

ADVANCED INSTRUCTIONAL DESIGN  
RUBRICS SET

**LEARNING DESIGN RUBRIC**

**Designer:** Prabesh Devkota      **Date:** June 17, 2019

**Instruction Title:** College readiness skills- time/task management    **Component type:** Story board to the seminar session

**Reviewer:** Prabesh Devkota

**Brief description of overall expected learning outcomes (objectives):**

The goal of this learning activity is that SUPA teachers are able to integrate three time/task management strategies into their course content

**Brief description of component design and its relationship to facilitating learning:**

SUPA teachers participate in seminar sessions every year and this would be used to provide an introduction to college readiness skills like time and task management skills. This storyboard presents the flow of activities for a 3-hour seminar on at least three task/ time management strategies with Syracuse University Project Advance (SUPA) teachers. The sessions include an introduction, discussion, calendar strategy, target planner strategy, fritter finder strategy, chunks of 8 plan (strategy), adaptation and debrief.

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Learning expectations defined</b>	<input type="checkbox"/>	Not clearly stated, no clear learning intent	<input type="checkbox"/>	<input type="checkbox"/> Stated, not necessarily related to overall course	<input type="checkbox"/>	<input type="checkbox"/> Clearly stated, clear intent, related well to component and overall instruction	The instruction begins with an overview to set the expectations, which are complimented by the pre-work. Things are laid out in a simple and easy to follow way.
<b>Activity relatedness to learning</b>	<input type="checkbox"/>	<input type="checkbox"/> Unrelated to type / level of learning	<input type="checkbox"/>	<input type="checkbox"/> Activity related to level of learning	<input type="checkbox"/>	<input type="checkbox"/> Activity related to level of learning and supports transfer	All of the activities are well designed to meet the objectives of each session, which feeds into overall goals. The learners' backgrounds are well taken into consideration in the activities and designed to ensure transfer to teachers who work on way to make it useful to their students.
<b>Level of Generative / Developmental Engagement</b>	<input type="checkbox"/>	<input type="checkbox"/> Little or no generative activity	<input type="checkbox"/>	<input type="checkbox"/> Generative activity, lacks developmental feedback	<input type="checkbox"/>	<input type="checkbox"/> Engaging in generative and knowledge organization, ample developmental feedback	The discussion after each strategy allows this to happen by allowing some time to reflect, discuss and clarify things. Also integration activities assist this process in the application and debrief sessions.
<b>Presence of formative / developmental feedback</b>	<input type="checkbox"/>	<input type="checkbox"/> Little or no feedback within activity	<input type="checkbox"/>	<input type="checkbox"/> Feedback opportunities, correct/incorrect, not formative or developmental	<input type="checkbox"/>	<input type="checkbox"/> Feedback formative, multiple types support progression in learning, critical thinking	Well designed, allows strategies to be practiced before moving on. Integration activities in the application and debrief sessions also support and scaffold the intended instructional thinking.

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	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Impact of activity on learning</b>	<input type="checkbox"/>	<input type="checkbox"/> No display of learning required	<input type="checkbox"/>	<input type="checkbox"/> Learning display prompted, related to expected outcomes	<input type="checkbox"/>	<input type="checkbox"/> Learning display required higher level thinking, creative responses	Allows for reflection at the end, which covers this area well. The think-pair-share and larger group activity are specifically designed to integrate the learning and bring in creativity.
<b>Activity outcomes / products</b>	<input type="checkbox"/>	<input type="checkbox"/> Not clearly defined	<input type="checkbox"/>	<input type="checkbox"/> Traditional outcomes defined, e.g., paper, drawing, etc.	<input type="checkbox"/>	<input type="checkbox"/> Prompts learner to produce meaningful representations of their own learning	Has a clear objective and activities designed to cover them. The background of the learners is well taken into account in creating the instruction and hence desired representation of learning is facilitated.
<b>Graphics and images</b>	<input type="checkbox"/>	<input type="checkbox"/> Do not prompt learning of content	<input type="checkbox"/>	<input type="checkbox"/> Support learning process	<input type="checkbox"/>	<input type="checkbox"/> Engage learners deeply in content (prompt critical, deep thinking)	Generally representative, could be clearer in a few cases.
<b>Overall Learning Design</b>	<input type="checkbox"/>	<input type="checkbox"/> Lack creativity in engaging learners in multiple ways	<input type="checkbox"/>	<input type="checkbox"/> Engages learners in multiple way with content	<input type="checkbox"/>	<input type="checkbox"/> Prompts learners to engage in traditional and new ways, make own choices	The design is both simple and effective- has what is required of a good instructional module. The activities from individual filling of template, the two group activities and discussions all help learners bring their prior learning and integrate it with the newly learned strategies.
<b>Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/> Lacks clear instruction	<input type="checkbox"/>	<input type="checkbox"/> Provides instruction, no prompting for exploration beyond instruction	<input type="checkbox"/>	<input type="checkbox"/> Clear instructions, prompts for further exploration of content	Provides opportunity to create sample lessons with the strategies, which can be translated by learners into actual sessions on their jobs.
<b>Presence of reflective thinking</b>	<input type="checkbox"/>	<input type="checkbox"/> Has not been able to step back and think about the learning	<input type="checkbox"/>	<input type="checkbox"/> Has attempted to internally debate the learning	<input type="checkbox"/>	<input type="checkbox"/> Has generated relations to their real life experiences by reflecting	The whole exercise promotes reflection by the teachers to their teaching while learning certain things to be done differently. The activities are designed to be applicable to their on the job tasks.

Score Awarded Points: 48 Possible Points: 50

ADVANCED INSTRUCTIONAL DESIGN  
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**INSTRUCTION AND MESSAGE DESIGN RUBRIC**

**Designer:** Prabesh Devkota

**Date:** June 17, 2019

**Instruction Title:** College readiness skills- time/task management **Component type:** Story board to the seminar session

**Reviewer:** Prabesh Devkota

**Brief description of overall instructional design (e.g. format, flow, etc.):**

This storyboard presents the flow of activities for a 3-hour seminar on at least three task/ time management strategies with Syracuse University Project Advance (SUPA) teachers. The sessions include an introduction, discussion, calendar strategy, target planner strategy, fritter finder strategy, chunks of 8 plan (strategy), adaptation and debrief.

**Brief description of component design, purpose, and fit within instructional unit:**

The seminar begins with an overview into the time and task management college readiness skills. The seminar then moves on to introducing the strategies for time and task management with hands on activities for the teachers to practice on. The teachers are then given tips for adapting the strategies into their instruction processes. Finally, the debrief session consists of discussion on learning's, implementation challenges, verbalizing the application ideas, discussion on possible advantages and feedback on the seminar.

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Content presentation</b>	<input type="checkbox"/>	<input type="checkbox"/> No clear organization, disjointed, no logical order	<input type="checkbox"/>	<input type="checkbox"/> Basic organization with logical progression	<input type="checkbox"/>	<input type="checkbox"/> Completely organized, many connections and interconnections, enhances the message.	Made in an easy to follow way. The four strategies are directly applicable to learners job. There are integration activities to aid the direct transition to on the job tasks.
<b>Topic / Activity Focus</b>	<input type="checkbox"/>	<input type="checkbox"/> No clear focus; message / activity is confusing	<input type="checkbox"/>	<input type="checkbox"/> Message / activity is focused with a clear message	<input type="checkbox"/>	<input type="checkbox"/> Message / activity is complex, each aspect clear, contributes to overall message	Designed so components support overall purpose. The strategies are taught well independently, and then integration activities are made to follow up in a simple way.
<b>Quality of information</b>	<input type="checkbox"/>	<input type="checkbox"/> Inaccurate content, uninformative, uninteresting	<input type="checkbox"/>	<input type="checkbox"/> Content accurate, adds new knowledge	<input type="checkbox"/>	<input type="checkbox"/> Content accurate, easy to understand, complex info, expands knowledge	Simple things shown in detail. Connections are made in a simple manner. There are activities included in every session for translating learning into on the job situations.
<b>Citations (images, web sites, books used)</b>	<input type="checkbox"/>	<input type="checkbox"/> Does not credit sources correctly	<input type="checkbox"/>	<input type="checkbox"/> Includes most credits	<input type="checkbox"/>	<input type="checkbox"/> Includes credits in correct format	Credits are provided where necessary for the images and content.

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	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
<b>Quantity of information</b>	<input type="checkbox"/>	<input type="checkbox"/> Some information that does not promote message / activity	<input type="checkbox"/>	<input type="checkbox"/> Enough basic information to cover the message / activity	<input type="checkbox"/>	<input type="checkbox"/> Significant amount of info, connections make message / activity very informative	Basic information from what teachers will learn and what they will provide for their students to be able to use the strategies has been made. All the activities support the whole process.
<b>Clarity of information</b>	<input type="checkbox"/>	<input type="checkbox"/> Spelling, grammatical errors inappropriate language	<input type="checkbox"/>	<input type="checkbox"/> Few spelling, grammar errors, appropriate use of language	<input type="checkbox"/>	<input type="checkbox"/> Message well scripted, significantly improves the message	Proof read by a native English speaker. Still things could be worded better if further involvement of an editor was made.
<b>Impact of message / level of activity</b>	<input type="checkbox"/>	<input type="checkbox"/> Passive. Little thought or activity required	<input type="checkbox"/>	<input type="checkbox"/> Engaging. Some thought about the message required.	<input type="checkbox"/>	<input type="checkbox"/> Very engaging, requires in-depth reflection	Accommodates reflection with all strategies, and in the end there are group activities designed to scaffold the learning into an overall message that can be directly translated to the job.
<b>Graphics and images</b>	<input type="checkbox"/>	<input type="checkbox"/> Not related to message, not related, distracting	<input type="checkbox"/>	<input type="checkbox"/> Related to message / activity, poor position	<input type="checkbox"/>	<input type="checkbox"/> Depicts message beyond text	A few images could be clarified better, or put in differently.
<b>Overall use of colors</b>	<input type="checkbox"/>	<input type="checkbox"/> None or too many, no purpose, distracting	<input type="checkbox"/>	<input type="checkbox"/> Suggests purpose or organization	<input type="checkbox"/>	<input type="checkbox"/> Adds depth to message beyond text	Colors choices are well made, easy on the eye.
<b>Message Organization</b>	<input type="checkbox"/>	<input type="checkbox"/> Titles, graphics, audio, video, transitions, etc. detract from message	<input type="checkbox"/>	<input type="checkbox"/> Titles, graphics, audio, video, transitions, etc. appropriate for message	<input type="checkbox"/>	<input type="checkbox"/> Titles, graphics, audio, video, transitions, etc. enhance message	More media could perhaps be used- use more senses for better instruction delivery. The instruction is based on traditional classroom based more.
<b>Text / Font</b>	<input type="checkbox"/>	<input type="checkbox"/> Font type, size, color difficult to read, many changes, distracting	<input type="checkbox"/>	<input type="checkbox"/> Font type, size, color easy to read, organized use of fonts	<input type="checkbox"/>	<input type="checkbox"/> Font type, size, color, etc. emphasize points, relationships, etc.	The images, words, boxes, white space are all well put in the overall storyboard to form a very pleasant documentation.

Score Awarded Points:   49   Possible Points:   55