

APPENDIX V

Worksheets for Evaluation

Table of Contents

These worksheets are designed to work in concert with the Design phase job aids presented in *Appendix V*. Use the following listing to access the worksheet for the task you want to complete.

Worksheet Number	Title
WS-V.1.A	CAP Checklist – Terminal Performance Objectives
WS-V.1.B	CAP Checklist – Performance Tests
WS-V.1.C	CAP Checklist – Job Aids
WS-V.1.D	CAP Checklist – Instructor Guides
WS-V.1.E	CAP Checklist – Student Materials (SG/Workbook)
WS-V.1.F	CAP Checklist – Instructional Media (PPTs)
WS-V.2	Classroom Observation Checklist

Worksheet Access

Samples of the worksheets are included in this appendix. Refer to the *SOP Downloads* page on TRACEN Petaluma's internet website for the most recent and usable copies of all worksheets and templates:

<http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/default.asp>

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WS-V.1.A: CAP Checklist – Terminal Performance Objectives

WS-V.1.A CAP Checklist – Terminal Performance Objectives						
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Improvement Needs	Missing	Not Applicable	Notes	
1. Rating performance qualifications (RPQs) or job-task analysis (JTA) is current.						
2. TPO states the behavior (verb and output produced) as a result of successful completion of the task.						
3. TPO includes, as appropriate: <ul style="list-style-type: none"> • Conditions that match as closely as practical the conditions found on the job? • Cue or cues that signal the performer to act? • Tools and equipment used to execute the task? • References, job aids, and assistance used to execute the task? • A range of conditions typically found on the job? • Any restrictions placed on the execution or its environment? 						
4. TPO's, as appropriate: <ul style="list-style-type: none"> • Match the standards expected on the job? • Avoid words open to varying interpretation? • List only the criteria that separate acceptable performance from unacceptable? • List the observable characteristics of the task output? • List the observable steps if the procedure is part of the skill check (i.e. performance test)? 						
5. The TPO in the curriculum outline states, as closely as practical, the actual task output, conditions, and standards as expected for the tasks to be performed on the job.						
6. The verb, or expected level of performance, asked of in the TPO is not repeated in the EO's.						
7. TPO's do not have TWO performances.						

WS-V.1.A: CAP Checklist – Terminal Performance Objectives, Continued

WS-V.1.A		CAP Checklist – Terminal Performance Objectives	
Course			
School		Date	
Evaluator			
General comments about overall quality/review of Terminal Performance Objectives.			

WS-V.1.B: CAP Checklist – Performance Tests, Continued

WS-V.1.B	CAP Checklist – Performance Tests					
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
1. A PT exists for each TPO in the curriculum outline.						
2. The performance test is both related to the job and describes a typical event as it might occur on the job.						
3. Scenarios to support the PT reflect realistic on-the-job situations.						
4. Safety considerations for task performance have been identified.						
5. Directions to the Instructor/Evaluator are provided.						
6. Directions to the Student are provided.						
7. Instructions for the PT include the following categories of information, as appropriate: <ul style="list-style-type: none"> • Scheduling • Condition statement communicating the setting that will be provided to the student (assistance allowed, tools and references allowed) • Standards statement written to where the evaluator/student can understand to what level they must complete the task? Equipment and resources required for checking the performance? • Remedial procedures to assign to the performer based on specific errors in performance? 						
8. Procedures are listed with a "GO" or "NO GO" option (if procedure as well as an output is a concern for performing to standards).						

WS-V.1.B: CAP Checklist – Performance Tests, Continued

WS-V.1.B		CAP Checklist – Performance Tests			
Course					
School				Date	
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
9. PT describes precisely each characteristic required for successful task completion (Process and/or Product requirements).					
10. Space provided on PT for students name, date, and record of student's performance / attempt.					
11. Instructions for scoring of the PT are included (within package, or for each PT).					
12. The main verb is in present tense (for each EO).					
13. If necessary, an answer key is included that shows the required task output (in Instructor PT booklet, or Appendix to IG).					
General comments about overall quality/review of Performance Tests.					

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WS-V.1.C: CAP Checklist – Job Aids, Continued

WS-V.1.C		CAP Checklist – Job Aids				
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
Use the following list to provide a final job aid assessment overview. This section has been designed to guide the user through a step-by-step procedure for reviewing a job aid. Refer to USCG Training System Standard of Operating Procedures (SOP) Vol. 4 Job Aids.						
1. Is there a job aid analysis on file for each TPO?						
2. If appropriate, Job Aid developed according to the results of a JTA or FEA (with indications for no training, introductory training, or extensive training required).						
3. Feedback and "owner" contact information has been provided in the Job Aid (e.g., who is responsible for maintaining the Job Aid and making revisions to it so it continues to accurately reflect changing qualification factors, policies, and/or procedures).						
Development of Job Aid: Content / Structure						
4. Job Aid edited for Content (verify with SMS): a. Technically correct b. Complete c. No extraneous information included d. All context information included e. Provides stimulus/response cues.						
5. Format is appropriate for its use, environment, and audience? (pg 8 of Job Aid SOP)						
6. Steps are small enough?						
7. Explanations are to the left of illustrations?						
8. It tells the user "when" to use before "how" to use?						

WS-V.1.C: CAP Checklist – Job Aids, Continued

WS-V.1.C		CAP Checklist – Job Aids				
Course						
School		Date				
Evaluator						
Criteria	Meets Standard	Improvement Needs	Missing	Not Applicable	Notes	
9. There is sufficient white space?						
10. Critical information is highlighted or set apart?						
11. Decision Tables are presented in boxes?						
12. Steps are numbered for sequence?						
13. Language: <ul style="list-style-type: none"> Is simple, clear and appropriate for the user? Active voice is consistently used (the doer of the subject comes first in the sentence)? Sentences are short and concise? Acronyms used are defined at the first use, or are listed in one place as an appendix or in the front of the Job Aid? Negative words are highlighted? 						
Format of Job Aids						
14. Text style consistent						
15. Tells the performer exactly WHEN to do the task/step (behavior)?						
16. Tells the performer exactly WHAT to do (not "about" the behavior, but what the behavior "IS")?						
17. Job Aid is in the correct sequence the steps should be performed.						
18. Increment "size" of each step is not too large (students can remember the step long enough to DO the behavior).						
19. Present tense is used for behaviors (steps).						

WS-V.1.C: CAP Checklist – Job Aids, Continued

WS-V.1.C		CAP Checklist – Job Aids				
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Improvement Needs	Missing	Not Applicable	Notes	
20. Format is correct for the task/step (decision table, algorithm for discrimination; cookbook for sequences, etc)?						
21. Defines "soft" terms (terms open to wide interpretation such as: few, understand, appreciate, activate, and manage).						
22. Contains only relevant information to the job performance (omits large amounts of "subject matter," "whys," and "theory," anything could obscure the "when's" and "what's").						
23. "Critical" information is highlighted (use of graphics, type-face, and boxes).						
24. Information needed to perform the task/step is in the "same" place.						
25. Sufficient examples/non examples are provided.						
General comments about overall quality/review of Job Aids.						

WS-V.1.D: CAP Checklist – Instructor Guides, Continued

WS-V.1.D CAP Checklist – Instructor Guides					
Course					
School		Date			
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
Overall Structure					
1. Cover Page: <ul style="list-style-type: none"> Identifies the Course Title Rate/School Logo is used Version Date 					
2. IG is developed using the IG Template					
3. No matter the format, IG contains the same basic elements that are outlined in SOP Vol 5: Resident Instruction, including: <ul style="list-style-type: none"> Cover Page About this Course, including: <ul style="list-style-type: none"> Source Instructional Settings Class Size Location Course Length Security Classification Table of Contents Course Overview, including: <ul style="list-style-type: none"> Course Contents (units) Performance Evaluations Safety Situational Awareness Course Map Unit Overview (outlining lessons within that unit, and unit map) Lesson(s) 					

WS-V.1.D: CAP Checklist – Instructor Guides, Continued

WS-V.1.D						CAP Checklist – Instructor Guides									
Course															
School						Date									
Evaluator															
Criteria						Meets Standard	Needs Improvement	Missing	Not Applicable	Notes					
4. Within the IG, a lesson plan is created for each Terminal Performance Objective (TPO), or logically grouped TPO's?															
5. Time breakdown (of some format) is used to show the time allotted for each instructional activity within the lessons.															
6. Terminal Performance Objectives match the Curriculum Outline and references the applicable RPQ's?															
7. IG is well-organized and presents the information in a logical sequence and a predetermined order of contents.															
8. PowerPoint (PP): There is reference to the name of the presentation (if any) used to supplement delivery of the lesson.															
9. Content and "talking points" made in the PP notes pages are NOT duplicated in IG.															
10. The lesson plan is developed as a "job aid" on how to facilitate the learning and administer the PT.															
11. Provides detailed guidance to the instructor on how to most efficiently deliver information to students which results in effective transfer of skills and knowledge															
12. Cues provided to the instructor on when and how to use instructional materials, training aids, job aids, special tactics and PT?															

WS-V.1.D: CAP Checklist – Instructor Guides, Continued

WS-V.1.D CAP Checklist – Instructor Guides					
Course					
School				Date	
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
13. IG is written insufficient detail so that the new instructor will be able to follow it as easy as an experienced instructor so as to not omit key points?					
“Lesson Plan”					
14. Each lesson plan (LP) is based on the course design blueprint or course map produced during the Design phase.					
15. LP provides the specific direction to the instructor on how to guide instruction on each particular terminal performance objective.					
16. Each performance-based lesson consist of the following components: <ul style="list-style-type: none"> • Introduction • Content Delivery (or presentation) • Demonstration (or examples) • Practice activities and feedback • Assessment • Summary and Review • Any supporting materials (<i>answer keys, homework, etc</i>) 					
17. Text: <ul style="list-style-type: none"> • Supports the accomplishment of the TPO and EO as listed under Performance Objectives? • Text is arranged in an order that leads the student systematically and logically to intended conclusion? (following 9-events) • Text is brief and to the point? Contains current and essential information? 					

WS-V.1.D: CAP Checklist – Instructor Guides, Continued

WS-V.1.D CAP Checklist – Instructor Guides						
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
18. IG is <u>NOT</u> an exact replication of the student guide, textbooks, or technical manuals that the students are using in class.						
19. The demonstration in each lesson plan matches the task analysis?						
20. The demonstration clearly shows or tells the student the stimulus for each response?						
21. (Practice): The lesson gives the student an opportunity to apply the skills and knowledge immediately following the demonstration?						
22. Each lesson includes the complete clear direction to the instructor on how to execute each role play, exercise, or practice and what success looks like?						
23. The lesson plan provides an example of the output of the task (performance) with reference to each criterion of quality (what success looks like)?						
24. Level of simulation in each activity or final practice matches the level of simulation on the related PT?						
25. (Feedback): Guidance is given to instructor on facilitating feedback sessions and specific areas for improvement?						
26. (PT): Includes the complete clear direction to the instructor on how to schedule, administer, and grade each PT and what success looks like?						

WS-V.1.D: CAP Checklist – Instructor Guides, Continued

WS-V.1.D		CAP Checklist – Instructor Guides			
Course					
School		Date			
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
27. The lesson provides an opportunity for review and to restate/paraphrase the enabling objectives with students to enhance retention of the objectives in the lesson?					
28. Assignments: If applicable, in class or after hour assignments are addressed?					
General comments about overall quality/review of Instructor Guides.					

WS-V.1.E: CAP Checklist – Student Materials (SG/Workbook)

WS-V.1.E						CAP Checklist – Student Materials (SG/Workbook)						
Course												
School						Date						
Evaluator												
Criteria						Meets Standard	Needs Improvement	Missing	Not Applicable	Notes		
1. Student materials should replicate the actual work environment as much as possible												
2. Student Guide is developed to serve one of the following purposes: a. Full lesson-by-lesson student guide b. Homework/Workbook supplement c. Syllabus Guide												
3. <u>Objectives Block</u> : Lists the terminal performance objective(s) satisfied by the end of that lesson.												
4. <u>Performance Test</u> : Directions are provided to the student on how they will be tested on satisfactory completion of the TPO/task; when and how it will be administered and results of unsatisfactory completion may also be detailed, if not within a PT booklet itself.												
5. Main ideas are identified by "block labels" <ul style="list-style-type: none"> If block content (text) continues onto next page, the block label is repeated with the word "continued" added in parentheses at the end 												
6. Copyright laws and procedures have been observed? Acknowledgements made as necessary?												
7. Commercial off-the-shelf (COTS) products (e.g. textbooks) are purchased to replace or supplement the student materials being developed												
IF... Full lesson-by-lesson student guide:												
8. Text is not cut-and-paste from existing textbooks/technical manuals, etc.												

WS-V.1.E: CAP Checklist – Student Materials (SG/Workbook), Continued

WS-V.1.E		CAP Checklist – Student Materials (SG/Workbook)				
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
9. SG contains other "content" information that will help bridge the gap in learning from prerequisites to new skills.						
10. Text: <ul style="list-style-type: none"> • Supports the accomplishment of the Terminal Performance Objectives • Text is arranged in an order that leads the student systematically and logically to intended conclusion? • Text is brief and to the point? Contains current and essential information? 						
11. Long passages are broken up by making lists of the main idea?						
12. Examples used support text to represent or amplify facts?						
13. Layout follows lesson-by-lesson, as will be delivered to students, following sequenced instructional objectives (aligns with IG)						
14. <u>Practice Exercise</u> (also for <u>Review Activities</u> if lesson is long enough in duration to integrate all practices into a final review activity): <ul style="list-style-type: none"> • Exercises match those in the lesson plan? Level of simulation in each activity or final practice matches the level of simulation on the related PT? • Detailed instruction provided to the student on how they are to complete the practice; tools/equipment that should be used, grading associated with it, if they must work independently, is collaboration allowed, etc. 						

WS-V.1.E: CAP Checklist – Student Materials (SG/Workbook), Continued

WS-V.1.E		CAP Checklist – Student Materials (SG/Workbook)				
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
15. <u>Student Materials</u> : Identifies those materials the student must bring to the learning environment.						
16. Graphics or diagrams are in accordance with good order and discipline, are clear and of good quality, and directly related to the content and task?						
17. Step action tables are used when practical to explain sequence of events (complete job aids are not embedded in SG, but separate)						
18. <u>Lesson Summary</u> : Should be a bulleted list or brief summary of the main points the instructor should review with the student (or explain the review activity that will be conducted) before the assessment is conducted.						
19. Complex regulations have been translated into easy-to-understand text segments and contain only the information essential to the student?						
IF... Homework/Workbook supplement:						
20. Supplemental content is limited to information not found in any other student materials						
21. Developed following sequenced instructional objectives (as delivered in IG).						

WS-V.1.E: CAP Checklist – Student Materials (SG/Workbook), Continued

WS-V.1.E		CAP Checklist – Student Materials (SG/Workbook)				
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
22. <u>Assignments</u> are detailed and logically follow the lessons they are designed to support (combined so separate handouts are not used). <ul style="list-style-type: none"> Detailed instruction should be provided to the student on how they are to complete the assignment, tools/equipment that should be used, if they must work independently or if collaboration is allowed, etc. 						
23. <u>Practice Exercises</u> logically follow the lessons they are design to support. <ul style="list-style-type: none"> Exercises match those in the lesson plan? Level of simulation in each activity or final practice matches the level of simulation on the related PT? Detailed instruction provided to the student on how they are to complete the practice; tools/equipment that should be used, grading associated with it, if they must work independently, is collaboration allowed, etc. 						
IF... A Syllabus Guide:						
24. Directs the student to appropriate locations in other media to complete and follow the instruction						
25. Developed following sequenced instructional objectives (as delivered in IG).						

WS-V.1.E: CAP Checklist – Student Materials (SG/Workbook), Continued

WS-V.1.E		CAP Checklist – Student Materials (SG/Workbook)			
Course					
School				Date	
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
General comments about overall quality/review of Student Materials.					

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WS-V.1.F: CAP Checklist – Instructional Media (PPTs)

WS-V.1.F CAP Checklist – Instructional Media (PPTs)					
Course					
School		Date			
Evaluator					
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes
For Developer:					
1. Media enhances the information in the student materials/instructor guide.					
2. Media (and images) used relates to the content.					
3. Images are high fidelity, and not clip-art quality?					
4. Slide refrains from clutter/image overload.					
5. Colors contrast well.					
6. Appropriate level of vocabulary is used.					
7. Text is easy to read.					
8. Media has been checked for spelling and grammar.					
9. Terms in the media match terms in the student materials/instructor guide.					
10. Text style consistent (headings, text, etc.). (Slide Master)					
11. Format/layout consistent (spacing).					
12. Ample white space (margins).					
13. Font size large enough to be seen by all (at least 24 point for projected media).					
14. Information bulleted using key words and phrases.					
15. Media enhances the information in the student materials/instructor guide.					
16. Media (and images) used relates to the					

WS-V.1.F: CAP Checklist – Instructional Media (PPTs), Continued

WS-V.1.F		CAP Checklist – Instructional Media (PPTs)				
Course						
School				Date		
Evaluator						
Criteria	Meets Standard	Needs Improvement	Missing	Not Applicable	Notes	
content.						
17.6x6 rule: No more than six words a line and six lines per visual used.						
18. Layout consistent throughout the presentation. (Slide Master)						
19. Sounds/Animation within presentation (not distracting, and are appropriate).						
20. Supplemental "talk about" information for instructor is included in the Notes page for the appropriate slide.						
For Reviewer/Approver:						
21. Upon approval, Master-copy of PowerPoint presentation is "locked" with a password. <ul style="list-style-type: none"> Enter a password to modify (not one to open, anyone should be able to open but it prevents schools from making modifications to PP). Entering one to modify allows anyone to open a "read only" version. 						
22. Clear direction is provided to instructor in IG on delivery of media for lesson (IG should not duplicate information on PP or in notes pages)						
23. PowerPoint is printed with Notes page option, to show supplemental information and "talking points" for instructor.						
General comments about overall quality/review of Instructional Media.						

WS-V.2: Classroom Observation Checklist

WS-V.2		Classroom Observation Checklist			
Version: September 2012					
Course:		Class #:			
Date:		Bldg/Room:			
Lesson:					
TPO (s) Observed:					
Number of instructors IAW Curriculum Outline:					
Number of instructor observed					
Number of students in class					
Instructor to student ratio		Too Many		Too Few	Just Right
Observation Start Time:		Observation End Time:			
Overall Comments:					
Evaluator Signature:					

WS-V.2: Classroom Observation Checklist, Continued

WS-V.2		Classroom Observation Checklist			
Lesson:					
Characteristic to be Observed:		Feedback:			
Delivery					
1	Times of events match instructor guide (IG) / lesson plan (LP)?	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					
2	Terminal Performance Objective matches throughout all lesson materials?	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					
3	Instructor follows the IG and delivery of lesson, as designed?	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					
4	Instructor does not add extra or "nice to know" information into lesson (not prescribed in IG)?	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					
Instructor Guide (IG)					
5	IG acts as a job aid for how to facilitate the learning process during delivery of the lesson?	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					
6	IG provides cues to the instructor about when & how to use materials, training aids, job aids, special tactics, & PT	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					
7	IG (or supporting documents which it clearly makes reference to) is written in sufficient detail, so instructor will not omit key points	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go	<input type="checkbox"/> N/A	<input type="checkbox"/> N/O
Comments/Recommendations:					

WS-V.2: Classroom Observation Checklist, Continued

WS-V.2		Classroom Observation Checklist	
Lesson:			
Characteristic to be Observed:		Feedback:	
8	IG/LP includes classroom prep requirements, such as: <ul style="list-style-type: none"> <input type="checkbox"/> How to reserve classroom <input type="checkbox"/> Tools/Equip & where to get them <input type="checkbox"/> How to set up the classroom <input type="checkbox"/> Pre-work required of students & how to make the assignment <input type="checkbox"/> Safety precautions & arrangements <input type="checkbox"/> Other (specify): Student materials needed 		
Comments/Recommendations:			
9	Instructors follow directions in IG, practice exercises, & PT	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			
10	IG provides an example of the output of the task with reference to each criterion of quality – and students have reference so they are aware of that same criterion.	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			
11	Demonstration shows and/or tells students the stimulus or stimuli for each behavioral response, and the correct procedure (if applicable) for performance of that task.	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			
12	IG includes sufficient detail for the instructor on how to deliver the Demonstration.	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			
13	Instructor provides the necessary "content" during the demonstration to ensure students have the information necessary before beginning their practice.	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			

WS-V.2: Classroom Observation Checklist, Continued

WS-V.2		Classroom Observation Checklist	
Lesson:			
Characteristic to be Observed:		Feedback:	
14	IG gives students opportunity to apply skills & knowledge immediately following demonstration (practice)?	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
15	Appropriate amount of practice time and exercises are provided to students to ensure proficiency of task before assessed.	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
Instructional Media			
16	Media shown in class matches media referenced to in IG, and has not been altered from originally designed version.	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
17	Media supports instruction from both audio & video perspectives	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
18	Size of media images are sufficient to be seen throughout the classroom	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
19	Layout of media is consistent throughout the lesson	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
Job Aids			
20	Job aid is appropriate for its use, environment, & audience	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			

WS-V.2: Classroom Observation Checklist, Continued

WS-V.2		Classroom Observation Checklist	
Lesson:			
Characteristic to be Observed:		Feedback:	
21	Students use the job aid as they would on the job for the given performance	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
Student Materials			
22	Students use materials that they would have on the job (tech manuals, MPC's, etc)	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
23	Text in Student Guide is not a cut and paste of already existing student references they would have on the job	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
24	Text in SG is brief & to the point	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
25	Student materials provide necessary information when other materials/textbooks/tech manuals do not exist	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
26	Exercises/ activities or assignments in Student Materials match those in the IG.	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
Performance Test			
27	PT for each task (TPO) is included within IG.	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			

WS-V.2: Classroom Observation Checklist, Continued

WS-V.2		Classroom Observation Checklist	
Lesson:			
Characteristic to be Observed:		Feedback:	
28	Students are provided the Performance Test Checklists (aware of standards/criterion for evaluation) within student materials or in separate PT Booklet	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
29	Instructors actively observe student practice & give informative feedback based on observations & conclusions IAW task standards	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
30	Instructors administer PT to each student (1:1 ratio, unless otherwise noted)	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
31	PT contains no more & no less cues than will be present on the job	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
32	Instructors evaluate students based on precise characteristics that meet the criteria of the task's output as defined on the PT.	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
33	Each characteristic on Performance Test Checklist (PTC) is stated so that performance to standards clearly results in "Yes" or "No" being checked	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			
34	If PT is concerned with a procedure as well as an output, each step is: <ul style="list-style-type: none"> <input type="checkbox"/> Numbered & listed on PTC <input type="checkbox"/> Described precisely as one would observe performance to standards 	<input type="checkbox"/> Go	<input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O
Comments/Recommendations:			

WS-V.2: Classroom Observation Checklist, Continued

WS-V.2		Classroom Observation Checklist	
Lesson:			
Characteristic to be Observed:		Feedback:	
35	Instructor evaluates student performance using the PTC, and documents and provides feedback on student assessment record.	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			
36	Other (specify)	<input type="checkbox"/> Go <input type="checkbox"/> No-Go <input type="checkbox"/> N/A <input type="checkbox"/> N/O	
Comments/Recommendations:			
Additional Comments:			
Recommendations:			

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