

**IT 651 Instructional Design Final Project Scoring Rubric** (revised 11-4-16)

Criteria	Un-satisfactory	Developing	Proficient	Exemplary
<p><b>Needs Assessment with Meaningful Impact</b> (ISTE 2.c, 3.g, 4.a, 5.c) (CF: 2.5, 2.6, 3.1) (Disp: 1.4, 1.6, 2.3, 2.5, 3.1, 5.1, 5.3)</p>	Has 0 of the criteria from the Exemplary Category	Has 1 of the three criteria from the Exemplary Category	Has 2 of the three criteria from the Exemplary Category	<p>Need for project is clearly articulated such that it:</p> <ul style="list-style-type: none"> <li>a) Includes evidence from a professional client that supports the rationale for the project</li> <li>b) Is shown to be meaningful and relevant in professional literature</li> <li>c) Demonstrates how the project will make a transformational impact on learners</li> <li>d) Describes how the learning will have a meaningful local, regional, national, and/or global impact</li> </ul>
<p><b>Diverse Learner Analysis</b> (ISTE 2.b, 2.d, 2.e, 2.f, 3.d, 4.a, 5.c) (CF: 1.4, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1) (Disp: 1.4, 1.6, 2.2, 2.4, 3.2, 3.3)</p>	Has 0 of the five criteria from the Exemplary Category	Has 1-2 of the five criteria from the Exemplary Category	Has 3-4 of the five criteria from the Exemplary Category	<p>A detailed audience description that includes:</p> <ul style="list-style-type: none"> <li>a) Demographics, especially including the racial, ethnic, and cultural diversity of the learners</li> <li>b) Expected learner abilities (prerequisite skills)</li> <li>c) Methods and tools that will be used to determine actual learner abilities (eg. pretests or interviews)</li> <li>d) Insights into relevance of instruction to learner aspirations and goals</li> <li>e) The adaptive or assistive technology needs of the learners</li> </ul>
<p><b>Context Analysis</b> (ISTE 4.a, 5.c) (CF: 1.4, 2.7) (Disp: 1.4, 1.5, 3.1, 4.1, 4.2, 4.3)</p>	Has 0-1 of the six criteria from the Exemplary Category	Has 2-3 of the six criteria from the Exemplary Category	Has 4-5 of the six criteria from the Exemplary Category	<p>A detailed description of the learning environment that includes:</p> <ul style="list-style-type: none"> <li>a) How it fits into an existing or proposed curriculum</li> <li>b) Available teaching materials</li> <li>c) Budget</li> <li>d) Available professional support personnel for learners and instructors</li> <li>e) Cultural constraints</li> </ul>
<p><b>Task Analysis</b> (ISTE 2.f, 4.a) (CF: 1.1, 1.2) (Disp: 1.4, 1.6, 5.1)</p>	Has 0 of the four criteria from the Exemplary Category	Has 2-3 of the five criteria from the Exemplary Category	Has 4 of the five criteria from the Exemplary Category	<p>Clearly identified goals and objectives that include:</p> <ul style="list-style-type: none"> <li>a) Measurable performances (tasks)</li> <li>b) A summary list of learning strategies (detailed instructional strategies are included later in the instructional plan)</li> <li>c) Performance indicators (assessments)</li> <li>d) Scaffolding to professional standards (eg ISTE 2.f)</li> </ul>

<p>Collaborative Learning Plan and Materials (ISTE 2.b, 2.f, 3.a, 4.b) (CF: 2.2, 2.5, 2.6, 2.7, 3.1) (Disp: 1.4, 1.6, 2.2)</p>	<p>Has 0 of the four criteria from the Exemplary Category</p>	<p>Has 2-3 of the five criteria from the Exemplary Category</p>	<p>Has 4 of the five criteria from the Exemplary Category</p>	<p>Learning plan and materials are clearly and concisely presented such that they:</p> <ul style="list-style-type: none"> <li>a) Can be easily read and understood by other professionals</li> <li>b) Include basic learning plan elements (age, grade level, standards, instructional goals and objectives, instructional tasks, learning materials, learning strategies, and assessments)</li> <li>c) Describe how learners will collaborate with their peers (eg. classmates)</li> <li>d) Describe how learners will collaborate or interact with the broader learning community (eg. learners from other classes or geographic areas, or presenting to an outside audience)</li> <li>e) Include scoring rubrics to be shared with learners that articulate the expected performance criteria</li> <li>f) Support document templates (eg. performance records, journal outlines, scoresheets)</li> </ul>
<p>Formative Evaluation (ISTE 4.b, 4.c)</p>	<p>Has 0 of the criteria from the Exemplary Category</p>	<p>Has 1 of the three criteria from the Exemplary Category</p>	<p>Has 2 of the three criteria from the Exemplary Category</p>	<p>Is written clearly and concisely, and includes:</p> <ul style="list-style-type: none"> <li>a) A summary of recommendations from professional review</li> <li>b) A summary of recommendations from learners in the target audience</li> <li>c) An implementation plan, including rationale for which suggestions for change are appropriate to implement.</li> </ul>
<p>Critique (ISTE 2.b, 2.d, 2.e, 2.f, 4.a, 4.b, 4.c)</p>	<p>Has 0 of the criteria from the Exemplary Category</p>	<p>Has 1 of the three criteria from the Exemplary Category</p>	<p>Has 2 of the three criteria from the Exemplary Category</p>	<p>A 5 or more page document (double spaced, 12 point font, 1 inch margins) that:</p> <ul style="list-style-type: none"> <li>a) Demonstrates command of concepts involved in instructional design</li> <li>b) Describes and lists the weak, adequate, and strong parts of the completed project draft</li> <li>c) Provides, as appropriate, constructive suggestions to improve areas in the project</li> </ul>