

N/A Use X to demonstrate it is N/A for this item	Score: 0 Possible: 422 Percentage: 0.00 Stars: 0.0	IADLEST/POST: No	0
Materials	80	Criteria	
1. Is it training – 0/20 = 80		Information was presented in a clear and organized method.	
Presentation		Participants performed tasks demonstrated to develop skills.	
Practice		An assessment that measures knowledge competency was provided and had to be passed to receive credit.	
Education		An assessment that measures skills competency was provided and had to be passed to receive credit.	
Training			
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			
Px set the scene			
Px execution is detailed			
Goals, parameters, and boundaries are set			
Personnel roles are defined			
Roleplayer cards are scripted			
Logistical considerations provided			
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 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	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 Only select one!	30
0 1. Questions are open format	Subjects not related to learning (parking, catering, breaks, etc.)
0 2. Level 4	Subjects cover mostly instructor performance, class environment, materials, etc.
0 3. Level 3	Understanding, remembering, motivated to learn, support post-training.
0 4. Level 2	
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.