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Evaluation Rubric:

Adapted from UC Davis Term Paper Rubric

Name: _____

Date: _____

	Excellent (4)	Very Good (3)	Average (2)	Below Standard (1)	Incomplete (0)
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms	A solid paper , responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary
Organization & Coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis	No appreciable organization; lacks transitions and coherence
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

Comments:

TOTAL:

/20

Group Member: (1) _____; (2) _____; (3) _____; (4) _____

Project Name: _____

EVALUATION RUBRIC: CONDUCTING A NEEDS ASSESSMENT

#	Task	Meets or Exceeds Standards	Does not Meet Standards
1	Explanation of needs assessment model chosen (2pts)		
2	Discrepancy-based needs assessment <i>Description of discrepancy and provided rationale for why organization will need to engage in the learning-training program.</i> OR Problem-Finding, Problem-Solving model <i>Explain the uncovered problem, presenting data and/or rationale that substantiates the existence of the problem.</i> OR Innovation Needs Assessment <i>Explain the new innovation and why your organization is attempting to introduce the new innovation.</i> (2pts)		
3	Identification of instructional training need (2pts) that will result for the adoption of the innovation, or solution to a problem, or closing the identified discrepancy. Validate the instructional or training need using data. Data can be either quantitative or qualitative. Consider looking at standardized test scores, student projects, anecdotes, journal entries, etc.		
4	Identification and description of non-instructional needs (2pts)		
5	Description of Learning Environment (8pts) 1. What are the characteristics of the teachers/trainers who will be using your instructional unit/materials? 2. Are there existing curricula into which their piece of instruction must fit? If so, what is the philosophy, strategy, or theory used in these materials? 3. What hardware is commonly available in the potential learning environment(s)? Are computer workstations available? If so, what kind, how many, and in what configurations and networks? What about slide or overhead projectors? What software and other materials are available? 4. What are the characteristics of the classes and facilities that will use the new instruction? 5. What are the characteristics of the school system in which the new instruction will take place? 6. What is the philosophy and what are the taboos of the larger community in which the organization or school system exists?		
6	Description of Learners (4pts) Identify the characteristics that will have an impact on the instructional or training of the learners.		
TOTAL			
Comments:			

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EVALUATION RUBRIC: LEARNING TASK ANALYSIS

#	Task	Meets or Exceeds Standards	Does not Meet Standards
1	Write the Learning Goal. The learning goals should be broad statements that describe the final outcome. <i>(5pts)</i>		
2	Determine Types of Learning. There is a clear adoption and application of a learning theory (e.g., Wiggins and McTighe; Gane; Bloom, Gardner, etc...) that describes the different levels of learning that will occur and examples of evident behaviors, activities and/or actions. <ol style="list-style-type: none"> 1. <u>Gagne's learning outcomes</u> include: declarative knowledge; discriminate; concept; rule/procedure; principles; problem solving; attitude; psychomotor; metacognitive strategy). 2. <u>Bloom's Cognitive Taxonomy</u> (revised): Knowledge-remember; Understand-Describe, Explain; Apply; Analyze; Evaluate; Create. 3. <u>Wiggins & McTighe Levels of Understanding</u>: Explanation; Interpretation; Application; Perspective; Empathy; Self-Knowledge 4. <u>Other...</u> <i>(10 pts)</i>		
3	Writing Educational Objectives. Objectives are written at the lesson or learning task level. They describe the knowledge and attitudes that will be taught or experienced by the learners who engage in your instructional sequence. For each of the skills, knowledge and attitudes processes, an educational objective is written. The objectives are more specific than the learning outcomes and are measurable. should take into account the <i>(5 pts)</i>		
4	Identify pre-requisite skills, knowledge and beliefs your students need prior to experiencing your instructional design. Statements are made regarding the pre-requisite skills, knowledge and beliefs that learners will need to possess prior to instruction. Also, when appropriate. Also, when appropriate, how the pre-requisite skills will be measured is described.		
TOTAL			
Comments: 			

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EVALUATION RUBRIC: ASSESSMENT PLAN

#	Task	Meets or Exceeds Standards	Does not Meet Standards
1	Assessment Overview An overview of the assessments is presented in an organized fashion (table, chart or otherwise) with respect the learning behavior being assessed. <i>(5pts)</i>		
2	Assessment Evidence A description of the assessment evidence that will be gathered or used to measure learning is described. There is also a description of how the assessment item is linked to the learning objective. <i>(5pts)</i>		
3	Actual Assessments Actual assessments are written out and explained. <i>(5pts)</i> A handout or other instructive medium is included which explains how the assessment will be taken and/or administered. <i>(5pts)</i> The assessments may be in a quiz, or test format or other appropriate format. When necessary, evaluation rubrics and criteria are presented and explained in relation to the assessment they will be used to critique.		
TOTAL			
Comments:			

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EVALUATION RUBRIC: INSTRUCTIONAL SEQUENCE

#	Task – Workshop or Unit Development OR Media/Technology Development	Meets or Exceeds Standards	Does not Meet Standards
1	Workshop or Unit Development Complete, teachable lesson plans for each day of the unit or workshop are presented and include ALL of the following: <ol style="list-style-type: none"> 1. Lesson design properly uses and follows an appropriate design model <i>(5pts)</i> 2. Lesson includes all of the handouts/worksheets necessary for teaching the unit or presenting the workshop <i>(5pts)</i> 3. Lesson sequence clearly leads the learners to accomplishing the goals set out in the needs assessment <i>(5pts)</i> 4. Lesson sequence is logically ordered <i>(5pts)</i> 5. technology/media is appropriately included within the lesson sequence (either to present material or for student use). <i>(5pts)</i> 		
2	Media/Technology Development I. Gagne’s Nine Events of Instruction or a similarly appropriate sequence are fully integrated into the instructional sequence. <i>(18pts total; 1pt for each essential element, 1 pt for a description of how each element is integrated into the sequence)</i> <ol style="list-style-type: none"> 1. Gain Attention 2. Inform Learners of Objectives 3. Stimulate recall of prior learning. 4. Present the content. 5. Provide “learning guidance”. 6. Elicit performance (practice). 7. Provide feedback. 8. Assess performance. 9. Enhance retention and “job” transfer. II. Rough draft or outline of the instructional media. <i>(7pts)</i>		
TOTAL			
Comments: <div></div>			

5	Description of Learning Environment (8pts) 1. What are the characteristics of the teachers/trainers who will be using your instructional unit/materials? 2. Are there existing curricula into which their piece of instruction must fit? If so, what is the philosophy, strategy, or theory used in these materials? 3. What hardware is commonly available in the potential learning environment(s)? Are computer workstations available? If so, what kind, how many, and in what configurations and networks? What about slide or overhead projectors? What software and other materials are available? 4. What are the characteristics of the classes and facilities that will use the new instruction? 5. What are the characteristics of the school system in which the new instruction will take place? 6. What is the philosophy and what are the taboos of the larger community in which the organization or school system exists?		
6	Description of Learners (4pts) Identify the characteristics that will have an impact on the instructional or training of the learners.		
TOTAL			
Comments:			

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Project Name: _____

EVALUATION RUBRIC: DESIGNING AN ASSESSMENT PLAN

#	Task	Meets or Exceeds Standards	Does not Meet Standards
1	Assessment Analysis. <ol style="list-style-type: none"> 1. Pre-Assessment Analysis. (5 pts) <ol style="list-style-type: none"> a. An analysis of whether or not learners will be pre-assessed for pre-requisite skills. b. If they are pre-assessed, statements regarding which skills will be assessed, how they will be measured, and a plan for how to address learners who do not have entry-level skills. c. Identification of learner behaviors which constitute progress towards mastery of learning task. 2. Formative Assessment Analysis (5 pts) <ol style="list-style-type: none"> a. Identification of formative assessments used to gather data about learners' progress towards mastery of learning task(s). 3. Summative Assessment Analysis (5 pts) <ol style="list-style-type: none"> a. Identification of learner behaviors which demonstrate mastery of the learning task. b. Identification of evidence or data which demonstrates the progression towards mastery of learning task. 		
2	Assessment Development. <ol style="list-style-type: none"> 1. Assessment overview (5 pts) <ol style="list-style-type: none"> a. Label of learning behavior assessed b. Description of evidence that will be used to link assessment to objective (from needs analysis) being assessed. 2. Assessment Development/Creation (5 pts) <ol style="list-style-type: none"> a. Assessment Directions b. Actual Assessment c. Statement of how learning performance will be evaluated 		
TOTAL			
Comments: <div></div>			

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EVALUATION RUBRIC: MEDIA PACKAGE

#	Essential Elements of the Media Package	Meets or Exceeds Standards	Does not Meet Standards
1	Determining Type of Media A statement regarding how the selected and/or developed media would best accomplish the instructional objectives is included in the Media Package. (2pts)		
2	Identification of Media necessary for each activity/lesson. (8pts) I. A rationale for the media selected and/or developed is presented for each activity/lesson. (2pts per activity)		
3	Instructional Media Development I. There is a clear and appropriate development of at least one instructional media (e.g., PowerPoint (not lecture based, interactive), Web Quest, Webpage, Hyper Studio, Video, Learning Object, Podcast, Screen cast, other approved form). (10pts)		
4	Development of Instructor's Manual I. The development of the instructor's manual is appropriate and informative to the given activities/lessons for which it described. II. The probability is very high that the instructional objectives would be met by an instructor of expected expertise who used the manual to "teach" the activity/lessons. (10pts)		
TOTAL			
Comments: 			