

### Instructions:

This rubric requires documenting and referencing evidence of alignment to project outputs. 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 alignment.

### Rubric Scoring

The rubric is based on *The Competencies for Performance and Learning Professionals* and lists the key outputs and supporting assessment criteria within each respective category. A submission must provide evidence for each criterion and score each key output as a section. The submission and the judges' assessment will score each key output using the following scale:

- 1- **LIMITED** – The submission provides little evidence of alignment to the key output and assessment criteria within the competencies.
- 2- **ADEQUATE** – The submission provides some evidence of alignment to the key output and assessment criteria within the competencies.
- 3- **STRONG** – The submission provides good evidence of alignment to the key output and assessment criteria within the competencies.

A minimum score of 10 (out of 12) is required to be awarded the **Standard of Achievement**.

### NOTES:

- **The submission can be either Learner Focused (something a learner uses) or Design Focused (something a learning designer uses). Only provide evidence for one of the two outputs.**
- 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.

		Scoring				Evidence	
Output	Assessment Criteria	1 - Limited Evidence	2 - Adequate Evidence	3 - Strong Evidence	Score (1-3)	Document Ref (Name + Page #)	Comments
Innovative	The submission is innovative in light of current practice	The submission's tools or practices are already well - established within the industry.	The submission's tools or methods, while not entirely new, are applied to learning in creative/original ways.	The submission applies new tools or methods to a learning situation.			
LEARNER FOCUSED	The submission has a positive impact on learner success and/or learning retention.	The impact of the submission on learner success or retention is unclear.	The submission strategies have limited success improving learner success or retention impact.	The submission introduces new strategies/practices that improve learner success or retention impact.			
- OR - DESIGN FOCUSED	The submission has a level of positive impact on the learning design and development process.	The impact of the submission on design and development is unclear.	The submission strategies have limited success improving design and development impact.	The submission introduces new practices that improve learning design and development impact.			

		Scoring				Evidence	
Output	Assessment Criteria	1 - Limited Evidence	2 - Adequate Evidence	3 - Strong Evidence	Score (1-3)	Document Ref (Name + Page #)	Comments
EASE OF USE	The submission is technologically accessible to the industry.	The technologies are sufficiently complex or expensive so as to limit use beyond the current project (for example cost, licensure, complexity)	The submission practices have challenges (cost, complexity, additional training needs) that could limit wider use.	The submission practices are readily available and could be adopted by a wide range of industry organizations and users.			
TRANSFERABILITY	The submission has potential application across a range of programs, organizations and users.	The submission's application is likely to be limited to a single offering.	The submission has potential application to a limited range of programs within an organization or the industry.	The submission has clear application across a large number of programs in an organization and the learning industry.			