

Experience Evaluation Scorecard

Evaluating Learner Experiences Through the Lens of the 5 Brain-Based Moves Framework

Module / Experience Name: _____

Date: _____ Evaluator(s): _____

How to Use This Scorecard

Score each dimension from 1–5 based on what the learner actually experiences. Use evidence, not intent. This scorecard supports in-person workshops, digital learning, redesign decisions, and governance.

**1. Learning Objective Clarity** Is there a clear, memorable learning outcome driving the experience?

No clear learning objective

Learning objective exists but is implicit or diluted

Learning objective is explicit, focused, and reinforced

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Evidence / Notes:

- Is it clear what learners should do, decide, or apply after the course?
- Do activities and assessments clearly support that objective?
- Is the course focused on performance rather than simply covering content?

**2. Attention & First Impression** Does the experience earn and direct attention in service of the learning objective?

Attention fragmented or overloaded

Some engaging moments, attention fades

Strong hook; attention sustained and directed

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Evidence / Notes:

- Does the opening earn attention through a relevant question, problem, consequence, or tension?
- Does the experience sustain attention without relying on novelty or decoration?
- Are there sections where attention is likely to drop because learners become passive?

**3. Connection to Prior Knowledge** Does the experience connect new ideas to what learners already know?

Assumes knowledge without bridging

Occasional connections to familiar concepts

Explicit bridges to learner context and experience

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Evidence / Notes:

- Are learners asked to recall, predict, compare, or connect to something they already know?
- Are existing assumptions or misconceptions surfaced before new information is introduced?

**4. Active Engagement & Participation** Are learners actively involved in learning, not just observing?

Mostly passive

Some interaction, limited decisions

Meaningful participation through choices, actions, predictions

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Evidence / Notes:

- Do learners make meaningful decisions, predictions, judgments, or explanations?
- Does interaction require thinking, or is it primarily clicking to reveal information?
- Are learners asked to generate an answer before being shown the explanation?



5. Reinforcement, Spacing & Memory Anchors

Are key ideas reinforced so learning sticks?

One-time exposure

Some repetition, inconsistent

Ideas revisited and anchored throughout experience



Evidence / Notes:

- Are key ideas retrieved or revisited multiple times rather than presented once?
- Are learners required to recall information without seeing the answer first?
- Is there a simple, memorable idea or behavior learners can retrieve later?



6. Context & Application

Does the experience make learning relevant and usable?

Abstract or generic

Some relevance

Clear, specific application to learner's world



Evidence / Notes:

- Are learners shown how the learning applies to realistic work situations?
- Are learners required to apply the same idea across different situations or contexts?



7. Overall Learning Impact

How likely is this experience to create a true "aha moment"?

Informative but forgettable

Informative but forgettable

Interesting but uneven



Evidence / Notes:

- What is the learner likely to remember and use after the course ends?
- Does the experience build capability or behavior—not just knowledge and completion?
- Would learners be able to respond effectively when the real situation looks different from the training?

Scoring Summary

Score:

Dimension:

1. Learning Objective Clarity
2. Attention & First Impression
3. Connection to Prior Knowledge
4. Active Engagement & Participation
5. Reinforcement, Spacing & Memory Anchors
6. Context & Application
7. Overall Learning Impact

Total Score (out of 35):

Interpretation Guide

30–35: Strong learning experience — scalable exemplar

22–29: Solid foundation — targeted redesign recommended

Below 22: Experience-first, learning-second — redesign required