

**EDS 199 – Special Project
Instructional Design
Rubric**

The lesson demo will be evaluated using this rubric. You may use this to guide you in developing and implementing your lessons.

Criteria	Strongly Agree (5 pts)	Agree (4.5 pts)	Neutral (4 pts)	Disagree (3.5 pts)	Strongly Disagree (3 pts)
Learning Unit					
a. Instructional Objectives					
The learning objectives are specific (states specifically the behavior to be observed).	✓				
The learning objectives are observable (uses action words that can be clearly observed).	✓				
The learning objectives are measurable.	✓				
The learning objectives are achievable given the context and the available time and resources.	✓				
The components of the learning objectives are complete (behavior, condition, and performance).	✓				
The learning objectives are meaningful.	✓				
b. Opening					
The opening includes a guide or an activity that would clearly convey to the students:	✓				
- what they are going to learn in the session/ lesson	✓				
- the significance and relevance of the instruction/ lesson/ course	✓				
- how the lesson/instruction relates to what has been done/learned previously.	✓				
- communicates to students how the learning will occur.	✓				
The opening provides a motivational activity that stimulates students' interest and desire to learn more about the lesson.	✓				
- The opening engages the students and makes clear any behavioral expectations unique to the particular plan	✓				
- The opening assesses students' understanding of the lesson's purpose and procedure by allowing them time to ask clarifying questions about the purpose of the lesson or the final product, and/or by asking them to summarize what it is that you want them to take away from the lesson opening.	✓				
- It is specified how expectations of behavior will be communicated and modeled to the students.	✓				
c. Instruction Proper					
The instruction:	✓				
- clarifies how the activities align to the learning objectives.	✓				
- is sequenced coherently and logically to maximize learning.	✓				
- provides opportunities for active exploration and application of process skills.	✓				
- provides hands-on experience.	✓				
- provides scaffolds for practice exercises and learning	✓				
- provides opportunities for students to discover and construct knowledge, and be actively engage in their learning.	✓				
- provides opportunities to express their own explanations and ideas first before the teacher provides an explanation.	✓				
- uses multiple approaches for discovering, presenting, and processing new information.	✓				
- provides students assistance in exploring the concepts, phenomena, ideas of the Lesson	✓				
- helps the students discuss and reflect on their findings, data, and analyses, and see what others found, to compare their ideas to other students' and experts on the topic.	✓				
- emphasizes and reiterates key points without glossing over ideas or drowning students in detail.	✓				
- targets potential misunderstandings and checks for understanding.	✓				
- has provisions for monitoring and correcting student performance.	✓				
- provides extra opportunities for students to go beyond the intended objective – finding analytic, creative or practical applications – to discover deeper meaning to their learning.	✓				
- is paced in a way that supports student learning - giving ample time for guided and independent practice, exploration, elaboration, and evaluation.	✓				

Criteria	Strongly Agree (5 pts)	Agree (4.5 pts)	Neutral (4 pts)	Disagree (3.5 pts)	Strongly Disagree (3 pts)
Closing					
An activity that will assist students in taking personal and/or social responsibility for the concepts and ideas they researched, developed, and learned is provided.	✓				
This final stage of the lesson reinforces the lesson objective (reemphasizes and clarifies the objectives and its significance).	✓				
The closing part of the lesson provides an opportunity to reflect, check for student understanding, and self-evaluate.	✓				
Instructional Approaches and Strategies					
The instructional approaches and strategies are aligned with the learning objectives.	✓				
The instructional approaches and strategies facilitate the achievement of the learning objectives.	✓				
The instructional approaches and strategies are appropriate to the students developmental level, ZPDs, needs, and contexts.	✓				
The instructional approaches and strategies are appropriate to the available time and resources.	✓				
There is a clear specification of desired behaviors to be achieved and guide on how to achieve them.	✓				
A variety of learning resources and technology that enhances learning and support the achievement of learning objectives is used and incorporated appropriately.	✓				
Multiple approaches and strategies that are appropriate are provided.	✓				
Assessment					
Instruction and assessment are both based on the intended learning outcomes.	✓				
There is a variety of assessment procedures used.	✓				
The assessment used is aligned with the specific learning outcome that it is designed to measure, the interpretations that one wishes to make, the feedback one wishes to give to students, and teaching strategies.	✓				
There is adequate sample of student performance to infer the achievement of a specific learning outcome	✓				
Assessments are unbiased, appropriate, and used in pertinent ways.	✓				
The assessments clearly specify what and how the output or activity is to be done, the resources, facilities, and or equipment needed, time required, and/or format.	✓				
The assessment methods and activities are appropriate to the learner's characteristics, background, experience, context.	✓				
There are specifications of criteria for judging successful performance.	✓				
Appropriate guidance is given to the students.					
The feedback given is (1) immediate, (2) detailed, (3) emphasize strengths and weaknesses of performance, (4) indicate remediation, and (5) should be positive in nature.	✓				
Score	0	0	0	0	0
Total Score	0				
From: Dick, W., Carey, L., & Carey, J. O. (2015). <i>The systematic design of instruction</i> (8th ed.). Upper Saddle River, NJ: Pearson Education. Doolittle, P. E. (2010). <i>Designing instruction for student learning</i>. Blacksburg, VA: Center for Instructional Development and Educational Research. Available at https://sites.up.edu/wp-content/uploads/sites/3/2015/05/Doolittle_ID_doc.pdf Duran, L. B., & Duran, E. (2004). The 5E instructional model: A learning cycle approach for inquiry-based science teaching. <i>The Science Education Review</i>, 3 (2), 49-58. Available at https://files.eric.ed.gov/fulltext/EJ1058007.pdf Hassard, J. (2007). <i>Designing and assessing science units & courses of study</i> (Chap 9). Available at http://artofteachingscience.org/mos/chapter9.html Teach for America. (2011). Lesson planning, part I: Standard lesson structure. <i>Instructional planning and delivery</i> (pp. 77-103). New York, NY: Teach for America. Available at http://teachingasleadership.org/sites/default/files/Related-Readings/IPD_Ch5_2011.pdf					

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ACE D. EISEN 08/10/2024

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Evaluated by:

IRENE G. ANONAN
08/10/2024

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The instructional materials you developed will be evaluated using this rubric. You may use this to guide you in developing the instructional materials for your project.

Criteria and Standards	Strongly Agree (5 pts)	Agree (4.5 pts)	Neutral (4 pts)	Disagree (3.5 pts)	Strongly Disagree (3 pts)
Content and Information					
Are aligned with and relevant to the subject matter, lesson topic, and learning Objectives	✓				
Are current and accurate	✓				
Are appropriate to the learners' characteristics and backgrounds (e.g. age, abilities, and culture)	✓				
Promote high order thinking skills, multiple intelligences, and critical, creative, and practical thinking	✓				
Facilitate understanding and application of concepts	✓				
Make connection with prior knowledge	✓				
Are free from biases (cultural, gender, racial, religious) and stereotypes	✓				
Encourage self-regulation, application of met-cognitive skills, and personal Responsibility	✓				
Design, Quality, and Accessibility					
All the developed technologies and resources support the achievement of the aims and objectives of the instructor and the learning outcomes for learners*	✓				
Show originality and creativity	✓				
Are durable, easily stored and transported, and accessible to the students	✓				
Can be easily updated, modified, adapted, and customized	✓				
Work properly and easy to manipulate or navigate	✓				
Can be easily used by students with minimal supervision or assistance required	✓				
Promote interactivity and students' active involvement in learning and knowledge Construction	✓				
Design (choice and use of typefaces, colors, and multimedia resources [images, audio, video]) or layout manifest balance, proportion, harmony, and restraint (not cluttered, distracting, and confusing) or high technical quality	✓				
Texts and visual elements are legible and readable/ Audio resources are audible and clear/ Videos are visible and audible	✓				
Allow learners to be in control and assist them in achieving the learning outcomes*	✓				
Learning resources are varied in terms of the multimedia content and multi-modal delivery channels*	✓				
Organization and Presentation					
Logical sequence of materials is present/ pacing is appropriate/ transitions are smooth and effective	✓				
Content and directions are clear and understandable	✓				
Language used is clear, appropriate, and grammatical	✓				
Catch students' attention and interest (motivating)	✓				
Score	0	0	0	0	0
Total Score	0				

Developed based on the following resources:

Annette Lamb's Building Treehouses for Learning: Technology in Today's Classrooms available at

<http://eduscapes.com/treehouses/>

Dr. Raymond S. Pastore's Multimedia Project Evaluation Rubric available at

<http://teacherworld.com/multimediarubric.html>

State Instructional Materials Review Association's Criteria in the Evaluation of Instructional Materials. Available

at http://nasta.org/CommonCriteria_OnePageScoreSheetVersionPDF.pdf

*Martin DeBattista. (2018). A comprehensive rubric for instructional design in e-learning. *The International Journal of Information and Learning Technology*, 35 (2), 93-104.

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ACE  EDEJER 08/10/2024

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Evaluated by:

IRENE H. ANDRÉS

08/10/2024