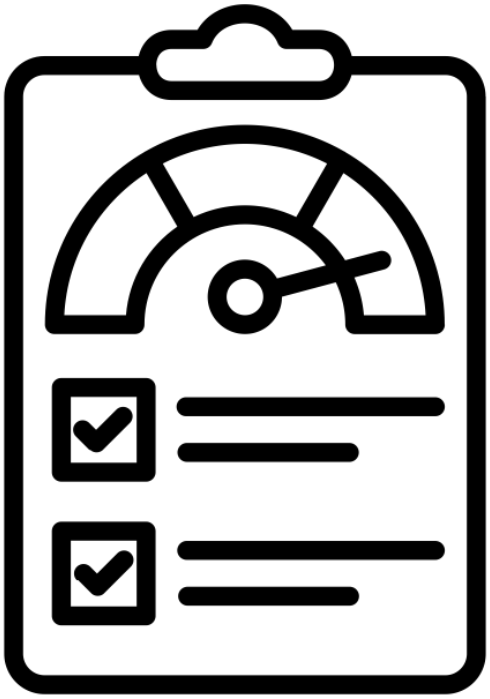


Idaho Foodbank Product Dating Job Aids Performance Assessment

Jocelyn Jackson, Ziann Jones, Salome Mwangi, Julie Whitfield:

Spring 2026

Course: OPWL 537 Instructional Design, Boise State University

This assessment is designed to measure decision-making performance under real-world conditions identified during analysis, specifically inconsistent judgment due to misinterpretation of date labels.

Section 1: Align Objectives and Assessments

These objectives collectively support a single integrated performance: making a distribution decision using combined indicators rather than relying on any one factor alone.

Performance Objective 1

Given a food item in a distribution setting and access to the job aid, the learner will evaluate the item for "'do not use' conditions" (i.e., bulging, leaking, compromised packaging, expired infant formula), with 100% accuracy in identifying items that must not be distributed.

- **Assessment Instrument Type:**

  Observation checklist

- **Sample Item(s):**
  - Identifies bulging or damaged packaging correctly
  - Flags expired infant formula as non-distributable
  - Does not pass any "hard stop" item
- **Alignment Notes:**

  This measures the learner's ability to recognize "do not use" conditions identified in the task analysis when evaluating food items.

Performance Objective 2

Given a food item with a visible date label and the job aid, the learner will correctly interpret the meaning of the date label (sell-by, best-by, use-by) without treating it as a strict safety/expiration indicator in at least 4 out of 5 scenarios.

- **Assessment Instrument Type:**

  Scenario-based classification

- **Sample Item(s):**
  - Correctly identifies "best by" as quality, not safety
  - Does not automatically discard based on date alone
  - Recognizes infant formula as the exception
- **Alignment Notes:**

  This measures the knowledge and judgement shift identified in the TRA (moving away from date-based decisions).

Performance Objective 3

Given a food item and the job aid, the learner will apply sensory evaluation (sight, smell, touch, and—when safe—taste) to assess usability, and make a distribution decision consistent with all available indicators in 4 out of 5 scenarios.

- **Assessment Instrument Type:**

  Performance-based scenario evaluation

- **Sample Item(s):**
  - Uses at least one relevant sensory check before deciding
  - Integrates sensory, packaging, and date context
  - Makes a defensible decision (keep/discard)
- **Alignment Notes:**

  This directly reflects the core task of making a judgment based decision using combined indicators rather than dates alone.

Section 2. Assessment Directions

Objective(s):

All three objectives above (evaluating safety, interpreting dates, applying sensory checks)

Conditions:

- Time-limited (to reflect real-world environment)
- Job aid available
- Mix of clear and ambiguous scenarios

Performance Standards:

- 100% accuracy on "'do not use' conditions"
- `≥80% accuracy overall decision making`
- Consistently applies relevant decision factors across all (5 out of 5) scenarios

Assessment Instruments:

- Observation checklist (live or simulated)
- Scenario-based decision tasks

Directions for Instructor/Trainer:

1. Present learners with a series of food item scenarios (real or simulated images/descriptions)
2. Observe the learner's decision-making process using the checklist:
   a. Did they check for "'do not use' conditions" first?
   b. Did they interpret the date correctly?
   c. Did they apply sensory reasoning before deciding?
3. Record accuracy and note any skipped steps or incorrect assumptions

Directions for Learners:

1. Review each food item scenario
2. Use the job aid to guide your decision
3. Use the job aid to guide your decision-making process:
    a. Check for any "'do not use' conditions"
    b. Consider the date label as quality guidance
    c. Apply sensory evaluation (sight, smell, touch, and—when safe—taste)
4. Decide whether the item should be distributed or discarded

Section 3. Remediation Plan

Assessment Result:

Did not meet performance criteria

Likely Failure Types and Fixes:

1. **Misinterprets date labels**
    a. ***Remediation Strategy:***
        i. Targeted clarification using simplified label definitions
        ii. Quick comparison examples ("date passed but still usable")
    b. ***Resources or Job Aids:***
        i. `Revised quick guide with emphasized "Dates ≠ Safety" message`
2. **Skips sensory evaluation**
    a. ***Remediation Strategy:***
        i. Guided practice scenarios requiring explicit sensory checks
        ii. Instructor prompts: "What do you notice?"
    b. ***Resources or Job Aids:***
        i. Sensory checklist (sight, smell, touch, and—when safe—taste)
3. **Fails to identify "do not use" conditions**
    a. ***Remediation Strategy:***
        i. Focused review of hard-stop indicators
        ii. Visual examples (bulging cans, leaks, etc.)
    b. ***Resources or Job Aids:***
        i. Highlighted "DO NOT USE" section in job aid

4. **Defaults to discarding due to uncertainty**
    a. ***Remediation Strategy:***
        i. Reinforce confidence through guided decision walkthroughs
        ii. Emphasize organizational expectation (reduce unnecessary waste)
    b. ***Resources or Job Aids:***
        i. Messaging emphasizing acceptable use of judgement

Section 4. Mastery Verification Plan (Instructor Use)

Performance Objective 1: Identify "'do not use' conditions"

- **Learner Performance/Mastery Level:**
    - ★ ☐ Did not meet
    - ★ ☐ Partially met
    - ★ X Fully met
- **Instructor Comments:**

    Learner consistently identifies unsafe conditions without error and prioritizes this step before further evaluation.

Performance Objective 2: Interpret date labels correctly

- **Learner Performance/Mastery Level:**
    - ★ ☐ Did not meet
    - ★ ☐ Partially met
    - ★ X Fully met
- **Instructor Comments:**

    Learner accurately distinguishes between quality vs safety indicators and avoids defaulting to date-based disposal.

Performance Objective 3: Apply sensory evaluation and make decision

- **Learner Performance/Mastery Level:**
    - ★ ☐ Did not meet
    - ★ ☐ Partially met
    - ★ X Fully met

Instructor Comments:

Learner integrates sensory cues with contextual information and makes consistent, defensible decisions aligned with job aid guidance.

References

Chevalier, R. D. (2003). Updating the behavior engineering model. Performance Improvement, 42(5), 8–14. https://doi.org/10.1002/pfi.4930420504

Chevalier, R. D. (2014). The updated behavior engineering model (BEM). Retrieved from https://hpttreasures.wordpress.com

Gilbert, T. F. (1978). Human competence: Engineering worthy performance. McGraw-Hill.

Rothwell, W. J., Hohne, C. K., & King, S. B. (2018). Human performance improvement: Building practitioner competence. Routledge.

Stefaniak, J. E., & Baaki, J. (2020). Exploring the relationship between human performance technology (HPT) and instructional design (ID): Theoretical foundations and practical implications. Performance Improvement Quarterly, 32(4), 385–410.

International Society for Performance Improvement. (2020). Certified performance technologist standards and code of ethics. ISPI.