Learning Objectives

Goal Analysis Step	Performance Objective	Assessment
1. *Hold the Sony camcorder steady.*	Hold the camera steady (B) with both hands (CN) to produce a steady video (CN).	*Observation* *Did the recorded video come out steady?* *Yes or No*
2. *Record a video by pressing the red button.*	Record a video (B) by pressing the red button (CN) and start recording (CR).	*Observation* *Did the camcorder's red light come on indicating that it is recording?* *Yes or No*
3. *Stop recording a video by pressing the red button again.*	Stop recording a video (B) by pressing the red button (CN) and produce a recorded video (CR).	*Observation* *Did the camcorder's red light turn off indicating that it stopped recording?* *Yes or No* *Was a working video produced?* *Yes or No*
4. Use the standard algorithm to multiply one digit by three digits.	Multiply one digit by three digits (B) with at least 90% accuracy (CR) without referencing any visual aids (CN).	***Refer to district given criterion-reference test*** *Multiplication Fact Fluency Assessment*
5. Use the standard algorithm to multiply one digit by four digits.	Multiply one digit by four digits (B) with at least 90% accuracy (CR) without referencing any visual aids	***Refer to district given criterion-reference test*** *Multiplication Fact Fluency*

	(CN).	*Assessments*
6. *Use the standard algorithm to divide up to a four-digit dividend by a one-digit divisor.*	Use the standard algorithm to divide up to a four-digit dividend by a one-digit divisor (B) with at least 90% accuracy (CR) without referencing any visual aids (CN).	***Refer to district given criterion-reference test*** *Division Fact Fluency Assessments*
7. *Use the standard algorithm to divide up to a four-digit dividend by a one-digit divisor that includes interpreting remainders.*	Use the standard algorithm to divide up to a four-digit dividend by a one-digit divisor that includes interpreting remainders (B) with at least 90% accuracy (CR) without referencing any visual aids (CN).	***Refer to district given criterion-reference test*** *Division Fact Fluency Assessments*

Assessments:

1.	Observation Did the recorded video come out steady? Circle either Yes or No. **Yes** **No**
2.	Observation Did the camcorder's red light come on indicating that it is recording? Circle either Yes or No. **Yes** **No**
3.	Observation Did the camcorder's red light turn off indicating that it stopped recording? Circle either Yes or No. **Yes** **No**

	Was a working video produced? Circle either Yes or No. **Yes No**
4.	Multiply one digit by three digits with at least 90% accuracy. **Refer to district given criterion-reference test** (*Multiplication Fact Fluency Assessment)*
5.	Multiply one digit by four digits with at least 90% accuracy. **Refer to district given criterion-reference test** (*Multiplication Fact Fluency Assessment)*
6.	Use the standard algorithm to divide up to a four-digit dividend by a one-digit divisor with at least 90% accuracy. **Refer to district given criterion-reference test** (Division *Fact Fluency Assessment)*
7.	Use the standard algorithm to divide up to a four-digit dividend by a one-digit divisor that includes interpreting remainders with at least 90% accuracy. **Refer to district given criterion-reference test** (Division *Fact Fluency Assessment)*

Check for congruency:

i. Are the assessments congruent with the conditions specified in the objectives? **Yes**

ii. Are the required equipment/tools available? **Yes**

iii. Are the assessments congruent with the behaviors (including actions and concepts/content) specified in the objectives? **Yes**

iv. Are the assessments written using precise wording relative to the content/concepts? **Yes**

v. Are the assessments congruent with the criteria specified in the objectives? **Yes**

vi. Are the assessments congruent with the target learners, including complexity of vocabulary, language level, developmental level, background, experience, environment, familiarity with the assessment format and equipment, motivation and interest, and cultural, racial, and gender needs (absence of bias)? **Yes**

vii. Is performance required in the assessment feasible in the learning context? **Yes**

viii. Is performance required in the assessment realistic for the performance context? **Yes**

ix. Do you think there would be adequate time and personnel to administer, score, and analyze the assessments? **Yes**

x. Is the grammar, spelling, and punctuation correct in the assessments? **Yes**

xi. Are the assessments written clearly? **Yes**