# Instructional Design Evaluation Rubric

| Step & Description | Meets (3) | Partly Meets (2) | Not Yet (1) |
|---|---|---|---|
| **1. Identify Problem**<br><br>Define the core performance gap. | Clear problem statement backed by initial data or observation. | Problem stated, but lacks specific data or clear performance gap. | Problem not clearly defined or assumes a solution upfront. |
| **2. Determine Approach**<br><br>Select format: Learning, Job Aid, or Email. | Right-sized format chosen based on gap, context, and constraints. | Format chosen, but may be overly complex or insufficient. | Format selected without analyzing performance needs. |
| **3. Define End Result**<br><br>Specify what the learner must do post-solution. | Target behavior/performance is concrete and measurable. | Target outcome is vague or difficult to observe directly. | No defined performance outcome established. |
| **4. Design for Access**<br><br>Integrate Assistive Technology & visual accessibility upfront. | Fully WCAG/ADA compliant; built for assistive tech from start. | Basic accessibility covered; missing edge cases/assistive tech testing. | Accessibility treated as an afterthought or omitted. |
| **5. Clarify Objectives**<br><br>Set clear learning/performance goals. | Objectives directly align with the defined result. | Objectives exist but are loosely tied to the result. | Objectives missing or disconnected from performance goals. |
| **6. Research Subject**<br><br>Gather relevant content and stakeholder input. | Content limited strictly to what performance requires. | Content included that exceeds what the result requires. | Content incomplete, inaccurate, or unstructured. |
| **7. Build Practice & Checks**<br><br>Create active practice aligned with objectives. | Alignment between practice activities and target behaviors. | Practice exists, but doesn't mirror real-world context well. | Minimal or no practice opportunities provided. |
| **8. Incorporate Evaluation**<br><br>Plan formative and summative checks. | Robust plan measuring both learning and job performance. | Evaluation measures completion or reaction, not performance. | No evaluation plan established to verify problem resolution. |

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