IT 651 Instructional Design Portfolio Assessment Rubric

NARRATIVE: General Introduction Section

	Unsatisfactory	Developing skills	Proficient	Exemplary
Needs assessment (ISTE 2.c, 4.a) (Disp: 1.4, 1.6, 2.3, 2.5, 3.1, 5.1, 5.3) (CF: 2.5, 2.6, 3.1)	Meaningful learning problem or issue is not addressed. Description barely or poorly conveys the necessity of instruction.	Meaningful learning problem or issue is addressed. Description is inadequate to indicate the necessity of instruction	Meaningful learning problem or issue is addressed. Description fairly indicates the necessity of instruction, although no evident of learning inadequacy is identified.	Meaningful learning problem or issue is clearly addressed. Evidence of existing learning inadequacy is identified. Description is thorough, illustrative and well written.
Rationale: (ISTE 2.c) (CF: 1.7)	Learning problem addresses a hypothetical need with a hypothetical client.	Either there is a real-world client, or there is a real-world problem that are identified, but not both.	The learning problem identified addresses a real-world problem with a real-world client.	In addition to addressing a real-world problem with a real-world client, there is a clear implementation plan for the instruction after the semester concludes.
Learner analysis (ISTE 2.d, 2.e, 2.f, 4.a) (Disp: 1.4, 2.4, 3.2, 3.3) (CF: 1.4, 2.3)	Learner characteristics are barely or poorly described. Target learners cannot be identified from the description.	Learner characteristics are described, but not adequate to help fully identify the target learners.	Learner characteristics are fairly described. No evident inadequacy is identified.	Learner analysis is thoroughly and illustratively described.
Introduction and Description of setting (ISTE 4.a) (Disp: 1.4, 1.5, 3.1, 4.1, 4.2, 4.3) (CF: 2.7)	Context characteristics are barely or poorly described. Context cannot be identified from the description	Context characteristics are described but not adequate to help fully identify the context.	Context characteristics are fairly described. No evident inadequacy is identified.	Context analysis is thoroughly and illustratively described.

NARRATIVE: Concept Maps and Hierarchical Analysis

	Unsatisfactory	Developing skills	Proficient	Exemplary
Goal analysis (ISTE 2.f, 4.a) (Disp: 1.4, 1.6, 5.1) (CF: 1.1, 1.2)	The learning goal, and prerequisite analysis are not provided or are not completed. Steps needed to go through to complete the learning task are not provided or are not completed.	The learning goal, and prerequisite analysis are incomplete. Prerequisite analysis is not adequate. Steps needed to go through to complete the learning task are not completed.	The learning goal, and prerequisite analysis are provided. Steps needed to go through to complete the learning task are completed.	The learning goal, and prerequisite analysis are extensive. Steps needed to go through to complete the learning task are thorough and coherent.

NARRATIVE: Instructional Planning Spreadsheet or Blueprint

	Unsatisfactory	Developing skills	Proficient	Exemplary
Objectives (ISTE 2.f, 4.b) (Disp: 1.4, 5.2) (CF: 3.1)	Instructional objectives for instructional goal and each step in task analysis are not provided or are not completed. Learners' performance in each objective is not specified.	Instructional objectives for instructional goal and each step in task analysis are incomplete. Learners' performances in some objectives are not specified.	Instructional objectives for instructional goal and each step in task analysis are complete. Learners' performance in each objective is specified.	Instructional objectives for instructional goal and each step in task analysis are achievable and clear. Learners' performance in each objective is specified with observable behaviors.
Assessment (ISTE 2.b, 4.b, 4.c) (Disp: 1.4, 5.2) (CF: 2.2, 2.5, 3.2)	'Test items' specifications are incompletely and poorly written. Test items barely assess the intent reflected in the objectives.	'Test items' specifications are incomplete but demonstrate some skills in test development. Test items assess the intent reflected in the objectives, however, inappropriateness in the assessment is identified.	'Test items' specifications are complete and fairly written. Test items assess the intent reflected in the objectives, and no evident inappropriateness is identified.	'Test item' specifications are complete, well written and demonstrate strong skills in test development. Test items are well designed and completely appropriate in assessing the intent reflected in the objectives.
Collaborative Instructional Strategies (ISTE 2.b, 2.f, 3.a, 4.b) (Disp: 1.4, 1.6, 2.2) (CF: 2.2, 2.5, 2.6, 2.7, 3.1)	Employed instructional strategies provide limited or no support for the learners to participate in activities in which they collaborate with other students, teachers, parents, or community members.	Employed instructional strategies provide support for learners to participate in activities in which they collaborate the other students in their class.	Employed instructional strategies provide support for learners to participate in activities in which they collaborate with other students in their class and with other members of the school community.	Employed instructional strategies provide support for learners to participate in activities in which they collaborate with other students in their class, other members of the school community, and with similar students in other schools.

Meaningful Learning and Global Impact (ISTE 2.c, 3.g, 5.c) (CF 1.4) (Disp 3.1)	Learning strategies involves students using technology, but only for personal use. No strategies for having students solve real-world problems or to assume professional roles are provided	One of the following three conditions are met in the instructional materials: 1) Students are encouraged to assume professional roles. 2) The problems students are solving are real-world problems. 3) Recommended strategies are included for sharing students' projects with a global community.	Two of the following three conditions are met in the instructional materials: 1) Students are encouraged to assume professional roles. 2) The problems students are solving are real-world problems. 3) Recommended strategies are included for sharing students' projects with a global community.	Students are encouraged to assume professional roles. The problems students are solving are real-world problems. Recommended strategies are included for sharing students' projects with a global community.
Diversity and Cultural Understanding (ISTE 2.b, 5.c) (Disp: 1.4, 1.6, 2.2) (CF: 2.2, 2.5, 2.6, 2.7, 3.1)	Employed instructional strategies provide no alternative instructional strategies for diverse learners.	Employed instructional strategies provide alternative instructional strategies. Strategies are either not research based, or do not adequately meet the needs of all learners.	Employed instructional strategies provide alternative instructional strategies that seem appropriate and adequate, yet no evidence of supporting research is provided for meeting the needs of the learners' cultural background.	Employed instructional strategies provide appropriate alternative instructional strategies, supported by specific research based best practices for addressing learners' cultural backgrounds.
Adaptive and Assistive Technology (ISTE 3.d) (Disp: 1.4, 1.6, 2.2) (CF: 2.2, 2.5, 2.6, 2.7, 3.1)	Employed instructional strategies provide no alternative instructional strategies for students who need augmented access to instructional materials.	Employed instructional strategies provide for alternative access to instructional materials, yet strategies are either not research based or do not adequately meet the needs of all learners.	Employed instructional strategies provide alternative access to instructional materials that seem appropriate and adequate, yet no evidence of supporting research is provided for the use of the proposed adaptive and assistive technologies.	Employed instructional strategies provide appropriate alternative access to instructional materials, supported by specific research based best practices for the use of the proposed adaptive and assistive technologies.
Resources (ISTE 2.e, 4.a, 4.b) (Disp: 1.4, 5.2) (CF:2.2, 3.1)	Required resources are not identified, are incomplete or are clearly unrelated to the objectives.	Required resources are incomplete or are partially unrelated to the objectives.	Required resources are complete and related to the attainment of the objectives.	Required resources are complete and are excellent choices for the attainment of the objectives.

PLANS: Instructional Segment Plans and Materials

	Unsatisfactory	Developing skills	Proficient	Exemplary
Objectives, Skills and Concepts (ISTE 2.e, 2.f, 4.b) (Disp: 1.4, 5.2) (CF: 3.1)	Instructional objectives are not completed. Learners' performance in each objective is not specified. Subordinate skills and concepts for each objective are not identified.	Instructional objectives are incomplete. Learners' performances in some objectives are not specified. Subordinate skills and concepts for each objective are partially identified.	Instructional objectives are complete. Learners' performance in each objective is specified. Subordinate skills and concepts for each objective are identified.	Instructional objectives are achievable and clear. Learners' performance in each objective is specified with observable behaviors Subordinate skills and concepts for each objective are thoroughly identified.
Strategies (Keller and Gagne) (ISTE 2.d, 2.e, 2.f, 4.b) (Disp: 1.4, 1.6, 2.2) (CF: 2.2, 2.5, 2.6, 2.7, 3.1)	Instructional strategies employed are poor choices and are not well explained and or are not consistent with theoretical approaches to instructional design	Instructional strategies employed are not good choices and or are not well articulated but are consistent with theoretical approaches to instructional design	Instructional strategies employed are good choices and are well described and consistent with theoretical approaches to instructional design	Instructional strategies employed are excellent choices, are completely articulated and are consistent with theoretical approaches to instructional design
Resources (ISTE 4.b) (Disp: 1.4, 5.2) (CF:2.2, 3.1)	Required resources are not identified, are incomplete or are clearly unrelated to the objectives.	Required resources are incomplete or are partially unrelated to the objectives.	Required resources are complete and related to the attainment of the objectives.	Required resources are complete and are excellent choices for the attainment of the objectives.
Assessment (ISTE 2.b, 4.b) (Disp: 1.4, 5.2) (CF: 2.2, 2.5, 3.2)	'Test items' are incompletely and poorly written. Test items barely assess the intent reflected in the objectives.	'Test items' are incomplete but demonstrate some skills in test development. Test items assess the intent reflected in the objectives, however, inappropriateness in the assessment is identified.	'Test items' assess the intent reflected in the objectives, and no evident inappropriateness is identified.	'Test items' are well designed and completely appropriate in assessing the intent reflected in the objectives.
Instructional support materials (ISTE 2.e, 2.f, 4.b) (Disp: 1.2, 1.4,5.2) (CF: 1.2, 2.2, 3.1,) 3.2)	Instructional materials essential to the successful completion of the instructional segment are missing.	Some Instructional materials essential to the successful completion of the instructional segment are present and or poorly prepared	All instructional materials essential to the successful completion of the instructional segment are present and are prepared fairly well	All instructional materials essential to the successful completion of the instructional segment are present and excellently prepared.

CRITIQUE: Critique of the Instructional Draft

	Unsatisfactory	Developing skills	Proficient	Exemplary
Critique (ISTE 2.b, 2.d, 2.e, 2.f, 4.a, 4.b, 4.c)	Document demonstrates lack of knowledge of concepts involved in instructional design. The adequate and strong parts of a complete proposal as well as the parts that are in need of improvement were not recognized. Appropriate suggestions to improve weaknesses in the proposal were not made nor were appropriate alternatives to stronger aspects of the proposal provided for consideration. And/or rationales for suggestions are weak or not provided.	Document demonstrates some knowledge of concepts involved in instructional design by recognizing the some of the adequate and strong parts of a complete proposal as well as some of the parts that are in need of improvement. Appropriate suggestions to improve weaknesses in the proposal are made in some cases along with some appropriate alternatives to stronger aspects of the proposal for consideration. And/or rationales for some suggestions are weak or not provided.	Document demonstrates knowledge of concepts involved in instructional design by successfully recognizing the adequate and strong parts of a complete proposal as well as the parts that are in need of improvement. Appropriate suggestions to improve weaknesses in the proposal are made along with appropriate alternatives to stronger aspects of the proposal for consideration. Rationales for all suggestions are provided.	A well-written, and well-organized document demonstrates command of concepts involved in instructional design by successfully recognizing the adequate and strong parts of a complete proposal as well as the parts that are in need of improvement. Appropriate suggestions to improve weaknesses in the proposal are made along with appropriate alternatives to stronger aspects of the proposal for consideration. Well-reasoned and well-articulated rationales for all suggestions are provided.