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Content	Exceeds standard (5 points)	Meets standard (3 points)	Does not meet standard (0 points)	Score
Level 4: Results				
Organization Mission Statement	N/A	Mission statement is identified at the correct level (organization, rather than division, department, or team).	Mission statement is not included or is the mission of the division, department, or team rather than the organization.	
Metrics and methods to measure mission statement	N/A	A minimum of three metrics and methods are identified and connect to the mission statement, with at least one metric relating to a financial goal.	Fewer than three metrics and methods are identified and/or do not connect to the mission statement or include a financial goal.	

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Business Case for the Initiative	Statement is exceptionally compelling and addresses the most pressing issue the organization is facing. The business case is highly relevant to the most strategic organizational benefits.	Statement is compelling and addresses why stakeholders requested the initiative. The business case is focused on the performance and strategic organizational benefits.	Statement is not compelling and/or it is not clear about why stakeholders request this initiative or what problem it is trying to solve. The business case is focused on the training rather than the performance and strategic organizational benefits.	
Threats and Benefits	N/A	Threats address the future risk if the program is unsuccessful, and benefits clearly define what can be gained if the program is successful.	Threats do not address what is at risk in the future if the program is unsuccessful, and/or the benefits do not clearly define what can be gained if the program is successful.	
Stakeholder Expectations	N/A	Stakeholder expectations are clear and at least one expectation is related to the organization's mission statement.	Stakeholder expectations are either unclear, not listed, and/or at least one expectation related to the organization's mission statement is missing.	

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Leading Indicators	Meets standard *and* both internal and external leading indicators are sequenced in order of first occurrence to last occurrence to help tell a story and demonstrate the chain of evidence.	Includes at least 4 internal and 4 external leading indicators that support the organization's mission. The leading indicators center on the response to participants' on-the-job behavior rather than the behaviors themselves. Qualitative metrics are included rather than solely quantifiable metrics. Metrics are short-term observations across a variety of sources.	Includes fewer than 4 internal and 4 external leading indicators. Leading indicators do not support the organization's mission. The leading indicators center on participants' on-the-job behavior rather than the response to them and are limited to quantifiable metrics. Metrics are not short-term observations and do not include a variety of sources.	
Interim Reporting to Stakeholders on Leading Indicators	N/A	Chart is complete.	Not included or incomplete.	
Level 3: Behavior				
Critical Behaviors Audience	N/A	Critical behaviors are related to the primary group who will perform them and who are the targeted training audience.	Critical behaviors are not related to the primary group who will perform them and who are the targeted training audience.	

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Critical Behaviors Criteria	N/A	The critical behaviors are specific, measurable, and observable (i.e., action terms).	The critical behaviors are not specific, not measurable, and/or not observable.	
Blended Evaluation Criteria	N/A	Multiple methods and multiple sources are included.	Does not include multiple methods and/or multiple sources.	
Relevance of Monitoring Metrics, Methods, and Timing	N/A	Metrics are relevant to the critical behaviors and will lead to an impactful internal/external response (i.e., leading indicator).	Metrics are not relevant to the critical behaviors and/or will not lead to an impactful internal/external response (i.e., leading indicators).	
Quantity of Required Drivers	N/A	At least 2 realistic methods are included for each reinforcing, encouraging, and rewarding.	Fewer than 2 realistic methods are included for each reinforcing, encouraging, and rewarding.	

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Quality of Required Drivers	Required drivers package is exceptionally powerful and creative, including thorough representation from each category and a blend of multiple methods. Some required drivers even serve multiple purposes (i.e., can impact multiple categories at once).	Required drivers are specifically defined and detailed, based in action rather than policy.	Required drivers are too generic or broad (e.g. listing "coaching," "mentoring," or "recognition" and nothing further).	
Monitor and Adjust	N/A	Each required driver is being monitored regularly. Roles for who will be executing the required drivers and monitoring said execution are clearly defined and realistic.	Not included or incomplete; not realistically addressing how each required driver will be monitored for execution.	
Level 2: Learning				
Brief description of training, training duration, and training delivery method	N/A	Included and complete.	Not included or incomplete.	

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Learning Objectives	N/A	Learning objectives are related to the critical behaviors and define what participants will be prepared to do to perform them properly.	Learning objectives are not related to the critical behaviors.	
Knowledge Component	N/A	Methods could evaluate specific concepts and job-related information required to perform critical behaviors on the job.	Methods could not evaluate specific concepts and job-related information required to perform critical behaviors on the job.	
Skills Component	N/A	Methods could evaluate specific actions intended to be performed on the job that are learned and practiced in the training environment.	Methods could not evaluate specific actions intended to be performed on the job that are learned and practiced in the training environment.	

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Attitude Component	N/A	Methods listed could evaluate the degree to which participants believe it will be worthwhile to apply what they learned on the job.	Methods listed could not evaluate the degree to which participants believe it will be worthwhile to apply what they learned on the job (not whether they believe the time in training was worthwhile).	
Confidence Component	N/A	Methods listed could evaluate the degree to which participants believe they will be able to apply what they learned on the job.	Methods listed could not evaluate the degree to which participants believe they will be able to apply what they learned on the job (not their confidence in the organization).	
Commitment Component	N/A	Methods listed could evaluate the degree to which participants are determined to apply what was learned.	Methods listed could not evaluate the degree to which participants are determined to apply what was learned (not their commitment to the organization).	

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Methods of Components of Learning	N/A	Methods included are a blended evaluation; multiple sources and multiple methods are present.	Methods included are not a blended evaluation; there are not multiple sources and multiple methods.	
Level 1: Reaction				
Engagement Component	N/A	Methods listed could evaluate the degree to which participants are actively involved in learning.	Methods listed could not evaluate the degree to which participants are actively involved in learning.	
Relevance Component	N/A	Methods listed could evaluate the degree to which course content directly related to participants' job responsibilities.	Methods listed could not evaluate the degree to which course content directly related to participants' job responsibilities.	
Satisfaction Component	N/A	Methods listed could evaluate the degree to which participants react favorably to the learning event.	Methods listed could not evaluate the degree to which participants react favorably to the learning event.	
Methods of Components of Reaction	N/A	Methods included are a blended evaluation; multiple sources and multiple methods are present.	Methods included are not a blended evaluation; there are not multiple sources and multiple methods.	

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Necessities for Success	Issues and recommendations are exceptionally creative while remaining realistic.	Issues and recommendation actions are realistic and relevant to problems that would reduce the impact of the initiative.	Issues and recommendation actions are not included, incomplete, and/or not relevant to problems that would reduce the impact of the initiative.	
Overall				
There is adequate data to show that the training was effective (e.g., useful) and that the initiative improved performance and impacted the organization's mission (e.g., credibility).	N/A	True.	False.	
Review feedback is incorporated.	N/A	True.	False.	
			Total Points	

Passing score: <u>87</u> points ("meets standard" for each criteria)

Submitter's score: _____ points
☐ Certified

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☐   Resubmission required to be certified