

## 2019 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. Provide evidence for each criterion as necessary, but you score each Key output (as a section). This self-assessment and the judges' final assessment will score each section on the following:

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

A minimum score of 20 (out of 25) 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.
- **Refer** to the Institute for Performance and Learning's '*Competencies for Performance and Learning Professionals*' for additional details

I4PL Competencies Assessment Criteria		1- VERY LIMITED    2- LIMITED 3- ADEQUATE        4- STRONG 5- OUTSTANDING		Self-Assessment	
		Score (1 – 5)	Evidence (for each assessment criteria)		
			Document Ref (Name + Page #)	Comment (if required)	
<b>1</b>	<b>Identify goals, principles, and constraints</b>				
1a	Consult with stakeholders to clarify business need and goals of curriculum				
1b	Establish overall design principles				
1c	Profile identified groups of learners				
1d	Consider potential of available technology to support curriculum				
1e	Identify interdependencies and constraints				
<b>2</b>	<b>Create preliminary roadmap for curriculum</b>				
2a	Identify desired performance and other outcomes				
2b	Sequence performance and other outcomes				
2c	Identify potential learning and other performance solutions for achieving desired outcomes				
2d	Determine paths for identified groups of learners				

		1- VERY LIMITED    2- LIMITED 3- ADEQUATE        4- STRONG 5- OUTSTANDING		Self-Assessment		
		Score (1 – 5)	Evidence (for each assessment criteria)			
			Document Ref (Name + Page #)	Comment (if required)		
I4PL Competencies Assessment Criteria						
2e	Determine how technology and tools can support the curriculum					
<b>3</b>	<b>Design detailed roadmap for curriculum</b>					
3a	Establish preliminary learning objectives for each curriculum component					
3b	Clarify format for each curriculum component					
3c	Determine delivery channel for each curriculum component					
3d	Develop initial content inventory for curriculum					
3e	Plan learning environment for curriculum					
<b>4</b>	<b>Prototype curriculum components</b>					
4a	Design at least one example of each curriculum component as a prototype					
4b	Determine guidelines for ensuring consistency across subsequent design and development					
4c	Develop templates based on the validated templates and guidelines					

		1- VERY LIMITED    2- LIMITED		3- ADEQUATE    4- STRONG		5- OUTSTANDING		Self-Assessment	
		I4PL Competencies Assessment Criteria	Score (1 – 5)	Evidence (for each assessment criteria)					
				Document Ref (Name + Page #)		Comment (if required)			
<b>5</b>	<b>Prepare to implement and sustain curriculum</b>								
<b>5a</b>	Plan for implementation of curriculum								
<b>5b</b>	Plan for validation of curriculum								
<b>5c</b>	Plan for evaluating both the components and the curriculum as a whole								
<b>5d</b>	Plan for maintaining curriculum								