

#	Quality Criteria for Instructional Materials	Y	N	NA
<b>Set-up</b>				
1.	Is the <b>target audience</b> clearly defined in the instructor materials or in a file defining intended usage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is the <b>instructional style</b> (lecture, interactive, experiential) defined in the instructor materials or in another file that orients training administration and instructors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does the <b>length of program</b> allow at least three minutes per page of student guide (this accommodates lecture questions, discussion, interaction, activities—more should be allowed if the course is highly interactive or experiential)? This does not include breaks and lunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Is there a <b>set up sheet</b> defining the parameters of the room setup to be used and alternate set ups if needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Is a <b>list of needed supplies</b> present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Does the set up sheet or instructions provide information about <b>needed technology</b> , applications, versions, training IDs, sample files, training databases and any other information necessary to ensure smooth technical operations and contact person for same?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Are the instructions for facilitators on how to <b>obtain and set up technology</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Are the processes for <b>enrolling participants</b> specified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Are the <b>forms</b> for sign-in and final Level 1 evaluation present or reference to how to obtain present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Are there <b>instructions</b> on disposition of completing forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instructional materials</b>				
11.	Are <b>clear course objectives</b> present that inform the instructor of their instructional target? Elements must include the behavioral target and circumstances under which performed—e.g., either a formal three or five part objective or form that advises the instructor how he or she will know the desired organizational target has been met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Are course objectives equally clear for learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Is the <b>content organized</b> by either performance or learning order sequence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Is the <b>content divided into sections</b> that appear logical when considered in light of the overall course intent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Are the <b>sections “chunked”</b> for presentation in units of not longer than 20 minutes except where the content is a single-purpose exercise requiring greater than 20 but not more than 45 minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Is there a <b>review for each “chunk”</b> that requires the learner to apply the just-acquired knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Does the <b>content accurately reflect the desired level of knowledge</b> , e.g., the <u>right version</u> of an application, or the <u>depth required</u> as defined by the course owner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Is the content <b>layout</b> consistent across types of information presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Is <b>labeling</b> consistent throughout the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Are <b>graphics</b> inserted at points at which they increase clarity of information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Is there a <b>minimum of 20% white space</b> in learner materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Is the <b>font</b> at least 12 points to reduce the risk of eyestrain?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Is the <b>“look”</b> of the page clean and easy to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Is there room in the instructor’s guide for them to <b>add notes</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Does the facilitator guide provide <b>visual image cues</b> relative to actions to be taken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#	Quality Criteria for Instructional Materials	Y	N	NA
<b>Instructional methods or strategies</b>				
26.	Is <b>lecture</b> used only to present information new to the learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Is <b>guided discussion</b> used to engage instructor expertise and cover content quickly with some learner involvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Are <b>structured exercises</b> used to involve learners in identifying problems, exploring solutions, analyzing issues, and applying principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Is <b>behavior modeling</b> engaged to develop skills, ensure transfer of learning, assess learner achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Is <b>cooperative learning</b> (learners work together to master materials) used when organizational objectives, assessment tools for learners, and additional resources are available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Are <b>case studies</b> (learners analyze a structured situation to identify specific information, propose solutions) employed when there are situations which parallel the learner's job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Is <b>role play</b> an active part of helping students apply skills, use principles, solve problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Is <b>simulation</b> used (where possible) to mimic real world job like situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instructional evaluation</b>				
34.	For each objective, or for each section, is there a method for evaluating the learning that occurs to determine if learners can demonstrate mastery at the required level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Is review and practice present at the end of the mastery of a new skill as well as evaluation of same at the end of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Are criterion reference items related directly to the objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Do criterion reference items test only what was taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Is there a strategy for assessing usage of the learning on the job after training?			
39.	Is there a strategy for remediation if learning is not mastered?			