

N/A	Score:	0		
Use X to demonstrate it is N/A for this item	Possible:	422		
	Percentage:	0.00		
	Stars:	0.0		
	IADLEST/POST:	No		0
	Materials		Criteria	
	1. Is it training – 0/20 = 80		80	
	Presentation		Information was presented in a clear and organized method.	
	Practice		Participants performed tasks demonstrated to develop skills.	
	Education		An assessment that measures knowledge competency was provided and had to be passed to receive credit.	
	Training		An assessment that measures skills competency was provided and had to be passed to receive credit.	
	2. Instructor guide – 0/10 = 90		90	
	0 = No instructor guide/refuses to show (do not fill in any other row)			
	Organized in an outline or list format		Uses roman style or decimal system for creating a clear organization of the course content.	
	List reflects performance objectives		List reflects the performance objectives of the course, may even use them as headers and subheaders.	
	Summary for each point in the list		Each part of the outline has some qualifying information associated with it.	
	Detail provided for each point		Detail added to each point sufficient to explain concepts and provide direction and intent for a new instructor.	
	Narrative format		Written in a textbook format so that it can be picked up by any experienced instructor and delivered consistently with the intent of the course.	
	Instructor notes are included		Instructor notes indicating instructional tactics, slide display, discussion questions, and activities provided, but without detail.	
	Detailed instructions on activities, discussion questions, and scenarios		Detailed instructions including goals, answers, possible follow-up questions, expectations, and/or time limits provided.	
	Approximate timing for sections of content provided.		Each section of the instructor guide provides an expected duration for presentation and completion of all activities.	
	Front matter is present		IG/LP includes organization, change logs, author, references, POs, Course goals and instruction, or other administrative information.	
	3. Performance objectives – 0/6 = 36		36	
	0 = no performance objectives (do not fill in any other row)			
	Performance objectives are present			
	Action verbs are used			
	Action verbs are measurable			
	Action verbs reflect tasks and are appropriate to the content			
	Action verbs are written in a practical way (SMART, but reasonable)			
	Action verbs use multiple domains			
	4. Participant guide – 0/3 = 18		18	
	0 = no participant guide provided (do not fill in any other row)			
	Slide images are present			
	Note lines are included			
	Content is present other than what is on a slide			
	Activities are described			
	PG follows instructor guide			
	PG is written in a narrative format			
	5. Slide deck – 0/2 = 16		16	
	x = no slide deck - do not x any other row	0	0	
	Text on slide is summaries or bullet points of ideas			
	Fonts are consistent throughout			
	Headers are in one font			
	Body text is in a different font than the header			
	Background is not distracting			
	1x5x6 rule applied mostly			
	Media links work			
	Slides provide heuristics		Slides are designed to convey instructor intention and are used consistently	
	6. Activities/Practical exercises (waive if N/A) – 0/5 + 15 for assessment = 50		50	
	x = no practical exercises (scenarios) - do not x any other row	0	0	
	Practical exercises are provided	0		
	Px set the scene	0		
	Px execution is detailed	0		
	Goals, parameters, and boundaries are set	0		
	Personnel roles are defined	0		
	Roleplayer cards are scripted	0		
	Logistical considerations provided	0		
	Assessment: 15 pts: Rubric/matrix/checklist for essays and exercises	0	Either Px or written assessment works	
	7. Assessments – 0/5 + 15 (for assessment) = 60		60	
	0 = no written assessment provided (do not fill in any other row)			
	x = written assessment is not necessary - do not x any other row	0	0	Assessment is conducted using another documented source, like practical exercises that include a rubric.

	Assessment measures Cognitive Domain		
	Assessment has multiple-choice questions		
	Assessment has essays		
	Assessment has analysis questions		Questions are scenario-based and require analysis and application of new knowledge
	Assessment is comprehensive		Assessment covered all of the performance objectives
	Assessment measures performance objectives		Questions are directly relevant to the action verb and measure the intended task.
	MCQ stems are clearly written		Stems are written with proper grammar and punctuation, are direct and simple, and clear about the intended measure
	MCQ distractors are written correctly		MCQ distractors are written to reflect common errors of understanding
	Does not use lazy options		Does not use ATA, NoTA, Select all that applies, or "which one is NOT" options
	Assessment: 15 pts. Answer key for MCQs	0	
	8. Supporting materials – 0/2 = 12	12	
	Agenda - must be more than a 4 hour course	0	0 An agenda is provided that provides an overview of the time in each lesson that accounts for the total time of the class.
	Pre-test (written) or pre-event calibration (Px)	0	The pre-test effective and different from the exam (not every course needs one)
	Handouts	0	Handouts were relevant to the course
	References		The instructor provided reference material for participants to take with them at the end of course
	Citation style	0	References were formatted in a consistent academic style
	Certificate		Certificate provided showed the number of hours, summary of course, title, signatory, and organizational logo
	9. Course Survey – Max score = 30	30	
	Only select one!		
0	1. Questions are open format		
0	2. Level 4		Subjects not related to learning (parking, catering, breaks, etc.)
0	3. Level 3		Subjects cover mostly instructor performance, class environment, materials, etc.
0	4. Level 2		Understanding, remembering, motivated to learn, support post-training,
0	5. Performance focused learner surveys		
	10. Content is based on research, observation, and analysis. 0/5 = 30	30	
	Research sources provided		Third-party information is linked or provided in a way that it can be easily found with minimal searching.
	Observation evidence provided		Source of material observed, dates, times, or documentation of observation is provided or referenced to an easily accessed location.
	Analysis conclusions provided		Documentation of analysis of material researched and analyzed, either as notes, appendices, or easily accessed documentation.
	Experience documented and cited		Specific experience related to the content is provided to indicate expertise supporting the analysis. Can be references to incidents, cases, or other accessible documentation of experience. Cannot be based on a resume or list of classes, but can be attached to either.
	Anecdotes used for context not for content		Either specific anecdotes or an indication to provide an anecdote is indicated in instructor guide. If indicated, there is a brief statement that establishes what the topic and purpose of the anecdote should be. Anecdotes are only used for context, not content.
	Content is sourced and evidence provided		All content is tied to specific references and citations, using end- or footnotes, are detailed in a references section so a participant can independently review source material.