**Writing Effective Performance Objectives: A Five-Component Framework.**

The following five-component guide by Gagné, Wager, Golas, and Keller (2005, p. 132-150) is a reliable framework for instructors to become more specific and less ambiguous in writing objectives that effectively describe learning outcomes and desired learning capabilities. “We define a performance objective as a precise statement of a capability that, if possessed by the learner, can be observed as a performance” (Gagné, et al. 2005, p. 133). To this end, the framework is also useful in guiding the design of assessments that align with specific knowledge and abilities as required of learners.

1. **Situation:** Context in which the learned outcome will be performed.
2. **Learned Capability:** The type of learning being performed (with a “learned-capability” verb classifying the type of learning).
3. **Object:** The content or object of the performance (to be learned).
4. **Action:** The observable part of the behavior (action verb).
5. **Tools and Constraints:** The tools, constraints or special conditions applied to the performance (acceptable performance).

**Rubric for determining the presence/absence of the five attributes in a performance objective.**

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| **Stated Objective** | **Example**  Completely examine, evaluate and treat a patient using appropriate manual techniques. | | | |
| **Objective Component** | Meets Standards  (clear and appropriate)  3 Points | Approaches Standards (appropriate but not clear)  2 Points | Does not meet standards  (not appropriate)  1 Point | Not Present  0 Points |
| Situation |  |  |  |  |
| Learned capability (verb) |  |  |  |  |
| Object |  |  |  |  |
| Action Verb |  |  |  |  |
| \*Tools and constraints |  |  |  |  |
| **Performance objective re-written with five-components as a guide.**  [Situation] Given a patient with certain ailments, [LCV] identifies [object] areas of injury by [action] examining patient and determining treatment using appropriate manual techniques [constraints] within 20 minutes. | | | | |

**Adapted from Gagné, Wager, Golas, & Keller (2005, p. 132-149) by Joachim J. Agamba.**