

## 2017 Designing Learning Experiences Rubric

### Instructions:

This self-assessment rubric 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 assessment criteria.
- 2- LIMITED – The submission provides little evidence of alignment to the assessment criteria.
- 3- ADEQUATE – The submission provides some evidence of alignment to the assessment criteria.
- 4- STRONG – The submission provides good evidence of alignment to the assessment criteria.
- 5- OUTSTANDING – The submission provides excellent evidence of alignment to the assessment criteria.

A minimum score of 80 (out of 100) 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 information

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

Assessment Criteria	Self-Assessment			
	Criteria (Met or Not- met)	Score (1 – 5)	Evidence (required for each assessment criteria)	
			Document Ref (Name + Page #)	Comment (if required)
1. Design analysis confirms that desired performance outcome(s) and performance gap(s):				
a) captures current and desired outcome(s)				
b) can be addressed through a learning solution and related transfer activities				
2. Context requirements for learning includes:				
a) information about the learner				
b) design and technical constraints				
3. Task analysis:				
a) identifies sub-tasks, skills, and knowledge required to achieve desired performance				

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Assessment Criteria	Self-Assessment			
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			Document Ref (Name + Page #)	Comment (if required)
4. Plan for design and development of learning includes:				
a.) specific deliverables				
b.) roles and responsibilities				
c.) costs and timing				
d.) (if applicable) software and technology requirements				
5. Learning objectives:				
a.) include observable outcome, condition, and standard				
b.) are sequenced				
c.) are aligned with desired performance outcomes				

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Assessment Criteria	Self-Assessment			
	Criteria (Met or Not- met)	Score (1 – 5)	Evidence (required for each assessment criteria)	
			Document Ref (Name + Page #)	Comment (if required)
6. Design for evaluation of learning objectives:				
a.) are appropriate to level of learning objectives				
b.) ensures outcome is observable				
c.) indicates how each learning objective is to be assessed				
7. Materials to evaluate learning objectives:				
a.) enable observation of achievement of leaning objectives				

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Assessment Criteria	Self-Assessment			
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			Document Ref (Name + Page #)	Comment (if required)
8. Detailed outline for learning experience includes:				
a.) organization need(s)				
b.) performance gap(s)				
c.) desired performance outcome(s)				
d.) learning objective(s)				
e.) learning strategy and engaging activities to support and evaluate learning objectives				
f.) rationale on best practices design choices				
g.) transfer of learning activities and tools				

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			Document Ref (Name + Page #)	Comment (if required)
9. Prototypes of learning materials and digital interface includes:				
a.) look and feel of materials and visual aids				
b.) titles, music, and navigation elements for digital interface (if applicable)				
10. Design style guidelines:				
a.) address use of terminology, copyediting, and consistency for frequently used instructions				
11. Learner materials:				
a.) conform to design plan				
12. Facilitator materials:				
a.) conform to design plan, including evaluation				
b.) support preparation and delivery				

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Assessment Criteria	Self-Assessment			
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			Document Ref (Name + Page #)	Comment (if required)
13. Storyboards (if applicable) include:				
a.) content, text, images, activities, and interactivity				
b.) programming and production instructions				
14. Management of revision and review cycles:				
a.) are planned				
b.) indicate signoff stages				
15. Web-based learning such as apps, videos, eLearning (if applicable):				
a.) conforms to detailed design				
16. Materials to evaluate learner reaction:				
a.) captures data such as confidence in applying new skills on the job, instructional methods, and materials				

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			Document Ref (Name + Page #)	Comment (if required)
17. Materials to support transfer of learning include:				
a.) roles and responsibilities of learners and others such as mentors, supervisors, and peers				
18. Materials to evaluate transfer of learning:				
a.) captures data such as application of new skills, proficiency in applying new skills, barriers to transfer learning to the workplace				
19. Tutoring and technical support includes:				
a.) a plan for tracking of questions, comments, and issues				
b.) a plan on implementing changes based on feedback				
c.) roles and responsibilities of staff in supporting the achievement of desired performance outcomes				



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			Document Ref (Name + Page #)	Comment (if required)
20. Maintenance plan includes:				
a.) roles and responsibilities, timing, criteria, time, and budget				