

2017 Designing Curricula Rubric

Instructions:

This self-assessment form is intended to highlight submission details with the required criteria of the competencies. Use the rubric to document and reference the evidence of competency alignment to project outputs when submitting it for the **Standard of Achievement** award. For each key output:

1. Provide the document name and related page number(s) under the 'Evidence' section to support how each 'Assessment Criteria' statement is included within the submission.
2. Score each Key Output (shaded, numbered statement in Assessment criteria) based on the submissions confidence in providing evidence of competency alignment.

Rubric Scoring

The rubric lists the key outputs and supporting assessment criteria within this category of the competencies. You must provide evidence for each criterion, but you score each Key output (as a section). This self-assessment, and the judges final assessment will score each key output on the following:

- 1- VERY LIMITED – The submission provides no evidence of alignment to the key output and assessment criteria within the competencies.
- 2- LIMITED – The submission provides little evidence of alignment to the key output and assessment criteria within the competencies.
- 3- ADEQUATE – The submission provides some evidence of alignment to the key output and assessment criteria within the competencies.
- 4- STRONG – The submission provides good evidence of alignment to the key output and assessment criteria within the competencies.
- 5- OUTSTANDING – The submission provides excellent evidence of alignment to the key output and assessment criteria within the competencies.

A minimum score of 32 (out of 40) is required to be awarded the **Standard of Achievement**.

NOTES:

- Provide a comment **ONLY** if required to make a link between the 'Assessment Criteria' and document(s) submitted as evidence. The 'Assessment Criteria' indicates what is needed in the submission to meet the competencies for a **Standard of Achievement** award.
- Documentation must include evidence for **each** "Assessment Criteria"

Refer to the Institute for Performance and Learning's '*Competencies for Performance and Learning Professionals*' for additional details

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1- VERY LIMITED 2- LIMITED
3- ADEQUATE 4- STRONG
5- OUTSTANDING

Assessment Criteria	Criteria (Met or Not-met)	Score (1 – 5)	Self-Assessment	
			Evidence (required for each assessment criteria)	
			Document Ref (Name + Page #)	Comment (if required)
1. Documentation of goals, design principles, learner profile, impact of available technology, plus interdependencies and constraints include:				
a) rationale for goals, and design principles				
b) distinct learner groups profiles				
c) impact of current and future technology				
d) comprehensive list of interdependencies and constraints				
2. Structured list of performance and other desired outcomes include:				
a) observable performance outcomes and conditions under which outcomes are achieved				
b) other desired outcomes, stated as concretely as possible				

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Assessment Criteria	Criteria (Met or Not-met)	Score (1 – 5)	Self-Assessment	
			Evidence (required for each assessment criteria)	
			Document Ref (Name + Page #)	Comment (if required)
3. Detailed curriculum roadmap includes:				
a) alignment of learning objectives with performance outcomes, each with an observable behaviour, condition and standard				
b) justification of all design choices based on overall goals, performance and other desired outcomes, resources available, and accepted best practices in performance and learning				
4. Plan for learning environment:				
a) engages learners and others to easily access and track progress through the components of the curriculum				
b) meets learners' accessibility needs				

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Assessment Criteria	Criteria (Met or Not-met)	Score (1 – 5)	Self-Assessment	
			Evidence (required for each assessment criteria)	
			Document Ref (Name + Page #)	Comment (if required)
5. Guidelines for ensuring consistency include:				
a) dictionary of terms with definitions and preferred uses of terms for curriculum				
b) style guide (if required) with the preferred stylistic choices for curriculum				
6. Templates:				
a) provided for each major curriculum component / content category				
b) comply with relevant technology and elearning standards, and consistency guidelines				

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Assessment Criteria	Criteria (Met or Not-met)	Score (1 – 5)	Self-Assessment	
			Evidence (required for each assessment criteria)	
			Document Ref (Name + Page #)	Comment (if required)
7. Implementation plan includes:				
a) rationale for approach, resources required, budget, comprehensive list of activities and timing, with clear roles and responsibilities				
b) transition from previous to new curriculum and validation of components/curriculum as a whole				
8. Maintenance plan includes:				
a) ongoing maintenance of content				
b) how additions to the curriculum will be integrated				