Three-Component Objective Model

Mager's model for objectives is one of the most well known. His model for an objective is a statement that includes three major components.

- **Behaviors (also called Performance)**
- **Conditions (Limitations, often with medium)**
- **Criteria (also called Standards)**

Three-Component Objective Model: Behavior

The Behavior or Performance component is a statement of what the student will be able to do. This component should be generated from the Instructional Analysis and must include a clearly identifiable behavior.

When writing the behavior component, ask yourself:

- "What would someone be doing when they are demonstrating mastery of the task?"

You could answer the question by filling in the blank:

- "The student will be able to _____"

Make sure you select an action verb that is observable and measurable when you describe what the student will be able to do.

Objective: Using their hands, the student will be able to wedge 1 lb. of clay that is free of air pockets.

Objective: Using the potter's wheel, the student will be able to produce a cylindrical clay pot that has sides which are even and of an appropriate thickness to the height of the container.

Three-Component Objective Model: Condition

When the behavioral component is clearly defined, you can add the condition component. This component helps to prevent misunderstandings in the task performance. It refers to the situation or scenario under which the student will perform the behavior or performance. An objective is a detailed description of what learners will be able to do after the instruction. It should also be measurable and observable.

When writing conditions, ask yourself the following questions:

- "What cues will the student need to accomplish the behavior?"
- "What resource material will the student need, or refer to, when performing the behavior?"
- "Will the student be given any special equipment or assistance?"

Examples:

Objective: Using their hands, the student will be able to wedge 1 lb. of clay that is free of air pockets.

Objective: Using the potter's wheel, the student will be able to produce a cylindrical clay pot that has sides which are even and of an appropriate thickness to the height of the container.

Three-Component Objective Model: Criteria

The standard or criteria component describes to what measurement the student will be evaluated. In other words, it describes how to judge the outcome of the behavior or performance. It's often stated in terms of the limits within which a behavior must fall.

Examples:

Objective: Using their hands, the student will be able to wedge 1 lb. of clay **that is free of air pockets.**

Objective: Using the potter's wheel, the student will be able to produce a cylindrical clay pot **that has sides which are even and of an appropriate thickness to the height of the container.**

The Difference between goals and objectives

- Goals are broad; objectives are narrow.
- Goals are general intentions; objectives are precise.
- Goals are intangible; objectives are tangible.
- Goals are abstract; objectives are concrete.
- Goals can not be validated as is; objectives can be validated.

Kinds of Objectives

Objectives can be written for any type of learning. A common way to categorize learning is by the domain in which it occurs. The three domains and ensuing type of objectives include:

- Cognitive : thought or knowledge: "what the student is able to do" (an observable)
- Affective : feelings or choices "how the student chooses to act"
- Psychomotor : physical skills "what the student can perform"