

Knowledge Base Grading Rubric Checklist

Use this rubric to help you create/check your KB by checking the boxes indicating you included all required KB components.
Include your self-assessment on your Frontpage.

Infograph 1 – ONE page, graphic intensive and meaningful

Infograph 2 – ONE page, graphic intensive

Graded Component	Poor 0	.5	Adequate 1	1.5	Outstanding 2
1. Content Presentation Overall: Infographics					TOTAL →
• Theory definition of learning and mechanisms —how learning works	Lack adequate or unclear definition of outcome and mechanisms BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Definition of outcome and/or mechanism, some vagueness BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Very clear and supported definitions of outcome and mechanism BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Theorists and their contributions (at least 3 key theorists)	None included, or less than 3 included with inaccuracies BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Three (minimal) included with contribution BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Four or more with contributions, other supporting information BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Key principles of the theory (include 3-5)	None included, or less than 3 included with inaccuracies BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Three (minimal) included, accurate BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Five or more included, accurate, other supporting information BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Specific terminology defined (5-8 key terms)	None included, or less than 5 included with inaccuracies BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		five (minimal) included, accurate, some vagueness BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Seven or more, accurate, well defined, used consistently BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Format: 1 page; graphic intense; meaningful graphics; minimal text	Does not follow guidelines BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Follow guidelines, some issues with flow, graphics, text BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Very clear, good message flow, meaningful graphics/text BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Instructional Design theory based on learning theory (at least 2)	None included, or less than 2 included with inaccuracies BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Two included: clear definition of how it works and is informed by learning theory BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Three or more included; well defined with text/graphic, other supporting information BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Links to example of instructional design theory in practice	None included BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		One for each included demonstrate practice BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Three or more for each included; supporting multiple practice application BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
• Format: 1 page; graphic intense; meaningful graphics, minimal text	Does not follow guidelines BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Follow guidelines, some issues with flow, graphics, text BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Very clear, good message flow, meaningful graphics/text BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
	0-1	1.5	2	2.5	3
2. Learning Situation: SAME situations for all theories; clearly described/explained in terms of learning theory (at least 5 technical terms represented in explanation.)	Not provided or different across three theories, or not described in theory terms BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		One situation provided across all three theories, described few events using each theories vocabulary, 5 terms used BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		One situation provided across all three theories, described many events using each theories vocabulary, shows use 6 terms or more , clear explanations BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
3. Observation Checklist: of key elements of the theory (at least 4 behaviors and materials observe, based on key principles)	Not provided or created only for learning situation or not in required format BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Generic set of criteria (4 behaviors and 4 materials) for each theory, some items questionable BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Generic set of criteria (5+ behaviors and 5+ materials) for each theory, described well, supported key principles BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
4. Reflection: indicates deep thoughts about theory, beliefs in theory and why, how class activities supported learning about theory, personal level of understanding, indication of how ideas on learning changed, or not	Not provided, does not provide insights into understanding or rationale for thought on learning BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Indicates thoughts about each theory, describes relevant activities from class, indicates how learning has changed BEH <input type="checkbox"/> COG <input type="checkbox"/> SCL <input type="checkbox"/>		Provides insightful comments on all, plus frustrations and questions while learning each theory BEH <input checked="" type="checkbox"/> COG <input checked="" type="checkbox"/> SCL <input checked="" type="checkbox"/>
FRONT PAGE					
KB Front page: clearly represents relationships among learning theories; clearly represents relationships among learning and instructional design theories; thoughtful and meaningful entry into KB, easy navigation, name present, Rubric Checklist included.	Lacks clear description of contents of KB, does not make sense, does not provide representation of relationships among theories or learning and instruction, lacks clear navigation, name is not present □		Provides graphic of theories, navigation, representation of relationship among theories and instruction/learning, has name □		Very insightful and easy to understand representation / theme of KB and course content, easy to navigate Rubric checklist included. □