Instructional Evaluation Plan – [Required Contents]

I. Introduction
- Definition of instructional evaluation
- Rationale for testing (1-3 sentences: importance of instructional evaluation)
- Product Title
- Target learner (1 sentence)

II. Instructional Goal (Below is an example of an instructional goal)
Upon completion of training, the trainees will be able to:
- Obtain information about the costs and benefits of a personalized checking account
- Assess the costs and benefits for individual financial needs
- Choose appropriate type of account
- Maintain checking account

III. Evaluators of instructional material
- Name & Title
- Credentials (if applicable)
- Other pertinent background information (e.g., SME's, novice learners, trainees, etc.)

IV. The Evaluations
- What instructional evaluations will you conduct? (Kirkpatrick Levels 1 - 2)
- When in the ISD process are you evaluating the training, and whose feedback are you getting? (e.g., SME in Design stage; test subjects after Development, trainees during Implementation)
- What evaluation instruments will you use? **Refer to them here and include as separate Appendices**. At a minimum create or adapt **three forms** used by your test subjects/users:
    - pre test
    - post test
    - reaction instrument *(see Piskurich for examples)*

Note: You are NOT required to create an evaluation instrument used by the SME(s) evaluating your instructional content. However, you should account for assessment feedback from the SME(s) and mention what type of evaluation(s) conducted:

- informal walkthrough of paper prototype (e.g., real-time feedback from SME)
- formal heuristic review (e.g., SME checks instructional content against established guidelines)
- exit questionnaire (e.g., SME fills out immediately after review of instructional content)

V. Study Limitations / Constraints
- Technological
- Human
- Financial
- Time