presented	<input type="checkbox"/>	<input type="checkbox"/>
d. Focused on what the Student needs to know, be, or do	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Content		
Record your observations here. Comment specifically on <u>any</u> item checked NO above.		
Lesson activities are:	YES	NO
a. Interesting and involving	<input type="checkbox"/>	<input type="checkbox"/>
b. Motivational		
c. Relevant		
d. Realistic		
e. Easy to understand		
f. Consistent with how the task is performed on the job		
g. Pitched at the student's level		
Lesson Activities		
Record your observations here. Comment specifically on <u>any</u> it		

WS-N.4 Course Material Review Worksheet			
Project			
Unit		Date	
Lesson			
Lesson Materials and Resources	Too Much	Too Little	About Right
a. Range of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Depth of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of detail presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptions			
a. What did you like MOST about the lesson?			
b. What did you like LEAST about the lesson?			
Recommendations			
a. If I could change ONE thing about this lesson, it would be...			
b. I think this change is important because...			
Reviewed By:			

*Submit completed worksheet to Project Lead, supervisor for review.

JA – M.5: How to Review Course Materials, Continued

Instructions for Reviewer

Your feedback, including confidential observations and recommendations, will help to improve the accuracy, relevance, value, and overall quality of course materials. The worksheet on the following pages is provided for this purpose.

Follow the steps in the table below and indicate your responses and written comments in the spaces provided in the worksheet (see also WS-N.4).

Steps	Step	Action																											
	1	Obtain review references, tools, and materials.																											
	2	Use the following table to determine whether Lesson Content will help the student to master lesson objectives:																											
		<table border="1"> <thead> <tr> <th style="text-align: left;">Lesson content is:</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>a. Accurate</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b. Up-to-date</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c. Clearly presented</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d. Focused on what the Student <i>needs</i> to know, be, or do</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <th>IF you checked...</th> <th>AND have...</th> <th>THEN...</th> </tr> <tr> <td>EACH item YES</td> <td>NO observations</td> <td><i>Go to Step 5</i></td> </tr> <tr> <td>ANY item(s) YES</td> <td>Observations</td> <td><i>Go to Step 4</i></td> </tr> <tr> <td>NO for ANY item</td> <td style="text-align: center;">></td> <td><i>Go to Step 4</i></td> </tr> </tbody> </table>	Lesson content is:	YES	NO	a. Accurate	<input type="checkbox"/>	<input type="checkbox"/>	b. Up-to-date	<input type="checkbox"/>	<input type="checkbox"/>	c. Clearly presented	<input type="checkbox"/>	<input type="checkbox"/>	d. Focused on what the Student <i>needs</i> to know, be, or do	<input type="checkbox"/>	<input type="checkbox"/>	IF you checked...	AND have...	THEN...	EACH item YES	NO observations	<i>Go to Step 5</i>	ANY item(s) YES	Observations	<i>Go to Step 4</i>	NO for ANY item	>	<i>Go to Step 4</i>
Lesson content is:	YES	NO																											
a. Accurate	<input type="checkbox"/>	<input type="checkbox"/>																											
b. Up-to-date	<input type="checkbox"/>	<input type="checkbox"/>																											
c. Clearly presented	<input type="checkbox"/>	<input type="checkbox"/>																											
d. Focused on what the Student <i>needs</i> to know, be, or do	<input type="checkbox"/>	<input type="checkbox"/>																											
IF you checked...	AND have...	THEN...																											
EACH item YES	NO observations	<i>Go to Step 5</i>																											
ANY item(s) YES	Observations	<i>Go to Step 4</i>																											
NO for ANY item	>	<i>Go to Step 4</i>																											
	1	<p>Record your observations.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Lesson Content</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Record your observations here. Comment specifically on <u>any</u> item checked NO above.</i></td> </tr> </tbody> </table>	Lesson Content	<i>Record your observations here. Comment specifically on <u>any</u> item checked NO above.</i>																									
Lesson Content																													
<i>Record your observations here. Comment specifically on <u>any</u> item checked NO above.</i>																													

Continued on the next page

JA – M.5: How to Review Course Materials, Continued

Steps,
Continued

Step	Action																																				
4	Use the following table to determine whether Lesson Activities will help the student to master lesson objectives:																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Lesson activities are:</th> <th style="width: 10%;">YES</th> <th style="width: 10%;">NO</th> </tr> </thead> <tbody> <tr> <td>a. Interesting and involving</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b. Motivational</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c. Relevant</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d. Realistic</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>e. Easy to understand</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>f. Consistent with how the task is performed on the job</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>g. Pitched at the student's level</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">IF you checked...</td> <td style="text-align: center;">AND have...</td> <td style="text-align: center;">THEN...</td> </tr> <tr> <td style="text-align: center;">EACH item YES</td> <td style="text-align: center;">NO observations</td> <td style="text-align: center;"><i>Go to Step 7</i></td> </tr> <tr> <td style="text-align: center;">ANY item(s) YES</td> <td style="text-align: center;">Observations</td> <td style="text-align: center;"><i>Go to Step 6</i></td> </tr> <tr> <td style="text-align: center;">NO for ANY item</td> <td style="text-align: center;">></td> <td style="text-align: center;"><i>Go to Step 6</i></td> </tr> </tbody> </table>	Lesson activities are:	YES	NO	a. Interesting and involving	<input type="checkbox"/>	<input type="checkbox"/>	b. Motivational	<input type="checkbox"/>	<input type="checkbox"/>	c. Relevant	<input type="checkbox"/>	<input type="checkbox"/>	d. Realistic	<input type="checkbox"/>	<input type="checkbox"/>	e. Easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	f. Consistent with how the task is performed on the job	<input type="checkbox"/>	<input type="checkbox"/>	g. Pitched at the student's level	<input type="checkbox"/>	<input type="checkbox"/>	IF you checked...	AND have...	THEN...	EACH item YES	NO observations	<i>Go to Step 7</i>	ANY item(s) YES	Observations	<i>Go to Step 6</i>	NO for ANY item	>	<i>Go to Step 6</i>
Lesson activities are:	YES	NO																																			
a. Interesting and involving	<input type="checkbox"/>	<input type="checkbox"/>																																			
b. Motivational	<input type="checkbox"/>	<input type="checkbox"/>																																			
c. Relevant	<input type="checkbox"/>	<input type="checkbox"/>																																			
d. Realistic	<input type="checkbox"/>	<input type="checkbox"/>																																			
e. Easy to understand	<input type="checkbox"/>	<input type="checkbox"/>																																			
f. Consistent with how the task is performed on the job	<input type="checkbox"/>	<input type="checkbox"/>																																			
g. Pitched at the student's level	<input type="checkbox"/>	<input type="checkbox"/>																																			
IF you checked...	AND have...	THEN...																																			
EACH item YES	NO observations	<i>Go to Step 7</i>																																			
ANY item(s) YES	Observations	<i>Go to Step 6</i>																																			
NO for ANY item	>	<i>Go to Step 6</i>																																			
5	<p>Record observations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Lesson Activities</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Record your observations here. Comment specifically on any item checked NO above.</i></td> </tr> </tbody> </table>	Lesson Activities	<i>Record your observations here. Comment specifically on any item checked NO above.</i>																																		
Lesson Activities																																					
<i>Record your observations here. Comment specifically on any item checked NO above.</i>																																					

Continued on the next page

JA – M.5: How to Review Course Materials, Continued

Steps,
Continued

Step	Action																																
6	Use the following table to determine whether Lesson Materials and Resources will help the student to master lesson objectives:																																
	<table border="1"> <thead> <tr> <th>Lesson Materials and Resources</th> <th><u>Too Much</u></th> <th><u>Too Little</u></th> <th><u>About Right</u></th> </tr> </thead> <tbody> <tr> <td>a. Range of material covered</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. Depth of material covered</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. Level of detail presented</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>IF you rated...</th> <th>AND you have...</th> <th colspan="2">THEN...</th> </tr> <tr> <td>ALL items <u>About Right</u></td> <td>NO observations</td> <td colspan="2">Go to Step 9</td> </tr> <tr> <td>ANY item <u>About Right</u></td> <td>Observations</td> <td colspan="2">Go to Step 8</td> </tr> <tr> <td>ANY item <u>Too Much</u> OR <u>Too Little</u></td> <td>></td> <td colspan="2">Go to Step 8</td> </tr> </tbody> </table>	Lesson Materials and Resources	<u>Too Much</u>	<u>Too Little</u>	<u>About Right</u>	a. Range of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Depth of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Level of detail presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IF you rated...	AND you have...	THEN...		ALL items <u>About Right</u>	NO observations	Go to Step 9		ANY item <u>About Right</u>	Observations	Go to Step 8		ANY item <u>Too Much</u> OR <u>Too Little</u>	>	Go to Step 8	
Lesson Materials and Resources	<u>Too Much</u>	<u>Too Little</u>	<u>About Right</u>																														
a. Range of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
b. Depth of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
c. Level of detail presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
IF you rated...	AND you have...	THEN...																															
ALL items <u>About Right</u>	NO observations	Go to Step 9																															
ANY item <u>About Right</u>	Observations	Go to Step 8																															
ANY item <u>Too Much</u> OR <u>Too Little</u>	>	Go to Step 8																															
7	<p>Record Perceptions</p> <p>a. What did you like MOST about the lesson?</p> <p>b. What did you like LEAST about the lesson?</p>																																
8	<p>Record Key Recommendations – complete statements (a) and (b)</p> <p>a. If I could change ONE thing about this lesson, it would be...</p> <p>b. I think this change is important because...</p>																																

Continued on the next page

JA – M.5: How to Review Course Materials, Continued

Steps,
Continued

Step	Action
9	Complete AP review and signoff.
	Course:
	Unit:
	Lesson:
	Material Reviewed:
	AP Name/Signature:
Date Submitted:	
10	Submit completed worksheet to Project Lead, supervisor for review.
