IDT 400x Instructional Design Course Evaluation & Capstone Project
Capstone MicroLesson Rubric

Criteria	Does not meet (1 point) (not present = 0 points)	Meets Requirements (2 Points)	Exceeds Requirements (3 Points)	Points (0-3) & Feedback
Prerequisite course knowledge	A partial list of prerequisite knowledge, skills or abilities is provided.	A list of prerequisite knowledge, skills or abilities is provided.	A list of prerequisite knowledge, skills or abilities is provided. and suggestions for review of skills or mastery of remedial skills.	
Technology Proficiencies and Requirements	Technology proficiencies and skills are incomplete or difficult to understand.	A list of technology proficiencies and technologies used is provided.	A list of technology proficiencies and technologies used is provided as well as links/ tutorials or other materials to support student use during course.	
Syllabus	A syllabus is provided, but is missing components as described in "Meets Requirements" to the right.	A syllabus is provided and includes the following: course description; instructor contact information; course prerequisites; course objectives; content and other instructional materials; grading policy; grade scale/weights; late policies; academic honesty policy.	Includes the "Meets Requirements" criteria, and more comprehensive information including: preferred communication method (with timelines for responses); class etiquette; expectations regarding discussion activities; feedback information.	
Schedule of Instructional events	The schedule or calendar for the course is incomplete, vague, or difficult to locate.	A detailed schedule is used to display specific dates / descriptions for all projects, assignments, exams, discussions.	A detailed schedule is included plus individual listing in each module / weekly introduction.	

Welcome Message & Course Introduction	Welcome is missing or directions for how to get started are hard to find or unclear. It is not obvious where students should begin the MicroLesson.	Instructor provides welcome message with course overview and clear directions on where to find the syllabus and how to get started in the class.	Instructor provides welcome message with course overview, clear directions and tips for successfully completing the course. These may be textual or provided in a video or other format.	
A consistent/functional navigation structure	Course content is difficult to read or is unorganized. Extra menu items or non-descriptive titles may be used.	Course uses easy to find menu option to organize materials in a consistent manner.	Couse uses menu to organize content and use of organizational tools (such as folders / images) to organize materials in a consistent manner with defined areas for content, activity types, discussion, etc.	
Course and Module Objectives	Course and module learning objects are vague, difficult to measure, unreasonable, subjective, or otherwise intangible.	Course and module learning objectives are clear, measurable and tangible. Contains at least one terminal objective and two enabling objectives.	Includes the "Meets Requirements" criteria, and the objectives are also action-oriented, reasonable and time-bound.	
Course Media	Visuals and examples are minimal or not well-related to the content or subject matter.	Course includes required visuals such as charts, graphs, images, audio files, videos, case studies, etc. Players required are compatible with multiple systems, images are optimized for efficient loading, and hyperlinks open in appropriate windows.	Includes the "Meets Requirements" criteria, and audio and video files are clear, file length is adequate, downloadable are explained, and file types are identified. Examples and stories from instructor experience as a practitioner also may be used to add meaning to the content.	

Student Engagement	Course uses only one method of student engagement or interactions are poorly described or confusing.	Course uses multiple methods to allow students to engage with each other and course content. Course contains at least 1 active engagement / social constructivist activity per module (week); such as discussion, reflective blog, video, project, etc.	Includes the "Meets Requirements" criteria, but with at least 2 methods being used.	
Bloom's Taxonomy: Higher Order Thinking Skills	Reflection and discussion questions have one correct answer, or allow students to answer "yes" or "no." Questions do not promote interaction or conversation about the topic.	Reflection and discussion questions are focused on Bloom's Taxonomy: Higher Order Thinking Skills. Discussion and reflection questions are not "yes" or "no" questions. Discussions ask students to synthesize, analyze and discuss readings, podcasts or videos, or to complete activities and then share their reactions as it relates to the course content. Instructions include the quantity and quality of response.	Includes the "Meets Requirements" criteria, and some of the following: students are assigned to take turns facilitating discussions. discussion settings may be used to limit viewing other students' responses until a student has submitted their own response.	
Objective – Assessment Alignment	Course activities and assessments are difficult to match up with some or all of the learning objectives.	Course activities and 2 formative assessments are each aligned to one or more of the learning objectives; Final assessment is authentic and performance based.	Includes the "Meets Requirements" criteria, and a matrix or table is provided to students, preferable in the module / weekly introduction, demonstrating the alignment of course activities, objectives and assessments allowing students to understand how the activities and assessments contribute to mastery of content.	

Copyright, Intellectual Property Laws	Copyright and fair use are inconsistently addressed in the course. Some materials are not cited, and/or some materials are likely in violation of fair use or copyright guidelines.	Creative commons work, OERs or permission for use of materials have been acquired and attributions are made where needed.	Includes the "Meets Requirements" criteria, and the following: Copyright and fair use are consistently addressed and modeling this conduct to students by requiring the same in all student work product.	
Accessibility / UDL Principles	Captioning, transcripts, descriptions, and screen reader accessible documents are not consistently used in the course. Hyperlinks are described as "click here" with no explanation of what the linked information contains. Accessibility in the course is inconsistent.	The course includes transcripts for audio files and closed captioning for video files. UDL principles are followed: color is not used to convey meaning. Alternative text or descriptions for images are used, hyperlinks are described in writing. Documents provided in PDF allow screen reader accessibility.	Includes the "Meets Requirements" criteria, and the following: Accessibility is consistently addressed consistently addressed and modeling this conduct to students by requiring the same in all student work product.	
Total Score: (minimum score of 'meets requirement' for all criteria to pass)	Notes and Feedback:			