

EXHIBIT 9.8 Student's personal progress chart for badminton.

STUDENT'S NAME: ROBERT WEIR		CLASS PERIOD FOR PE: 3RD												
Match play													X	X
Pass rules and scoring quiz													X	X
Final challenge task													X	X
Backhand drop													X	X
Forehand drop													X	X
Overhead smash													X	X
Backhand drives													X	X
Forehand drives													X	X
Challenge task for clears													X	X
Overhead clears													X	X
Backhand drive clear													X	X
Forehand drive clear													X	X
Serving challenge													X	X
High, deep serve													X	X
Short, low serve													X	X
Stretching													X	X
CLASS DAY													1	2
													3	4
													5	6
													7	8
													9	10
													11	12
													13	

managerial standpoint, students must be able to comprehend written and media-based task presentation and task structure directions with little teacher guidance, so the teacher must know the appropriate level at which to design those tasks. From an instructional standpoint, the teacher must be knowledgeable about students' ability in the cognitive and psychomotor domains so that the performance criteria for tasks can be set at levels that are challenging—not too easy or too difficult.

Learning objectives. Because PSI relies so much on the sequence of mastery-based learning tasks, teachers must be able to write clear and concise learning objectives—often in the Mager (1984) format, as discussed in Chapter 3. Good learning objectives will have three parts: (1) a description of the setting or conditions in which the learning activity will occur, (2) clear descriptions of the behavior to be learned, and (3) performance