

Jury Rubric

Goal	Expert	Proficient	Developing	Beginning	Not Addressed
Demonstrates understanding of various theories and concepts that inform the practice of instructional design and learning technologies (ID&LT).	<ul style="list-style-type: none"> Connects relevant and appropriate theory to design practices. 	<ul style="list-style-type: none"> Provides connection of relevant and appropriate theory to design practices, but lacks clarity of expert work. 	<ul style="list-style-type: none"> Provides partial connection of relevant and appropriate theory to design practices. 	<ul style="list-style-type: none"> Provides a minimal connection of relevant and appropriate theory to design practices. 	<ul style="list-style-type: none"> Provides no connection of relevant and appropriate theory to design practices.
	<ul style="list-style-type: none"> Explains clearly, substantively, and appropriately connections between theory and practice. 	<ul style="list-style-type: none"> Provides explanation or appropriate connection between theory and practice, but lacks the clarity of expert work. 	<ul style="list-style-type: none"> Provides partial explanation or appropriate connection between theory and practice. 	<ul style="list-style-type: none"> Provides a minimal explanation or appropriate connection between theory and practice. 	<ul style="list-style-type: none"> Provides no explanation or appropriate connection between theory and practice.
Employs appropriate models for design and development of instruction, learning environments, and/or human performance improvement interventions.	<ul style="list-style-type: none"> Establishes a clear problem and/or opportunity and justifies the design and development of materials and/or processes as an appropriate strategy to solve the problem or take advantage of the opportunity. 	<ul style="list-style-type: none"> Establishes a problem and/or opportunity and sufficiently justifies the design and development of materials and/or processes as an appropriate strategy to solve the problem or take advantage of the opportunity, but lacks the clarity of expert work. 	<ul style="list-style-type: none"> Partially establishes a problem and/or opportunity and partially justifies the design and development of materials and/or processes as an appropriate strategy to solve the problem or take advantage of the opportunity. 	<ul style="list-style-type: none"> Minimally establishes a problem and/or opportunity and minimally justifies the design and development of materials and/or processes as an appropriate strategy to solve the problem or take advantage of the opportunity. 	<ul style="list-style-type: none"> Problem and/or opportunity are not established and justification of their design and development of materials and/or processes as an appropriate strategy to solve the problem or take advantage of the opportunity is omitted.
	<ul style="list-style-type: none"> Justifies and defends design decisions based on established models and/or project-based contextual factors that dictate the need to not follow a prescribed model. 	<ul style="list-style-type: none"> Justifies and defends design decisions based on established models and/or project-based contextual factors that dictate the need to not follow a prescribed model, yet justification and/or defense lacks the clarity of expert work. 	<ul style="list-style-type: none"> Partially justifies and defends design decisions based on established models and/or project-based contextual factors that dictate the need to not follow a prescribed model. 	<ul style="list-style-type: none"> Minimally justifies and defends design decisions based on established models and/or project-based contextual factors that dictate the need to not follow a prescribed model. 	<ul style="list-style-type: none"> Fails to justify or defend design decisions based on established models and/or project-based contextual factors that dictate the need to not follow a prescribed model.

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<p>Demonstrates skills with various media and other tools typically used in the development and deployment of learning and/or performance improvement technologies.</p>	<ul style="list-style-type: none"> • Uses a broad range of media and other tools effectively and appropriately to create interactive learning environments and/or compose, develop, and revise materials to promote efficiency in human performance or learning. 	<ul style="list-style-type: none"> • Uses a variety of media and other tools adequately to create interactive learning environments and/or compose, develop, and revise materials to promote efficiency in human performance or learning, but lacks the clarity of expert work. 	<ul style="list-style-type: none"> • Uses a few media and other tools to create interactive learning environments and/or compose, develop, and revise materials to promote efficiency in human performance or learning, but needs vast improvement in this area to demonstrate proficiency. 	<ul style="list-style-type: none"> • Uses very few media and other tools to create interactive learning environments and/or compose, develop, and revise materials to promote efficiency in human performance or learning. 	<ul style="list-style-type: none"> • Fails to use media and other tools to create interactive learning environments and/or compose, develop, and revise materials to promote efficiency in human performance or learning.

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Demonstrates critical, reflective, and metacognitive thinking.	<ul style="list-style-type: none"> Reflects on their own design processes by discussing how they will use “lessons learned” in their future design endeavors. 	<ul style="list-style-type: none"> Satisfactorily reflects on their own design processes by discussing how they will use “lessons learned” in their future design endeavors but lacks the clarity of expert work. 	<ul style="list-style-type: none"> Partially reflects on their own design processes by attempting to discuss how they will use “lessons learned” in their future design endeavors. 	<ul style="list-style-type: none"> Minimally reflects on their own design processes by minimally discussing how they will use “lessons learned” in their future design endeavors. 	<ul style="list-style-type: none"> Fails to reflect on their own design processes by omitting discussion about how they will use “lessons learned” in their future design endeavors.
	<ul style="list-style-type: none"> Analyzes how the processes used in creating various artifacts has contributed to their own development as an ID&LT professional. 	<ul style="list-style-type: none"> Satisfactorily analyzes how the processes used in creating various artifacts has contributed to their own development as an ID&LT professional, but lacks the clarity of expert work. 	<ul style="list-style-type: none"> Partially analyzes how the processes used in creating various artifacts has contributed to their own development as an ID&LT professional. 	<ul style="list-style-type: none"> Minimally analyzes how the processes used in creating various artifacts has contributed to their own development as an ID&LT professional. 	<ul style="list-style-type: none"> Fails to analyze how the processes used in creating various artifacts has contributed to their own development as an ID&LT professional.
	<ul style="list-style-type: none"> Connects design decisions and other professional practices within the ID&LT program to their own emerging philosophy surrounding issues in the field. 	<ul style="list-style-type: none"> Satisfactorily connects design decisions and other professional practices within the ID&LT program to their own emerging philosophy surrounding issues in the field, but lacks the clarity of expert work. 	<ul style="list-style-type: none"> Partially connects design decisions and other professional practices within the ID&LT program to their own emerging philosophy surrounding issues in the field. 	<ul style="list-style-type: none"> Minimally connects design decisions and other professional practices within the ID&LT program to their own emerging philosophy surrounding issues in the field. 	<ul style="list-style-type: none"> Fails to connect design decisions and other professional practices within the ID&LT program to their own emerging philosophy surrounding issues in the field.

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Demonstrates professionalism and effective collaboration.	<ul style="list-style-type: none"> Contributes productively to group-based design projects by showing a willingness to listen to other's ideas and by extending professional courtesy and respect to others. 	<ul style="list-style-type: none"> Satisfactorily contributes productively to group-based design projects by showing a willingness to listen to other's ideas and by extending professional courtesy and respect to others, but lacks maturity of expert group interrelations. 	<ul style="list-style-type: none"> Partially contributes productively to group-based design projects by showing a willingness to listen to other's ideas, but is more interested in his/her own ideas and by extending professional courtesy and respect to others. 	<ul style="list-style-type: none"> Minimally contributes productively to group-based design projects by being only mildly willing to listen to other's ideas and by extending professional courtesy and respect to others on a limited basis. 	<ul style="list-style-type: none"> Fails to contribute productively to group-based design projects by declining opportunities to listen to other's ideas and by not extending professional courtesy and respect to others.
	<ul style="list-style-type: none"> Demonstrates a contribution to the knowledge and success of individual classmates and/or professors as well as the success of the SIUE ID&LT learning community. 	<ul style="list-style-type: none"> Demonstrates a contribution to the knowledge and success of individual classmates and/or professors as well as the success of the SIUE ID&LT learning community, but contributions lack the clarity of expert work. 	<ul style="list-style-type: none"> Demonstrates a partial contribution to the knowledge and success of individual classmates and/or professors as well as the success of the SIUE ID&LT learning community. 	<ul style="list-style-type: none"> Demonstrates a minimal contribution to the knowledge and success of individual classmates and/or professors as well as the success of the SIUE ID&LT learning community. 	<ul style="list-style-type: none"> Fails to demonstrate a contribution to the knowledge and success of individual classmates and/or professors as well as the success of the SIUE ID&LT learning community.
	<ul style="list-style-type: none"> Articulates a plan for their own continual professional development. 	<ul style="list-style-type: none"> Articulates a satisfactory plan for their own continual professional development, but lacks the clarity of expert work. 	<ul style="list-style-type: none"> Articulates a partial plan for their own continual professional development. 	<ul style="list-style-type: none"> Articulates a minimal plan for their own continual professional development. 	<ul style="list-style-type: none"> Fails to articulate a plan for their own continual professional development.