Assurance of Student Learning 2018-2019	
College of Education and Behavioral Sciences	Educational Administration, Leadership, and Research
Adult Education Graduate Certificate, 0450	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will be able to identify basic functions of adult education settings

Instrument 1	ADED 510 Final Project		
Instrument 2	ADED 515 Final Project		
Instrument 3	ADED 520 Final project		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	**Not Met**

Student Learning Outcome 2: Students will be able to describe intellectual and emotional development theories

Instrument 1	ADED 510 Final Project		
Instrument 2	ADED 515 Final Project		
Instrument 3	ADED 520 Final project		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	**Not Met**

Student Learning Outcome 3: Students will be able to demonstrate methods for organizing and teaching adults

Instrument 1	ADED 510 Final Project		
Instrument 2	ADED 515 Final Project		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met

Student Learning Outcome 4: Students will be able to identify, develop, and evaluate programs for adults

Instrument 1	ADED 510 Final Project		
Instrument 2	ADED 515 Final Project		
Instrument 3	ADED 530 Final project		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

SLOs 3 and 4 will be evaluated in the next cycle. This program is in a period of transition following the departure of its coordinator and primary faculty member. As the new instructors develop courses, they have been asked to keep in mind the program's learning outcomes and develop assessments that will facilitate their achievement. As more faculty become involved with the program, those teaching in the program will assist in this assessment, thus providing inter-rater reliability and strength to this assessment and future plans going forward. The final projects/assessments in each of the program's 4 courses will be reviewed for possible improvement. This is to say that I am not sure that the program's overall assessment is accurate, and those with better knowledge of the courses and ideas within the outcomes to create a better rubric, as well as what to look for in artifacts as to the achievement of SLOs, may yield higher ratings.

Student Learning Outcome 1

Student Learning Outcome	Students will be able to identify basic functions of adult education settings		
Measurement Instrument 1	**ADED 510 Final Project** Students identify resources for a specific section of adult education and change (i.e. adult learning, program planning, technology, assessment, human resource and organizational development, etc.) and form a collection. This collection should consist of resources from all types of media presented in Wiki format. Students describe their topic, provide links to the resources, explain how the resources can be used, what specific points does someone learning about this topic need to know, and where they can find more resources. They also reflect on five ways they would like to grow and in what areas.		
Criteria for Student Success	Score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome		
Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	50%
Methods	A random sample, stating with the first student and then every 4th student thereafter, was taken from each course. The projects were read and evaluated using the created Program Assessment Rubric.		
Measurement Instrument 2	**ADED 515 Final Project** Students identify a partner to make a change in their respective lives (e.g., they want to learn to save money, create a garden, take on auto maintenance, etc.). Students are required to learn a new skill that they have not learned before and one that is not an easy skill to learn. They document their process of learning, including their process of change and ways of learning and teaching it.		
Criteria for Student Success	Score of greater than 2.00 up to 3.00 on the Program Assessment Rubric		
Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	50%
Methods	A random sample, stating with the first student and then every 4th student thereafter, was taken from each course. The projects were read and evaluated using the created Program Assessment Rubric.		
Measurement Instrument 3	**ADED 520 Final Project**		
Criteria for Student Success	Score of greater than 2.00 up to 3.00 on the Program Assessment Rubric		
Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	**100%**
Methods	A random sample, stating with the first student and then every 4th student thereafter, was taken from each course. The projects were read and evaluated using the created Program Assessment Rubric.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
The average ratings were as follows: ADED 510: 1.50, ADED 515: 1.50, ADED: 520: 2.67. Average rating overall: 1.82. The assessments in ADED 510 and 515 will be reconsidered and possibly revised to evaluate for alignment with program outcomes. They appear to be in alignment with course outcomes.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Summer 2020: Review and revise, Fall 2020: Implement new assessments and/or rubric.

Student Learning Outcome 2	
Student Learning Outcome	**Students will be able to describe intellectual and emotional development theories**
Measurement Instrument 1	**ADED 510 Final Project** Students identify resources for a specific section of adult education and change (i.e. adult learning, program planning, technology, assessment, human resource and organizational development, etc.) and form a collection. This collection should consist of resources from all types of media presented in Wiki format. Students describe their topic, provide links to the resources, explain how the resources can be used, what specific points does someone learning about this topic need to know, and where they can find more resources. They also reflect on five ways they would like to grow and in what areas.
Criteria for Student Success	Score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome
Program Success Target for this Measurement	75%
Methods	A random sample, stating with the first student and then every 4th student thereafter, was taken from each course. The projects were read and evaluated using the created Program Assessment Rubric.
Measurement Instrument 2	**ADED 515 Final Project** Students identify a partner to make a change in their respective lives (e.g., they want to learn to save money, create a garden, take on auto maintenance, etc.). Students are required to learn a new skill that they have not learned before and one that is not an easy skill to learn. They document their process of learning, including their process of change and ways of learning and teaching it.
Criteria for Student Success	Score of greater than 2.00 up to 3.00 on the Program Assessment Rubric
Program Success Target for this Measurement	75%
Methods	A random sample, stating with the first student and then every 4th student thereafter, was taken from each course. The projects were read and evaluated using the created Program Assessment Rubric.
Measurement Instrument 3	**ADED 520 Final Project**
Criteria for Student Success	Score of greater than 2.00 up to 3.00 on the Program Assessment Rubric
Program Success Target for this Measurement	75%
Methods	A random sample, stating with the first student and then every 4th student thereafter, was taken from each course. The projects were read and evaluated using the created Program Assessment Rubric.

Note: The table above contains additional "Program Success Target for this Measurement" columns with values:

		Program Success Target for this Measurement	
Measurement Instrument 1	75%		25%
Measurement Instrument 2	75%		50%
Measurement Instrument 3	75%		100%

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	<mark>**Not Met**</mark>

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

The average ratings were as follows: ADED 510: 1.25, ADED 515: 2, ADED: 520: 2.67. Average rating overall: 1.91. The assessment in ADED 510 will be reconsidered and possibly revised to evaluate for alignment with program and course outcomes.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Summer 2020: Review and revise, Fall 2020: Implement new assessments and/or rubric.

Student Learning Outcome 1: Students will be able to identify basic functions of adult education settings		
Capstone	**Milestone**	**Benchmark**
A detailed, well-organized discussion of the basic functions of adult education settings that makes clear connections to theory and practice.	A somewhat detailed and mostly organized discussion of the basic functions of adult education settings that might not always clear connections to theory and practice.	Discussion lacks details of the basic functions of adult education settings and may not be organized. Fails to connect to theory and practice.

Student Learning Outcome 2: Students will be able to describe intellectual and emotional development theories		
Capstone	**Milestone**	**Benchmark**
A detailed, well-organized discussion that includes description of which theories are used and articulates why/how.	A somewhat detailed and mostly organized discussion that includes description of which theories are used but might not articulate why/how.	Discussion lacks details of which theories are used.

Student Learning Outcome 3: Students will be able to demonstrate methods for organizing and teaching adults		
Capstone	**Milestone**	**Benchmark**
Clearly identifies and gives many details of methods for how to pursue a change process on a given topic/skill.	Identifies and gives some details of methods for how to pursue a change process on a given topic/skill.	Identifies but gives few details of methods for how to pursue a change process on a given topic/skill.

Student Learning Outcome 4: Students will be able to identify, develop, and evaluate programs for adults		
Capstone	**Milestone**	**Benchmark**
A well-organized and detailed discussion that connects theory to practice and reflects on the process of using a detailed plan that includes a needs assessment, instructional plan, marketing and budgeting plan, and program evaluation to deliver a program to a live audience of adult learners.	An organized discussion that connects theory to practice and reflects on most of the following: the process of using a needs assessment, instructional plan, marketing and budgeting plan, and program evaluation to plan and deliver a program to a live audience of adult learners.	A discussion that might lack detail or have organizational issues or fail to connect theory to practice and/or reflect on the process of using some of the following: a needs assessment, instructional plan, marketing and budgeting plan, and program evaluation to deliver a program to a live audience of adult learners.

ADED 510: Final Project Guidelines

Purpose:
The purpose of this assignment is for you, as a group, to be able to begin to tie together your ever-increasing knowledge about *adult education* and *change*. As you continue developing your knowledge of adult education and change, you will need to look back on your experiences here and reflect. Your reflections should help you in the process of developing more knowledge of the field of adult education.

Assignment:
To complete this assignment, your group will need to identify and gather resources which will assist you in your growth in the field of adult education. Your group assignment is to identify resources for a specific section of adult education and change (i.e. adult learning, program planning, technology, assessment, human resource and organizational development, etc.) and form a collection. This collection should consist of resources from all types of media including: articles, books, brochures, videos, audio, web pages, electronic documents, etc. An example could be adult literacy. In adult literacy settings, educators face many issues, such as administrative problems, adult learner issues, finding resources for studying to take the GED, learner assessment issues, etc. Finally, I would like for you to create a wiki of the topic you found. This wiki would allow the user to gain information about your topic, provide a brief description, keywords, links to additional material, how such information can be used in the workplace, and a means to evaluate the importance of the material. Please read through the resources for what makes a good wiki. I do not want a list of links to materials. Make this wiki informative, like many of the pages found in Wikipedia. Describe your topic, provide links to the resources, explain how the resources can be used, what specific points does someone learning about this topic need to know, and where they can find more resources. Finally, as you continue to proceed through the program, consider five ways you would like to grow and in what areas. Include these in your paper.

Turn in:
Now, what do you need to turn into the professor? Glad you asked. Do I want you to send all of these resources to me? NO WAY! I live in a small 6X9 office with little room. I would like for each of you to send me a reflection paper on the materials you find. I would like for you to identify the following areas:

- Link to your wiki, please make sure to invite me to your group's wiki so I can view it,
- Describe the ten areas of your topic (in your paper and in the wiki itself) with at least a paragraph for each area,
- an annotated bibliography with at least ten entries,
- and describe five areas of growth for you, related to the field of adult education and change as you proceed through the program.

I have included resources down below. The point of this exercise to provide you and others with a resource you can use now and in the future as you continue to progress in the field of adult education.

Please remember to proofread your papers before handing them in. They are reflections of you and your work ethic. When citing articles or references, be sure to use APA Style Manual, 6th Edition. If you do not have access to the APA Manual, please visit the following site from Purdue University. Please create a ten-page paper, **double-spaced, with one-inch margins**. Be sure to include headers in your paper with page numbers. You do not need to include an abstract, but be sure to include a title page with your name on it. BE SURE TO ASK ME QUESTIONS IF YOU HAVE ANY.

Evaluation Rubric

Components of Assignment	Novice 1-10 Points	Apprentice 11-19 Points	Proficient 20-27 Points	Distinguished 28-30 Points
Paper describes ten areas.	Less than three pages. Does not connect to readings or outside literature. Three to five areas are described.	Three to five pages. Does not connect to readings or outside literature. Six to eight areas are described.	Six to eight pages. Connects to readings but not to outside literature. Ten areas are described using less than a paragraph for each area.	Ten or more pages. Connects to readings and outside literature. Ten areas are described using a paragraph or more for each area.
Describes five areas of your growth related to the field of adult education and change as you proceed through the program	No reflection on growth for the future.	One to two areas of growth shown for the future.	Three to four areas of growth for the future.	Provides at least five areas of growth for this program.
Group Wiki	Brief description. Fewer than five areas discussed. Uses few details. Not organized into subtopics. Material is not related or marginally related to adult education and change.	Five to six areas discussed. Somewhat detailed. Generally organized into subtopics. Peripherally related to adult education and change.	Seven to nine areas discussed. Detailed description of each area. Organized into subtopics with headings. Connected to adult education and change	Ten or more areas discussed. Complete description of each area. Reader knows what area covers by reading description. Organized into subtopics with headings. Directly connected to adult education and change.
Annotated Bibliography	Three to five sources. Incorrect format of annotated bibliography.	Six to seven sources. Correct format. Sources not correctly summarized.	Eight to nine sources. Correct format. Sources mostly described. Could be clearer. Most are different from those found in our readings.	Ten or more sources. Sources clearly summarized. Author uses two to three sentences to describe sources. All are different from those found in our readings.
Formatting	Paper does not have one-inch margins OR is not double-spaced OR does not use Times New Roman OR is not 12-point font. Citations and References are not in APA Style	Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References NOT in APA Style.	Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. Section headings are used.	Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. APA style title page is included. Page headers and

Components of Assignment	Novice 1-10 Points	Apprentice 11-19 Points	Proficient 20-27 Points	Distinguished 28-30 Points
				numbers are correct APA style. Appropriate APA headings are used.
Grammar, spelling, syntax, etc.	Five or more errors.	Three or Four errors	One or Two errors.	No errors.

Resources

Wikis
Wikispaces - Site to set up your free account
WikiHow's description of how to start a wiki
Wikispaces Description of what a wiki is
Wiki.org's description of a Wiki
YouTube Video of what a Wiki is

APA Style Formatting

Use the actual APA Style Reference Manual. These sources are only to be used as support. Refer to the book you purchased for the class as the ultimate resource.
Purdue's Online Writing Lab APA Formatting Site - http://owl.english.purdue.edu/owl/resource/560/01/
APA's Office Site - http://www.apastyle.org/
Easy Bib's Site for APA Formatting - http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/

Grammar Reference

About.com's Grammar Reference - http://esl.about.com/blgrammar.htm
Education First's Grammar Site - http://www.ef.com/english-resources/english-grammar/
CUNY's WriteSite Grammar Reference Site - http://writesite.cuny.edu/grammar/general/index.html

Annotated Bibliography

University of California - Santa Cruz Library's How to Write an Annotated Bibliography
The Pen & The Pad's How to Write an Annotated Bibliography
University of Maryland - University College Library's How to Write an Annotated Bibliography

Library Resources and Databases

WKU's Library Databases
WKU's Library Search
Also see Library Documents on Blackboard found under Articles

ADED 515: Adult Learning and Development Final Project

Purpose: The purpose of this assignment is to engage you in a learning project and provide you with an experience you may not have had before. As each of us is learning about change and how to effect change, we recognize that learning is a strong component of the change process. Using the plan from the Learner Assessment Project, you will engage with your partner in a semester-long change project. This process will help you put to use some of the information you will have learned throughout this course.

Task: You will need to identify a partner to make a change in your respective lives. Perhaps you want to learn to save money, create a garden, take on auto maintenance, etc. Each change will require you to learn a new skill that you have not learned before and one that is not an easy skill to learn. This is not a simple project. You may choose the topic so long as your partner is capable of helping you change as well as a change you can help your partner. Next, while you both are making this new change, you will need to document it. So, you will need to journal about your process of change, ways of learning and teaching, and to identify what happens and your reflections on it. All of this should be based on what you learned about each other in the Learner Assessment Project.

Assignment: What you will need to turn in to me is the following:

a) **Your journal** (no less than ten entries). Addresses the process of change, steps they took, and results, good or bad. Reflect on what you are observing as you work with your partner and how change takes place.
b) **Evidence of your change** (you can develop a video, show me a new program, forward me before and after pictures, etc.),
c) **A ten to fifteen page reflection paper**. In this reflection paper, you will need to talk about the following:
   1. What changes you and your partner wanted to make.
   2. What methods you and your partner decided to use to learn the skills to make the change, and why.
   3. What resources did you use, how did you identify them, and why did you choose them.
   4. How the information from your learning assessment assignment helped you and your partner.
   5. Results of the Knowledge Survey – Posttest for both you and your partner.
   6. What you would do differently next time you have to make a change. Why?
   7. How this information will impact how you will help others make the changes they need.

Please remember to proofread your papers before handing them in. They are reflections of you and your work ethic. Be sure to connect your analysis to our readings: use APA Style Manual, 6th Edition when citing the literature. Please double space, with one-inch margins. Be sure to include headers in your paper with page numbers. You do not need to include an abstract, but be sure to include a title page with your name on it.

Please upload using the link provided in Blackboard.

Resources

APA Style Formatting

Use the actual APA Style Reference Manual. These sources are only to be used as support. Refer to the book you purchased for the class as the ultimate resource.
Purdue's Online Writing Lab APA Formatting Site - http://owl.english.purdue.edu/owl/resource/560/01/
APA's Office Site - http://www.apastyle.org/
Easy Bib's Site for APA Formatting - http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/

Grammar Reference

About.com's Grammar Reference - http://esl.about.com/blgrammar.htm
Education First's Grammar Site - http://www.ef.com/english-resources/english-grammar/
CUNY's WriteSite Grammar Reference Site - http://writesite.cuny.edu/grammar/general/index.html

	Novice 1-9 Points	Apprentice 10-19 Points	Proficient 20-27 Points	Distinguished 28-30 Points
Journal and documentation. Addresses the process of change, steps they took, and results, good or bad. Documentation can be pictures, finished products, videos, etc.	Journal is missing	Journal is included but poor in details; less than ten entries. Missing documentation of successes.	Journal has good details throughout; ten entries. Includes documentation of successes.	Journal has rich detail on each date; includes more than ten entries. Includes documentation of successes.
What led you to want to learn these new skills.	No description of what led you to learn this skill	Brief description, poor in detail.	Clearly describes what led to the desire to learn knew skills.	Clear description, includes history and impact it will have on personal life
Methods – can include lectures, self-directed, hands-on activities, demonstrations, simulations, trial-and-error, memorization, etc.	Methods are not described	Methods are poorly described or are listed	Methods are clearly described with at least three different components	Four or methods describe how the learner and partner pursued the processes. At least two sentences for each method.
Resources – please detailed descriptions for the resources you used and why. (Examples of resources include books, videos, websites, magazines, colleagues, blogs, etc.)	Resources are not included	Resources are listed but not described	Resources are briefly described; missing reasoning for using these resources	Resources are clearly described with at least three sentences each; learner includes reasoning for each specific resource.
Connection to Learning Assessment	No reference to Learning Assessment Assignment	Listing of Learning Assessment Assignment but no connection to learning method, knowledge survey or resources	Listing of Learning Assessment Assignment results but limited connection to learning method or resources. Includes results of Knowledge Survey Posttest	Description of Learning Assessment Assignment results and draws a direct connection to learning method and resources. Includes results of Knowledge Survey Posttest and provides a deep analysis of the differences between pre and post-tests.

Changes for next time	Does not describe any changes for next time	Identifies one to two changes; changes are superficial	Identifies three to four changes; changes are in-depth	Identifies five or more changes; changes are in-depth and insightful
Helping others effect change.	Does not provide any new descriptions for effecting change.	Provides one means of helping others effect change.	Provides two to three detailed means of helping others effect change.	Provides at least four means of helping others effect change.
Reflection piece includes references to our readings and outside literature.	Less than five pages. Does not connect to readings or outside literature.	Five to ten pages. Does not connect to readings or outside literature.	Ten to fifteen pages. Connects to readings but not to outside literature	More than fifteen pages. Connects to readings and outside literature.
Formatting	Paper does not have one-inch margins OR is not double-spaced OR does not use Times New Roman OR is not 12-point font. Citations and References are not in APA Style	Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References NOT in APA Style.	Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. Section headings are used.	Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. APA style title page is included. Page headers and numbers are correct APA style. Appropriate section APA style section headings are used.
Grammar, spelling, syntax, etc.	Five or more errors.	Three or Four errors	One or Two errors.	No errors.

PLEASE BE SURE TO ASK ME QUESTIONS IF YOU HAVE ANY, NO MATTER HOW MUNDANE OR SILLY! ☺

Example: As an example, my wife and I are talking about building a new home for ourselves and we have investigated the idea of making the home more environmentally friendly than our current home. I wanted to find out more about how to make a home more environmentally friendly and have investigated a lot of time reading various books on photovoltaic panels, solar energy, solar water heaters, passive solar designs, window designs, battery backups, water collection techniques, etc. Then, I started designing our own home. I read books on home design, contracting by yourself, selecting a site, etc. These have given me a basic understanding of the process. I have drawn our home design on a graph paper and have imported it into a computer. In the meantime, I am still in the process of finding out more about codes for the State of Kentucky and we are beginning to look for land. I intend on using these resources to help me build our house sometime in the near future. This is an intense learning project and probably beyond the scope of this class but you get the sense of the depth of the learning that I am interested in hearing about.

ADED 520 Final Project

Student Outcomes 1: Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.

Social Problem: Need to increase adult educator effectiveness when working with students in adult education settings.

Engagement Activity: Students in ADED 520 – Methods for Teaching Adults will identify and approach adults seeking change in particular area. Students will work with those adults to identify goals and objectives, develop a plan for learning material or skills, map out resources needed to learn the materials or skills, and state ways to evaluate the success of the learning activity. Students will create a program that will meet the needs of the learners and facilitate change.

Turn in Students will need to turn in the program plan and reflection paper.
The learning plan will need to include the following:
- Findings of needs assessment,
- learner characteristics, (Describe age, gender, learning style, and learning goals)
- core concepts and supporting concepts
- learning goal (Just a one sentence statement indicating what the activity will teach the learner)
- learning objectives (Identify three objectives that support the learning goal)
- learning and instructional plans, modified based on experience,
- instructional resources (made or purchased), (Include these with your assignment as appendices)
- and the assessment. (Describe how you will determine if the learner has learned the materials and met the objectives set for the learning task)
- Be sure that each step addresses both the learner and the objectives you set for this learning activity.

The reflection paper will need to include detailed description of the following:
- Reasoning behind each choice in the learning plan
- how you decided what material to teach,
- how you determined the method you would use for teaching,
- how program you have developed will effect change in the organization,
- and how you will evaluate the effectiveness of the learning.

Relevant knowledge, skills, attitudes, and/or behaviors:
1. Increase ability to identify and organize goals, objectives, and tasks to be learned.
2. Increase knowledge and skills in designing learning environments and tasks
3. Identify relevant resources necessary to complete learning task
4. Develop effective evaluations of learning task
5. Reflect on strengths and weaknesses of learning task.

Means of Assessment:

Learning Step	Novice 1 = Needs Much Improvement 0 – 5 Points	Apprentice 2 = Needs Some Improvement 6 – 12 Points	Proficient 3 = Good or Acceptable 13 – 17 Points	Distinguished 4 = Excellent 18 – 20 Points
Goals, objectives, and learning environment	Objectives and overarching goal are poorly described. Learning	Objectives(Not four part) and overarching goal are somewhat described	Objectives (Four Part) and overarching goal are described and	At least three objectives (Four-part) and one overarching goal are

	environment not described.	and reader has a general idea of what learner wants to accomplish. Learning environment poorly described.	reader can understand exactly what learner wants to accomplish. Learning environment mostly described.	detailed and reader knows exactly what learner wants to accomplish. Learning environment clearly described with much detail.
Method for accomplishing learning task and materials.	Very little description of the tasks or material to be learned is provided. Very little description of how student learned task or material, what steps and activities will be involved, and what the role of the facilitator will be.	Some description of the task to be learned is provided. Some description of steps students will take to learn task or material and a vague of activities is provided. Facilitator's role is somewhat described.	Clear description of the task to be learned is provided. Thorough description of steps student took to learn material or tasks. Clear narrative of how student would participate in learning task. Facilitator's role is well-described so the reader knows exactly how facilitator acted and what his/her role was.	Clear description of the task to be learned is provided. At least a paragraph for each of the following: Thorough description of steps student took to learn material or tasks. Clear narrative of how student would participate in learning task. Facilitator's role is well-described so the reader knows exactly how facilitator will act and what his/her role will be.
Evaluation	Evaluation plan is vague or not well thought out. Does not match the objectives set out in the beginning.	Evaluation plan is somewhat connected to the learning objectives. Organization is sloppy or poorly explained. Only one means of assessing student's mastery of tasks or material.	Evaluation is clear, concise, and directly connected to learning outcomes. Organization of explanation is neat and well-explained. Two or more means of assessing student's mastery of task or material is included.	Evaluation is detailed clear, concise, and directly connected to learning outcomes. Makes direct connection to evaluation practices. Organization is sequential and each step follows from the previous steps. Three or more means of assessing student's mastery of task or material is included.
Reflection Paper	Reflection is nonexistent or poorly written. Little of what is described connects to the learning task developed or the actions observed.	Reflection paper is somewhat organized and reflects on each of the major components involved in the learning task but leaves out one or	Reflection paper is organized and reflects on each of the major components involved in the learning task. Includes a	Reflection paper is detailed, well-organized, includes a reflection component on each of the major sections. Author highlights the

	Leaves out three or more of the components in the learning task.	two of the components. Does not include how facilitator would change the learning activity in the future.	description of changes to be made and why.	challenges of this learning task, makes clear connections to theory and practice, and demonstrates a direct link to problem solving. Includes a description how the facilitator would change the learning task next time and why he/she would make those changes.
Mechanics of Writing	Paper contains many typos, misspellings, missing words, etc. Writer does not write in complete paragraphs, reader has a hard time following from one thought to the next.	Paper contains less than five typos, misspellings, missing words, etc. Writer writes in complete paragraphs; reader may struggle now and then to follow thoughts from one to the next.	Paper contains less than three typos, misspellings, missing words, etc. Writer writes in complete paragraphs; reader can pretty easily follow thought from one to the next.	Paper contains no more than one typo, misspellings, missing words, etc. Writer writes in complete paragraphs; reader can easily follow thoughts from one to the next. Headers are included to aid the reader.