

Development standards (rubric) for Technical Instructional Design (using ADDIE Model).				
Analyze	Design	Develop	Implement	Evaluate
The audience has been established, and there is sufficient research documented to support this.	Has an initial design document and/or course outline (for reviewing) been created?	Has the final design doc been completed? (Rapid: May be skipped prior to dev, but should be completed after launch for documentation control.)	Has a TTT video or guide to the content been created and made available?	Has a tracking mechanism been put in place to measure overall experiential feedback? (ie., class survey via forms)
The Stakeholders have been identified, and ranked according to their stake in the project.	Has the training plan / design doc been reviewed by stakeholders?	Has the core content been developed in adherence to the final timeline?	Has a launch plan been created, and is it appropriate to the training modality?	Are there formative evaluations in place? (ie., assessments that measure learning outcomes during training; after each topic has been presented, for example.)
The behavioral / cognitive goals have been identified and there is sufficient research documented to support this.	Have instructional strategies been applied according to the intended behavioral outcomes by domain (cognitive, affective, psychomotor; blooms)?	Have all learning and peripheral materials been created?	Is there sufficient scaffolding (ie., learner information) available that describes how to access training? ie., how to use video player, how to log in to GVC training, how to find training classroom.	Are their summative evaluations in place? (ie., assessments that measure learning outcomes after training is completed. pre/post assessments, certification questions, etc.)
Learning constraints (such as scaling, modality, budget, risks) have been identified and documented.	Are there storyboards, content trackers, learning objectives available to support the final design?	Has a pilot or final review been scheduled or accomplished?		Has PLX scalability been considered as part of the evaluation process?
What are the androgogical considerations, and the research behind the decisions? For the Classroom? Online? GVC? (ie., what and how to teach learners in the classroom, or online space, etc.)	Are there plans in place for review, feedback and iteration while in development?			
The delivery method (modality) has been identified.				
The initial timeline has been established.				