GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDIT 705 DL1: Instructional Design (3 credits)
Spring Semester/2016
Online
January 19, 2016 through May 11, 2016

Instructor: Heather Tillberg-Webb, PhD
Contact Information
- Mason e-mail: htillber@gmu.edu
- Skype: htillberg
- Office hours: By appointment

Prerequisites: None

Entry Level Skills
Students should possess basic computer skills (e.g., MS Office, Internet search skills) and have high-speed Internet access with a standard browser (Firefox, IE), along with Adobe Acrobat Reader and Adobe Flash Player, both of which are downloadable free of charge at http://www.adobe.com/downloads/. Experience in teaching, training, technical development, or equivalent is a plus.

Required Texts
- Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011). *Designing effective instruction* (**7th edition**). Hoboken: John Wiley & Sons, ISBN 978-0-470-52282-0.
- Reiser, R.A. & Dempsey, J.V. (Eds.) (2012). *Trends and issues in instructional design and technology* (**3rd edition**). Boston: Pearson, ISBN 978-0-13-256258-1

You may order from the George Mason University bookstore or from the book vendor of your choice.

Catalog course Description
Helps students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Focuses on variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.

Expanded Course Description
This course is designed to teach the fundamentals of instructional design, including the principles of learning theory and instructional strategies that are relevant to instructional design. Students will learn the purpose and approach to completing each phase of the instructional design process and will produce a set of outputs from each of these phases in accordance with the requirements specified in a final course project.

Course Learning Outcomes
By the end of this course, you should be able to:

- Define instructional design
- Compare and contrast various models of instructional design
- Analyze and discuss various learning theories and how they relate to instructional design
- Collect and analyze data to identify an instructional need
- Conduct learner and contextual analyses
- Conduct task analysis
- Write measurable instructional/performance objectives
- Analyze and discuss instructional strategies used for various types of learning
- Define a formative, summative, and confirmative evaluation plan for the learning design project
- Create an instructional design document (IDD) that provides a solution to an instructional problem/need
- Produce a rudimentary prototype of a design concept using electronic media of choice (e.g., PowerPoint, Camtasia, Dreamweaver, Articulate)

Delivery Method

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on 1/8/16.

Online Course Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Workload and Log-in Frequency**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus and within the course modules to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or

web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

Netiquette: Our goal is to be **collaborative** and professional. We should engage in dialogue with the shared understanding that all learners in the course are working towards a goal of respectful communication. Even so, sometimes an innocent remark in the online environment can be misconstrued. **Be positive in your approach to others and diplomatic with your words.** Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Professional Association Standards

PROFESSIONAL STANDARDS (International Board of Standards for Training, Performance and Instruction (IBSTPI)):

- Professional Foundations
  1. Communicate effectively in written and oral form
  2. Apply current research and theory to the discipline of instructional design
  3. Update & improve knowledge, skills & attitudes pertaining to the instructional design process & related fields
  4. Apply data collection & analysis skills to instructional design projects
  5. Identify ethical, legal & political implications of design in the workplace

- Planning and Analysis
  7. Identify & describe target population & environmental characteristics
  8. Select & use analysis techniques for determining instructional content
  9. Analyze the characteristics of existing & emerging technologies & their potential use

- Design and Development
  12. Design instructional interventions
  14. Select or modify existing instructional materials
  16. Design learning assessments

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any EDIT course <u>with a required performance-based assessment</u> is required to submit this assessment, IDD Project to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code]

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs)to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester[See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]. Revised 12/18/12

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical
leadership, innovation, research-based practice, and social justice. Students are expected to
adhere to these principles. http://cehd.gmu.edu/values/

**For additional information on the College of Education and Human Development, Graduate
School of Education, please visit our website [See http://gse.gmu.edu/]**

Instructional Approach
The course will be taught in an online asynchronous format in an intensive summer semester.
The online sessions are asynchronous using the Blackboard Learning Management system
housed in the MyMason portal. Materials used to support instruction include readings, lectures,
hands-on experiences, research activities, threaded discussions and projects. Weekly content is
described in detail and course topics, activities and assignments are posted on our Blackboard
course site.

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND
GRADING SCALE**

Major Assignment Descriptions
1. Online Discussions
Each session there will be an online discussion related to the week's readings. You should
respond to the discussion prompts by incorporating information from the readings and applying
the readings to your own experience. Each discussion will have a similar rhythm, with the first
post due by Thursday and follow-up posts due by Sunday. The first post should be substantive
and in the range of 200-350 words. Follow-ups should also be substantive and constructive and
in the range of 100-200 words. Discussions cannot be made up after the close of the discussion.

- **Group Synthesizer**
  As part of the discussion grade, one synthesizer will be assigned to each thread of the
  discussion. By the Tuesday following the discussion, the synthesizer should create a post
  that is added to the Group Discussion Synthesis forum.

  The **Group Synthesizer** activity will be assessed on the following criteria:

  - Identifying 3-5 key points or most critical points from the overall discussion,
    highlighting specific contributions of at least half of the discussion group
    participants from the week.
  - The synthesis might also draw upon aspects of the readings that the group
    found most salient or struggled with.
  - The synthesis should be 300-500 words and posted by the Tuesday following the
    discussion to the Group Discussion Synthesis forum as a reply to the thread for
    the Session.

2. Reflections
There will be three learning reflections in the course—at the beginning, mid-point, and at the end. In your reflection, you should make connections between the readings on ID and your own conceptualization of the ID process through work on the IDD project.

3. Peer Reviews
The IDD Project will be divided into six sections that will be submitted separately as the project is built throughout the semester. The first draft of each section of the IDD project must be delivered on-time as part of your peer review grade. A feedback sheet will be provided to guide your feedback to peers on each part of the IDD project. You will need to provide constructive evaluative feedback to other students or teams of students as you work on the IDD project.

4. Instructional Design Document & Prototype Presentation
This is worth a total of 50% of which 40% is the IDD and 10% the Prototype Presentation.
Context:
Working in teams of 3-4 members (you may keep the same team members from your Panel groups or you may opt to work with entirely different people), students will develop an instructional design document (IDD) which will detail their approach to development of the prototype instructional module prior to its actual development. The topic will be determined by the team collaboratively. If there are particular topics that interest you, I would suggest you send a note to your fellow course members via Bb email to see if anyone else is interested in working with you on that topic. Once you've formed your teams, send me a note via Bb email so that I can create your private team spaces in Bb. For those who have no preferences in terms of topic and/or team mate, I will assign you to teams based on current/planned career interests that you mentioned in your bio.

Assignment Requirements:
A. The IDD will present the design concept and related materials in a professionally-polished document to the instructor. The design document will include the following components:

i. Instructional Problem Definition
ii. Learner and Contextual Analysis
iii. Task Analysis
iv. Instructional Objectives
v. Instructional Approach (Sequencing, Strategies, Messages)
vi. Limitations/constraints
vii. Instructional Materials (Sample storyboards, flowcharts)
viii. Formative & Summative Evaluation Plan

B. The prototype presentation will consist of an online demonstration of the rudimentary prototype of the instructional module outlined in the instructional design document. The demonstration should clearly convey …
i. Scope of the prototype (e.g., topic, lesson, module, course)
ii. Electronic media selected
iii. Sample assessment items
iv. Navigational layout
v. Essence of the design idea that persuades the client that this solution is the

optimum choice based on the content of your IDD

C. Have one representative of your team upload your IDD and Prototype Presentation (or Prototype URL if you have created a multimedia prototype) to the ASSIGNMENTS link. Make sure to upload all of your documents before you click SUBMIT. In addition, upload your Prototype Presentation (or its URL) – do not upload the IDD - to the designated forum on the DISCUSSION BOARD.

Examples of previous IDDs and prototype presentations are posted in the Exemplary Projects sub-folder under the RESOURCES link on the Bb course site. Please review the Instructional Design Document & Prototype Presentation Grading Rubric at the end of this syllabus and on the Bb course site as you develop your team projects.

Grading Scale

The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	94%-100%
A-	90%-93%
B+	86%-89%
B	83%-85%
B-	80%-82%
C	70%-79%
F	<70%

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. If, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at   http://catalog.gmu.edu/content.php?catoid=27&navoid=5399#appeal

Assignment Weights

Category	Assignment	Weight
1	Online Discussions	25%
2	Reflections	5%
3	Peer Reviews	20%
4	Instructional Design Document & Prototype Presentation	50%
		100%

PROPOSED CLASS SCHEDULE
Note: The LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS
BEFORE 20% OF THE CLASS SESSIONS HAVE MET – for this course **that date is 2/8/2016.**

Week	Date	Session	Topic/Learning Experiences	Textbook Readings*	Assignments Due
1	1/19/16 (Tues)	Session 1	Session 1 Introductions Reflection 1	• Morrison Chapter 1 & 2 • Reiser, Chapters 1-3	• Discussion post Thursday • Responses to 2 peers Sunday • Reflection due Sunday
2	1/25/16	Session 1	IDD Problem Statement Session 1 Discussion- Job Analysis Discussion	• Morrison Chapter 1 & 2 • Reiser, Chapters 26-28	• IDD Project Statement due Thursday • Discussion post Thursday • Responses to 2 peers Sunday
3	2/1/16	Session 2	Session 2: Discussion- Models of Learning & Instruction Learner & Context Analysis Due	• Morrison, Kemp, & Ross, Ch 3 • Reiser, Chapters 4-9	• Discussion post Thursday • Responses to 2 peers Sunday
4	2/8/16	Session 2	Learner & Context Analysis Peer Review	• Morrison, Kemp, & Ross, Ch 3 & 4	• Learner and Context Analysis due Thursday • Peer Review due Sunday
5	2/15/16	Session 3	Session 3: Conducting Task Analysis Discussion	• Morrison, Kemp & Ross, Ch 3 & 4	• Discussion post Thursday • Responses to 2 peers Sunday
6	2/22/16	Session 3	Task Analysis Peer Review	• Morrison, Kemp & Ross, Ch 3 & 4	• Task Analysis due for peer review Thursday • Peer Review due Sunday

7	2/29/16	Session 4	Instructional Objectives Session 4 Discussion – Performance Improvement	• Morrison, Kemp & Ross, Ch 5 • Reiser, Chapter 14-17	• Discussion post Thursday • Responses to 2 peers Sunday • Reflection 2 Due Sunday • Updated IDD Project submitted to Instructor
8	3/7/16		Spring Break	Spring Break	Spring Break
9	3/14/16	Session 4	Instructional Objectives Peer Review	• Morrison, Kemp & Ross, Ch 5 • Reiser, Chapter 14-17	• Instructional Objectives due for peer review Thursday • Peer review due Sunday
10	3/21/16	Session 5	Instructional Approaches Session 5 Discussion: New Directions in ID	• Morrison, Kemp & Ross, Ch 6-8 • Reiser, Chapters 29-34	• Discussion post Thursday • Responses to 2 peers Sunday
11	3/28/16	Session 5	Instructional Approaches Peer Review	• Morrison, Kemp & Ross, Ch 6-8	• Instructional Approaches due for peer review on Thursday • Instructional Approaches peer review due Sunday
12	4/4/16	Session 6	Evaluation Session 6 Discussion – Evaluation	• Morrison, Kemp & Ross, Ch 10-12 • Reiser, 10-13	• Discussion post Thursday • Responses to 2 peers Sunday
13	4/11/16	Session 6	Evaluation Plan Peer Review	• Morrison, Kemp & Ross, Ch 10-12	• Evaluation Plan due for peer review Thursday • Evaluation Plan peer review due Sunday
14	4/18/16	Session 7	Session 7 Discussion – Current Issues in ID	• Morrison, Kemp & Ross, Ch 9 • Reiser, Chapters 32, 35-38	• Discussion post Thursday • Responses to 2 peers Sunday

15	4/25/16	Session 7	IDD Prototype Presentation and Peer Review Reflection 3	• Morrison, Kemp & Ross, Ch 9 • Reiser, Ch 32	• Instructional Materials due for peer review Thursday • IDD Prototype presentation and peer review due Sunday • Reflection 3 due by Sunday
16	5/2/16	Session 8	Last day of class Final IDD Project Due by 5/7/16		• Final IDD Project Due by 5/7/16
					• *Additional supplemental readings may be linked within the course site.

Grading   Rubrics
Discussion Rubric – EDIT 705

5 points	At least three contributions to the discussion including an original post and at least two substantive responses to other students' posts. In addition, the poster does at least one of the following: • Postings reflect outstanding thought processes and thorough preparation; • Substantive ideas supported by frequent references to assigned readings • Often supplements comments with an additional probing question or hypothesis for the class to consider • Frequent application of work and/or previous learning experiences to concepts covered in class Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited/referenced. The assignment is completed on time.
4 points	At least three contributions to the discussion including an original post and at least two responses to other students' posts. Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited. The assignment is completed on time.
3 points	At least two contributions to the discussion (one original post and at least one response to another student's post). Statements contain generally relevant information and adequately reflect the reading or experiences as well as good critical thinking skills. References, if required, are accurately cited. Assignment completed on time or with two contributions, but late.
2 points	One or two contributions to the discussion (one must be an original post). Statement(s) not completely relevant to the topic or may be confusing. Statement(s) weakly reflect the readings or experience. References not provided where necessary or are inaccurately cited. Assignment with one contribution is completed on time, or with one contribution, but late.
1 point	One or two contributions to the discussion (one must be an original post). Statement(s) irrelevant to the topic. Opinions presented without information or are not supported by data or references. Assignment with one contribution is submitted on time, or with two contributions is submitted late.
0 points	No contributions to the discussion.

Reflection Rubric – EDIT 705

5 points	- Is well developed, providing in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. - Shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. - Includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. - Contains writing which is clear, concise, and well organized with excellent sentence/paragraph construction. - Is submitted on-time.
4 points	- Demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. There are one or two references to assigned readings. - Includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. - is written in manner that is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than 3 spelling, grammar, or syntax errors. - Shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. - Is submitted 1-2 days late.

3 points	• Demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. • Includes some components and meets some of the requirements indicated in the instructions. Though based in personal experience and general references to the course concepts, the reflection does not reference any of the specific aspects of the assigned readings. • Is written in a mostly clear, concise, and well-organized manner, with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. No more than 5 spelling, grammar, or syntax errors. • Demonstrates evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. • Is submitted more than 2 days late.
2 points	• Demonstrates a general reflection on the theories, concepts, and/or strategies presented in the course materials to date. Though based in personal experience and general references to the course concepts, the reflection does not reference any of the specific aspects of the assigned readings. • Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. • Contains multiple errors in spelling, grammar, or syntax and/or is submitted more than 2 days late.
1 point	• Contains general thoughts but is incomplete in representing an in-depth reflection that meets the stated criteria of the assignment. • Does not contain specific references to the reading. • Does not demonstrate a developing understanding of the course content. • Contains multiple errors in spelling, grammar, or syntax. • Is submitted more than 2 days late.
0 points	No assignment submitted.

(Adapted from www.cpcc.edu/learningcollege/learning.../**rubrics/reflection_rubric**.doc)

Peer Review Rubric – EDIT 705

5 points	Draft of assignment was completed on time. All assigned peer reviews are completed on time. All questions on peer review form are addressed in detail. Substantive and constructive comments are made that can help guide the designers' work forward. Concrete examples and suggestions are provided. Feedback demonstrates thorough understanding of the concepts for that weeks' assignment.
4 points	All assigned peer reviews are completed on time. All questions on peer review form are addressed with detail, though some more thoroughly than others. One or two constructive comments are made that can help guide the designers' work forward, but all feedback items addressed. Feedback demonstrates a good understanding of the concepts for that weeks' assignment. Draft of own assignment may have been delayed but peer reviews were completed on time.
3 points	Both draft of assignment are peer reviews are completed late. One or two constructive comments are made that can help guide the designers' work forward, but not all feedback items addressed. Feedback demonstrates some understanding of the concepts for that weeks' assignment.
2 points	Both draft of the assignment or peer review materials are late. Not all questions on peer review form are addressed in detail. Limited comments are made, but don't provide enough detail to be helpful in moving the work forward. Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
1 point	Both draft of the assignment or peer review materials are late. Not all peer reviews for that week are completed. Not all questions on peer review form are addressed in detail. Comments are evaluative but don't provide enough detail to be helpful in moving the work forward. Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
0 points	No peer review was completed.

Instructional Design Document & Prototype Presentation Grading Rubric: Total Possible Points: 50

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Professional Foundations:1 : Communicate effectively in written & oral	**Problem definition:**	Instructional design problem is not clearly stated *Point values: 0.0-2.3*	Instructional design problem is articulated clearly, but with little or no supporting data *Point values: 2.4-2.9*	Instructional design problem is articulated clearly and supported with a variety of data sources *Point value: 3*
Planning & Analysis: 7: Identify & describe target population & environmental characteristic	**Learner & Context Analysis:**	Little or no description of learner characteristics and how the context relates to the problem, little or no supporting data *Point values: 0.0-3.9*	Adequate description of learner characteristics and how the context relates to the problem, some use of supporting data *Point values: 4.0-4.9*	Comprehensive, data-driven description of learner characteristics and how the context or environment relates to the problem *Point value: 5*
Planning & Analysis: 8: Select & use analysis techniques for determining instructional content	**Task Analysis:**	Method and content reflects neither SME input nor other data sources *Point values: 0.0-3.9*	Method and content reflects some SME input, little or no other data sources *Point values: 4.0-4.9*	Method and content clearly reflects use of substantive SME input as well as other data sources *Point value: 5*
Professional Foundations: 4: Apply data collection & analysis skills to instructional design projects	**Instructional Objectives:**	Few or none of the instructional objectives are measurable nor supported by the instructional need & task analysis data *Point values: 0.0-3.9*	Most instructional objectives are measurable and most supported by the instructional need & task analysis data *Point values: 4.0-4.9*	All instructional objectives are measurable and all supported by the instructional need & task analysis data *Point value: 5*
Design & Development: 12: Design instructional interventions	**Instructional Approach:**	Instructional sequencing, strategies & messages do not flow logically from the instructional need, learner, context & task analyses, major disconnects *Point values: 0.0-3.9*	Instructional sequencing, strategies & messages generally flow logically from the instructional need, learner, context & task analyses, with only minor disconnects *Point values: 4.0-4.9*	Instructional sequencing, strategies & messages all flow logically from the instructional need, learner, context & task analyses *Point value: 5*
Professional Foundations: 5: Identify ethical, legal & political implications of design in the workplace	**Limitations, Constraints:**	Instructional design document does not articulate any pre-project limitations or constraints *Point values: 0.0-0.7*	Instructional design document articulates some pre-project limitations or constraints *Point values: 0.8-0.9*	Instructional design document clearly articulates all pre-project limitations and constraints *Point value: 1*

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Design & Development: 14: Select or modify existing instructional materials	**Instructional Materials:**	Choice of instructional materials does not reflect instructional strategies, limitations/constraints *Point values: 0.0-3.9*	Choice of instructional materials somewhat reflects selected instructional strategies, limitations/constraints *Point values: 4.0-4.9*	Choice of instructional materials clearly reflects selected instructional strategies, as well as limitations/constraints *Point value: 5*
Design & Development: 16: Design learning assessment	**Formative & Summative Evaluation:**	Instructional design document does not contain a formative and/or summative evaluation plan, no supporting data sources *Point values: 0.0-3.9*	Instructional design document contains a limited formative and summative evaluation with little or no supporting data sources *Point values: 4.0-4.9*	Instructional design document contains both a comprehensive formative & summative evaluation plan, supported by a variety of data sources *Point value: 5*
Professional Foundations: 1: Communicate effectively in written & oral form	**Organization:**	Instructional design document is unstructured and hard to follow *Point values: 0.0-2.3*	Structure of the instructional design document is generally clear, little or no use of headings and sub-headings *Point values: 2.4-2.9*	Structure of the instructional design document is clear and easy to follow, with use of accurate headings and sub-headings *Point value: 3*
Professional Foundations: 1: Communicate effectively in written & oral form	**Language:**	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the instructional design document *Point values: 0.0-2.3*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the instructional design document, one or two minor language errors *Point values: 2.4-2.9*	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the instructional design document, no language errors *Point value: 3*
Professional Foundations: 2: Apply current research and theory to the discipline of instructional design	**Alignment of Prototype with IDD:**	Prototype does not demonstrate the instructional strategies & approach outlined in the instructional design document Point values: 0.0-1.5	Prototype demonstrates some of the instructional strategies & approach outlined in the instructional design document *Point values: 1.6-1.9*	Prototype clearly demonstrates the instructional strategies & approach outlined in the instructional design document *Point value: 2*

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Planning & Analysis: 9: Analyze the characteristics of existing & emerging technologies & their potential use	**Prototype media selection:**	Selected media are neither innovative nor appropriate for chosen strategies Point values: 0.0-1.5	Selected media are not particularly innovative, yet appropriate for chosen strategies *Point values: 1.6-1.9*	Selected media are innovative and appropriate for chosen strategies *Point value: 2*
Design & Development: 16: Design learning assessment	**Sample assessment items:**	Sample assessment items do not measure learning objectives Point values: 0.0-1.5	Sample assessment items measure some learning objectives *Point values: 1.6-1.9*	Sample assessment items clearly measure all learning objectives *Point value: 2*
Professional Foundations: 1: Communicate effectively in written & oral form	**Team member contributions:**	Individual team members did not adhere to shared roles/responsibilities documented in Bb private team areas *Point values: 0.0.-1.5*	Individual team members generally adhered to shared roles/responsibilities documented in Bb private team areas *Point values: 1.6-1.9*	Individual team members consistently adhered to shared roles/responsibilities documented in Bb private team areas *Point value: 2*
Professional Foundations: 3: Update & improve knowledge, skills & attitudes pertaining to the instructional design process & related fields	**PowerPoint© best practices:**	Presentation did not adhere to PowerPoint© best practices documented in the Resources area of the Bb course site *Point values: 0.0-1.5*	Presentation generally adhered to PowerPoint© best practices documented in the Resources area of the Bb course site *Point values: 1.6-1.9*	Presentation adhered consistently to PowerPoint© best practices documented in the Resources area of the Bb course site *Point value: 2*