WORKSHOP SCORING GUIDE

Nonprofit people – board members, Executive Directors, staff and volunteers – face many challenges and demands on their attention and time. Let's not waste their time. This Workshop Scoring Rubric is designed to help associations and capacity builders deliver high quality, practical learning opportunities that reflect what we know about adult learning and how to move people to action. It has two parts. First, it challenges the **hosting organization** to define a clear learning philosophy that informs its learning program. The second part can be used as a quality control for a contracted workshop or webinar or by the presenters themselves. Its levels are designed to give concrete feedback to presenters beyond a checklist.

ORGANIZATION SCORING GUIDE

This guide is designed for program managers who lead learning programs, hiring workshop presenters to presenter workshops or webinars.

	DEVELOPING	SOLID	STRONG
Leadership	No articulated vision on how learning programs should be delivered. No common language established on how to present partnerships.	Stated commitment to high quality trainings that are outcome-focused. Clear language that describes partnerships.	Stated commitment backed by procedures that ensure the commitment is acted upon.
Subject matter experts	People viewed as experts or who consider themselves expert deliver workshops without vetting.	Experts receive training and support on how to present effectively. If needed, they are paired with a skilled moderator to bridge expertise (information) with the participants (instruction).	Experts can expand their presentation skills through regularly adult learning professional development opportunities.
Funder role	Funders provide unvetted content as a part of their program sponsorship. Sessions advance their marketing interests.	Funder-provided content is vetted for quality. Presentations have minimal marketing focus.	Funders contribute to the development of content that advances the topic and the interests of the association. Marketing is implied.
Intellectual property	No established policy on how to manage intellectual property (access to powerpoint and presentation materials, recording, participant list).	Stated policy on how to manage intellectual property (access to powerpoint and presentation materials, recording, participant list).	Stated policy that supports the building of a library of content based on recordings and workshop resources. This library can be free or fee-based.
Relationships	Learning programs are offered as one-off events, not part of a larger engagement strategy.	Learning programs are integrated with a membership or network strategy.	Learning programs are integral to a larger continuum of programs that support strong and connected nonprofits.
Capacity	No learning-related communications beyond marketing and logistics. No in-house systems or skills for using learning technology	Learning-related communications is routine ("get ready emails" and post-event emails). There is adequate staffing for programs and skilled staff/contractors managing technology.	Learning-related communications is expanded to support success over time. Staff are able to innovate new uses of technology.

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Use this scoring guide to evaluate a workshop or webinar. The goal is to move rightward in practice.

	DEVELOPING	SOLID	STRONG
GET READY			
Audience	Workshop is "one size fits all." There is no clear focus audience.	Workshop has a clear focus audience. You can tell this by how well the learning outcomes reflect their reality and needs.	The workshop description states the intended audience. "This session is designed for X. It is not designed for Y."
Learning outcomes	There are learning outcomes.	You could see or hear the learning outcomes (not "you will understand.").	The learning outcomes connect with a larger purpose or goal.
Equity	Equity has not received any focused attention.	The presenter is intentional in how they create an affirming and inclusive environment for all participants.	The presenter brings in diverse perspectives, voices, and experiences.
CONTENT			
Opening	There is an intentional opening beyond introductions and speaker credentials.	The opening is designed to engage people right away. The opening includes any technology instruction needed.	The opening includes active engagement of participants within 10 minutes of starting.
Chunks	There are clear categories of information in the presentation.	The content is chunked into categories in a way that is meaningful to participants and that is clearly communicated.	The content chunks are supported by graphics or a visual roadmap that show how the parts come together to form the whole.
Curation	Some information has been left out due to time.	There is intentional curation of the content down to just what is needed to achieve the learning outcomes.	Speaker is prepared to reference resources available outside of the presentation to fill gaps.
Activities	There are some basic activities to engage people.	The activities have been designed to support the learning outcomes. They use technology appropriately for the audience.	The activities are also used to give the presenter feedback on how well participants are learning.
Closure	There is time for closure at the end of the session.	The closure gives participants an opportunity to plan for how they will bring what they learned back into where they will use that knowledge.	The closure invites participants to think about and plan for the prompts ("triggers") which will provoke a need for what they learned.
DELIVERY			
Set-up & posture	No special considerations have been made for how the presenter will deliver the session.	The presenter will deliver session in an optimal space to be seen and heard (microphone, lighting, etc.)	The presenter is set up to deliver the session in a whole-body way, which may mean standing.
Social connection	No special considerations have been made for how the presenter will build social connection.	The presenter will build social connection with participants before, during, and after the session.	The presenter has made social connection a key part of the session, integrating it into small group break-outs, asynchronous opportunities, or other elements of the session.
Powerpoint (if used)	Powerpoint supports learning.	Powerpoint is used as a tool that *supports* learning, not as a catch-all for all that will be said. Bullet point slides are used minimally if at all. Font size is at least 24 point.	Powerpoint is graphically engaging, drawing people in because of its use of color, shapes, graphics, differentiated slides, or other design choices.
SUPPORTS			
Communications/ tools	The presenter is not involved in pre- and post-session communication.	The presenter has prepared tools to support reflection and learning transfer. These will be shared with participants in advance of the session.	The presenter (or host organization) has created a landing page for easy access to the tools and documents needed for the session.