

## Instructional Designer Level 1: Assessing Learning Needs

### Assignment Rubrics

This course requires the learner to engage in activities outside of the classroom environment in order to learn and apply the knowledge introduced in class. To accomplish this, the following assignments have been designed to maximize learning and to be practical at the same time.

The following is a summary of all assignments and due dates. A detailed description of each assignment and grading rubrics follows:

Assignment	Due	Points Possible	Points Awarded
Needs assessment strategy	01/15/09	30	
Data collection instrument	01/15/09	20	
Raw data collected	02/01/09	20	
Identified and prioritized learning needs	02/05/09	30	
Total		100	

Any assignment not posted/submitted by the due date will not be graded, but will be reviewed and feedback provided.

Grading scale:

94 – 100	Exemplary
87 – 93	Good
80 – 86	Acceptable
79 or below	Inadequate

**ALL ELECTRONIC SUBMISSIONS SHOULD BE EMAILED TO THE FACILITATOR  
AT [Scott.Frasard@HealthONEcares.com](mailto:Scott.Frasard@HealthONEcares.com).**

Name all files with your last name and assignment name (EX: Frasard\_raw\_data.docx).

Assignment: Needs assessment strategy

Due: 01/15/10

Points possible: 30

During class, you will be working on developing a strategy for collecting and analyzing data as your needs assessment. This is the foundation of the continuing education (CE) course you will develop throughout the instructional designer series. The importance of this step cannot be stressed enough because without a solid understanding of a multitude of factors that influence the selection of a CE topic, the intended results will fall short of what you desire.

This assignment will be completed with the guidance of the course facilitator and your classmates. Your task is to complete the needs assessment worksheet during classroom learning activities and refine it during the time allotted at the end of the class. This assignment will force you to consider many aspects of determining what CE to offer and in what order of priority. You will select your own setting in which to conduct your needs assessment and using that context, design a strategy to guide your data collection and analysis.

Note: This assignment must be reviewed and approved by the course facilitator prior to leaving the class and before implementation. Your work will be graded based on the following rubric:

Criteria	Points Possible	Points Awarded
Description of the target population	1	
Identifies available resources for the needs assessment	2	
Develops relevant questions	4	
Identifies data sources	3	
Determines appropriate collection strategy	3	
Determines appropriate analysis strategy	3	
Justifies alignment of strategy and resources	3	
Outlines strategy to implement needs assessment	2	
Describes intention to protect human subjects	2	
Defends ability to answer questions	3	
Overall soundness of strategy	4	
Total	30	

Assignment: Data collection instrument  
 Due: Draft: 01/15/10; final: 01/20/10  
 Points possible: 20

During class, you will be working on developing an instrument to collect data as part of your needs assessment strategy. To have the best data possible, you need to have a clearly defined plan for collecting these data. Whatever method you choose, you need to have an instrument that asks for relevant information to answer your needs assessment questions. Since there are many method options, specific guidance will be provided by the course facilitator.

Typically, instruments such as these are used to collect data:

- Questionnaires
- Tests
- Interview protocols
- Document analysis protocols
- Observation protocols

Note: This assignment must be reviewed and approved by the course facilitator prior to leaving the class and before implementation. Your work will be graded based on the following rubric:

Criteria	Points Possible	Points Awarded
Appropriateness of the instrument	2	
Clarity of instrument items	2	
Each item asks for only one response	2	
Avoidance of leading questions	2	
Items are in logical order	2	
Appropriateness of response scales	2	
Appropriateness of item length	2	
Ability of item to collect pertinent data	2	
Items are answerable	1	
Items are mutually exclusive	1	
Overall design of instrument	2	
Total	20	



Assignment: Raw data collected  
Due: 02/01/10  
Points possible: 20

Once you have conducted your needs assessment and collected the data, assemble the raw data in a coherent, logical arrangement and submit for review. This submission should not include any interpretation or analysis; only the raw data as collected. For qualitative data, include all responses verbatim by question. For quantitative data, include the response scale and all responses. It will be up to you to decide how best to present the data, but be sure all data is included and sense can be made of its presentation.

The data you submit will be reviewed by the course facilitator in an attempt to understand your unique set of circumstances from which the data were collected to make an analysis of learning needs. The facilitator analysis will be compared to your analysis once completed.

Your work will be graded based on the following rubric:

Criteria	Points Possible	Points Awarded
All data is included	2	
Data presentation	2	
Sufficient data was collected	6	
Total	10	



Assignment: Identified and prioritized learning needs  
 Due: 02/05/10  
 Points possible: 30

After you have collected all your data, analyze the data to determine a list of all possible needs. You should use judgment and analytical means to collapse responses and identify themes from the raw data. After compiling a list of needs, separate out learning needs from non-learning needs and using judgment and analytical means, make a prioritized list of learning needs. This should be done by using the 2x2 matrix of current and future growth and deficiency needs, with at least one, but no more than two, learning needs in each quadrant.

From the prioritized learning needs, select the one topic you will develop into a CPE class. In no more than one page, defend why this topic is the most appropriate topic to develop first for CPE. Be sure to include supporting evidence determined during your needs assessment strategy development, evidence collected during the needs assessment itself, and any other compelling evidence that would lead another person to draw the same conclusion as you.

Your work will be graded based on the following rubric:

Criteria	Points Possible	Points Awarded
Considers available resources for the needs assessment	3	
Considers all relevant tangible factors	3	
Considers all relevant intangible influences	3	
Considers strategy and resources	3	
Identifies at least one (but no more than two) topics per quadrant	3	
Ability to defend decision for selected CPE topic	15	
Total	30	