

## 2019 Learner Impact Rubric

### 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 14 (out of 18) 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
Relevance	The degree to which the interaction includes performance and learning structure and content.	The interaction contains limited education content that is applicable to the learners needs. The rules for the interaction are unclear for learner. Offers limited support on interaction content and strategy.	The interaction provides adequate goals and learning needs for the learner with the introduction of visual effects to increase the context. The learner feels that teaching points are applied to enhance learning.	In addition to well-developed goals, visual effects, and enhanced learning, the interaction provides interactive learning that engages the learner and positively impacts their needs.			
Embedding	The degree to which the experience and learning are interwoven.	Educational content is delivered in a way that offers limited learner engagement in the interaction or does not allow for learner engagement.	Educational content is delivered in a way that offers moderate learner engagement. The learner can build basic recognition and comprehension of information.	Educational content is delivered in a highly coupled and almost seamless within the interaction. The learner can sufficiently build their knowledge and skills of the interaction and [the interaction] provides a motivating experience for the learner.			

		Scoring				Evidence	
Output	Assessment Criteria	1 - Limited Evidence	2 - Adequate Evidence	3 - Strong Evidence	Score (1-3)	Document Ref (Name + Page #)	Comments
Transfer	The degree to which the learner will be able to apply what they have learned in their job.	The interaction offers no ability for learner to develop a hierarchy of knowledge based on education concepts.	Moderate knowledge transfer through use of intuitive questioning that allows the learner the opportunity to reflect on educational content covered in areas of the interaction.	Sufficient ability to transfer knowledge gained from interaction to applicable events that produce measurable outcomes and the learner becomes efficient users of the knowledge gained.			
Adaptation	The degree to which the interaction is real and authentic for the learner.	Limited pattern of the structural development of educational content. learner is not able to understand the pattern of knowledge creation and transfer to advance to higher cognitive levels.	Moderate transfer of knowledge and hierarchical upward shift in at least 2-3 cognitive levels. The learner can interpret content that they are not familiar with and begin to use it to create new cognitive reasoning.	Sufficient transfer of knowledge and which incorporates multiple methods to engage the brain e.g. reading, audio, visual, synchronous, asynchronous, discussions, etc. These are not an exhaustive list and can be applicable of any type of learning delivery method. The learner can interpret content that they are not familiar with and adequately use it to create new cognitive reasoning.			

		Scoring				Evidence	
Output	Assessment Criteria	1 - Limited Evidence	2 - Adequate Evidence	3 - Strong Evidence	Score (1-3)	Document Ref (Name + Page #)	Comments
Immersion	The degree to which the interactions allows the learner to focus on the experience and not navigating/controlling the interaction.	Interaction does not have an active engagement that allows the learner to progress at basic cognitive levels. The learner does not have any reciprocal action with the interaction (no prompts and cues).	The learner is moderately engaged in interaction with reciprocal action and sensing a feeling of being a part of interaction with minimal progression and impact on cognitive levels to recall and retain the content. For online learning, there are only a couple of prompts and cues imbedded in the interaction to keep the learner actively engaged.	The learner is highly engaged in interaction with active participation and sensing a feeling of being a part of interaction and can comprehend and utilize the content and progress at the appropriate cognitive level. For online learning, there are ample prompts and cues imbedded in the interaction to keep the learner actively engaged.			
Naturalization	The degree to which the interaction replicates natural movements and controls that would occur in real life.	The learner does not utilize any psychomotor skills or thought process but will be minimally engaged with the interaction. Visual and audio learning are the only forms of learning styles used to engage and motivate the learner in the educational content.	Audio, visual and kinesthetic learning styles are moderately involved between the learner and the interaction. The learner is interested enough in the education content and moderately uses thought process.	Audio, visual and kinesthetic learning styles are highly involved between the learner and the interaction. The learner is highly motivated and engaged with the educational content. The interaction at this level feels like a natural event that the learner is very familiar with and is ingrained in their natural way of thinking.			