GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 591:C01 (3 credits)
Data-Driven Decision Making for Continuous Educational Improvement
Summer C Session 2015

Instructor: Dr. Erin Peters-Burton, NBCT
Email: epeters1@gmu.edu
Phone: (703) 993-9695

Office hours: Monday and Wednesday 4:30-5:30 in virtual office hours and by appointment

Course Description

A. Prerequisites: None

B. Catalog Description: Provides an intellectual and practical framework for creating and understanding assessments of student performance both formative and summative. Emphasis is placed on the learning principles, cognitive processes, and psychometric models as they pertain to assessment issues.

C. Expanded Course Description:

Course Logistics

This course is offered in a distance learning format using Blackboard Learn. In a typical week, according to the weekly course schedule, you will

- read approximate **40** pages
- complete online activities
- work on assignments to be submitted through Blackboard
- take quizzes and/or exams

Access to MyMason and Mason email are required to participate successfully in this course. Check the IT Support Center website. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Read the information under "Technology Requirements" located below (and also available from your course menu).

Though the delivery method is entirely online, it should take you the same amount of time as other 3-credit courses. You should **expect to spend an *average* of 8 to 10 hours on coursework for each class session** (this includes the time you would have spent in a classroom). Remember that in the summer, we have 2-3 sessions because of the condensed time as compared to a semester.

Blackboard Login Instructions
Review the Student Support page for help and information about Blackboard. Become familiar with the attributes of Blackboard.

Required Textbooks

Popham, W. J. (2003). Test Better, Teach Better: The Instructional Role of Assessment. Alexandria VA: ASCD.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001*). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives.* New York : Longman.

National Research Council. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom.* Washington, DC: National Academies Press. Available (free download) from: http://www.nap.edu/catalog.php?record_id=10126

Supplementary

Selected Readings related to learning, cognition and assessment, distributed by the instructor. The following are examples of additional readings that will be assigned or suggested for educators taking the course:

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition.* New York : Longman.

Baker, E. (2010). *What probably works in alternative assessment.* Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing.CRESST Report 772. Requested January 2, 2011.

Ingram, D., Louis K. S., & Schroeder, R. G. (2004). Accountability policies and teacher decision making: Barriers to the use of data to improve practice, *Teachers College Record, 106*(6), 1258–1287.

Introduction to Webb's Depth of Knowledge levels. *Mathematics Depth of Knowledge Levels*. Retrieved from: http://jc-schools.net/dynamic/math/webbs-depth.pdf

Kukie, S.J. (2009). *Let's get serious together. Using a multi-tiered system of support to achieve outcomes for all students*. Voyager learning.com Retrieved from http://www.doe.virginia.gov/instruction/response_intervention/training/cohort/2010/december/lets_get_serious.pdf

Marzano, R.J., Pickering, D., and McTighe (1993). *Performance assessment using the Dimensions of Learning*. Alexandria, VA: Association for the Supervision and Curriculum Development.

Mandinach, E. B., Honey M., & Light, D. (2006). *A theoretical framework for data-driven decision making.* Paper presented at the Annual Meeting of the American Educational Researchers Association (AERA), San Francisco, Calif.

Marsh J. A., Pane, J., and Hamilton, L. S.(2006). *Making sense of data-driven decision making in education evidence from recent RAND research*. Rand Education. Occasional Paper. Retrieved March 11, 2011 from http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf

McDonald, S., Andal, J., Brown, K., and Schneider, B. (2007). *Getting the evidence for evidence based initiatives: how the Midwest states use data systems to improve education processes and outcomes.* Washington, DC: Institute of Education Sciences. U. S. Department of Education. REL2007-016. Retrieved March 11, 2011, from http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007016.pdf

Means, B., Chen, E., DeBarger, A., & Padilla, C. (2011).*Teachers' ability to use data to inform instruction: challenges and supports*. Washington, D.C.: U.S. Department of Education. Office of Planning, Evaluation and Policy Development

Mid-continent Research for Education and Learning (2003). *Sustaining school improvement. Data-Driven Decision Making*. McREL. Retrieved from www.mcrel.org

Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practices, 28*, 5-13.

Popham, W. J. (1987). The Merits of Measurement-Driven Instruction, *Phi Delta Kappan, 68*, 679–682.

WEBSITE RESOURCES

Students may find the following websites helpful:

Buros Center for Testing, including the Mental Measurements Yearbook, http://www.unl.edu/buros/6
National Center for Education Statistics, http://nces.ed.gov
National Research Center on Evaluation, Standards, and Student Testing (CRESST), http://www.cse.ucla.edu/
Virginia Department of Education, http://www.doe.virginia.gov/testing/index.shtml
Wisconsin Center for Education Research, http://www.wcer.wisc.edu/ http://www.wcer.wisc.edu/

Course Learning Outcomes

This course forms a foundation for the following three courses in the sequence. As such, it will inform educators of the importance and role of data-driven decision-making (DDDM) in the context of current school reform initiatives (and policies) at the federal, state and local levels. This course provides an overview of the theoretical, intellectual and practical framework for:
• understanding learning
• teaching to engage cognition
• how to assess student learning and changes in affect
• using formative and summative assessments of student performance
• how to interpret assessment data
• how to make instructional decisions based on the data analysis

Emphasis is placed on the learning principles, cognitive processes, and psychometric models as they pertain to instructional and assessment issues. Students should have a working knowledge of potential data sources and existing data from classrooms, schools, or at the district level.
By the end of this asynchronous online course students will be able to:

- Identify how data-driven decision-making is implied or made explicit in federal statutes and state assessment programs, particularly for the state where employed.
- Explain the differences between the conceptual frameworks underlying classroom and system level assessment data.
- Explain how data from these multiple frameworks are applied to inform decision making about learning and teaching.
- Explain the cognitive bases for learning and their connections to various forms of assessments of learning.
- Analyze learning artifacts (e.g., lesson plans, assessment reports) in terms of its cognitive demands and determine an appropriate assessment of the expectations for students.
- Apply multiple learning hierarchies (e.g., Bloom, Krathwohl) to teaching and assessment of student progress.
- Design classroom-based tests that meet standards for sound assessment and testing.
- Explain the range of testing issues that educators confront and describe sound ways to handle those issues effectively.
- Discern critical issues related to the role of DDDM in public school accountability and high stakes testing including issues of social justice.

PROFESSIONAL STANDARDS

The goal of the course is to facilitate each educator's reaching a level high of competence and professional-level understanding of assessment design practices used in making decisions related to continuous improvement in student learning. Learner outcomes are consistent with the Educational Psychology Program standards. The standards, as expressed as learner outcomes for assessment for data-driven decision making, are:

- Educators will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary assessment contexts.
- Educators will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction based on sound assessment principles.
- Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.

Student Outcomes & Relationship to Professional Standards

The student outcomes are informed by the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, NEA, 1990) and the Standards for Competence in Student Assessment (AASA, NAESP, NASSP, NCME, 1990) guide the course content and emphasis for reaching the learning objectives.

Those standards deemed most relevant to addressing the learning targets for the course are those that state that *educators will have the knowledge, skill and disposition to:*

1. Apply basic principles of sound assessment practices for addressing specific educational needs
2. Select assessment methods appropriate for instructional decisions
3. Develop assessment methods appropriate for instructional decisions
4. Recognize the implications of educational assessments for social justice in schools.
5. Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.

Technology Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband Internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to Technology Buying Guide to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Flash, Java, and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free here.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course-specific Hardware/Software

Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at Patriot Computers (the University's computer store that offers educational discounts and special deals). You may also want to check out the latest Technology Buying Guide.

Course Schedule

MODULES	WEEKS	TOPICS	READINGS/MULTIMEDIA	ACTIVITES/ASSIGNMENTS DUE AND DUE DATES
Module 1 Foundations of Assessment and Learning **(6/29 – 7/17)**	Class 1	Introduction to DDDM Foundational Issues in School Improvement Initiatives and Assessment	A Nation at Risk (1983) Rising above the Gathering Storm Executive Summary(2007) Perie (2009) Popham (1987)	Introduction to DDDM mini-lecture and quiz (due 6/29) School Improvement mini-lecture and quiz (due 6/29) Foundations of assessment mini-lecture and quiz (due 6/30) Discussion board on Popham article (due 7/1)
	Class 2	Cognitive Dimensions of Assessment	Mandinach et al. (2006) McRel (2003) Standards of Learning from relevant area (Common Core, NGSS, or State Standards) – refer to one grade level and one subject area Introduction to Webb's Depth of Knowledge	Conceptual framework for DDDM mini-lecture and quiz (due 7/2) How educators are using data mini-lecture and discussion board (due 7/2) Assignment – Connections of Learning Standards with Webb's DOK (due 7/6)
	Class 3	Cognitive Processes of Learning	National Research Council (2005): Chapter 1 & 13; and Part I, II or III	How people learn mini-lecture and quiz (due 7/7) Small group discussion board (split into Part I, Part II, and Part III) (due 7/8)

				Whole group discussion board on summary of Part I, II and III (7/9)
	Class 4	Taxonomies and Classification Systems	Anderson & Krathwohl (2001) Sections 1, 2 & Appendices Webb's Depth of Knowledge	Taxonomies of cognition mini-lecture and quiz (due 7/10) How to apply taxonomies of cognition to lessons mini-lecture and quiz (due 7/10) Assignment – Analysis of Sample Lesson Plans with Webb's DOK (due 7/13)
	Class 5	Taxonomies Applied to Analyzing Instruction and Assessment for Learning	Anderson & Krathwohl (2001) Section 3	Peer review on discussion board on analysis of sample lesson plans with Webb's DOK (due 7/14) Assignment - Analysis of Sample Lesson Plans with Revised Bloom's Taxonomy (due 7/15)
	Class 6	The Link between Testing and Teaching	Popham (2003) Chapters 1 and 2	Link between testing and teaching mini-lecture and quiz (due 7/16) Whole group discussion board on experiences between teaching and testing (due 7/16) Assignment - Analysis of Existing Unit-Level Lesson Plans (#3 on assignments

				listed in syllabus) (due 7/17)
Module 2 Designing Assessments **7/20 – 7/24**	Class 7	How tests can clarify the curriculum	Popham (2003) Chapters 3, 4, 5, 6, & 7	How tests can clarify the curriculum mini-lecture and quiz (due 7/20) Whole group discussion board on experiences regarding tests informing the curriculum (due 7/20) Assignment – Midpoint exam – case analysis (#2 on assignments listed in syllabus) (due 7/20)
	Class 8	Validity, Reliability and Bias	Popham (2003) Chapter 8	Validity, reliability, and bias mini-lecture and quiz (due 7/21) Assignment – Revised and Annotated Lesson Plan (#4 on assignments listed in syllabus) (due 7/22)
	Class 9	Noncognitive Assessments	Popham (2003) Chapters 9, 10, & 11	Cognitive and noncognitive assessments mini-lecture and quiz (due 7/23) Whole group discussion on discussion board reflecting on revised and annotated lesson plan (due 7/23) Assignment – Long-term teaching plan check-in (#5 on assignments listed in

				syllabus) (due 7/24)
Module 3 Relationships of Teaching, Learning, Assessment Cycles **7/27 – 8/1**	Class 10	Collecting Credible Classroom Evidence	Kukic (2009)	Multi-tiered systems of support mini-lecture and quiz (due 7/27) Whole group discussion on discussion board reflecting on how credible evidence is collected in different student contexts (due 7/28)
	Class 11	Uses and Misuses of standardized tests	McREL (2005) Means et al. (2011)	Uses and misuses of standardized tests mini-lecture and quiz (due 7/29) Assignment – Research/reflection paper on noncognitive assessments (#5 on assignments listed in syllabus) (due 7/29)
	Class 12	Synthesizing learning, cognition, and assessment principles	McDonald et al. (2007) Baker (2010)	Synthesizing learning, cognition, and assessment mini-lecture and quiz (due 7/30) Whole group discussion on discussion board reflecting on their research findings about noncognitive assessments (due 7/30)

	Week 13	DDDM for continuous improvement		Assignment – Long-term teaching and assessment plan (#5 on assignments listed in syllabus) (due 8/1)

Assignments Description

Students must participate meaningfully in class discussion (See item 1 below) (See items 1-4 above for elements of participation) and submit all of the assignments (See items 2-5 below) on time.

A. Performance-based assessments

1. **Class participation (20 points).** Because of the importance of being engaged and having presence online, I expect each student to participate in online discussions in a meaningful way. Additionally, assigned readings are to be completed before class. Preparation and active contribution to activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. Mini-quizzes at the end of a video lecture are also included in class participation.

2. **Mid-point examination (40 points).** Students will complete a case analysis writing assignment in which they will analyze a practical situation and apply the concepts discussed in class during the first half of the course. This "open-note" examination will present a set of cases involving teaching, learning and assessment of learning and a set of questions that require the student to recognize and apply key concepts and principles.

3. **Analysis of an existing unit-level lesson plan (30 points).** Each educator will use an existing lesson plan (preferably one that the educator already has in use) according to cognitive demands for the learner and a tentative proposal of how the learner's knowledge can be assessed, using concepts covered in the course.

4. **Revised and Annotated lesson plan (40 points, selected PBA).** Based on the previous assignment, the educator will revise (where appropriate) that assignment and annotate the lesson plan based on principles of learning from at least one key perspective discussed in class (e.g., Krathwohl, Bloom).

5. **Reflective, Research Paper on a Topic of Student Interest Related to Assessing Noncognitive skills (20 points).** Class participants will prepare a brief research paper an area of interest related to noncognitive skills and how to assess it in an area that is perceived to be in need of improvement. The paper will describe the nature of the problem and reflections related to underlying causal factors. In addition, the paper will briefly analyze and discuss the research related to the interest area and underlying construct, as well as, research about how this area is assessed, including a discussion of available instruments. The paper should be 6-10 pages in length. This paper should focus on a noncognitive skill issue that you would like to resolve.

6. **Long term teaching and assessment plan (50 points).** Each educator will create and submit plans for a long-term teaching and assessment program that illustrates key components of learning and assessment as covered in Popham's *Test Better, Teach Better: The Instructional Role of Assessment* and other readings assigned during the course. This assignment is designed to allow for application of the full range of concepts and principles covered in the course. There will be one check-in point where students will share their progress with the instructor for feedback.

Type of Assignment (Grading %):

Criteria for evaluation

There are 200 total points for the course, distributed among the four assignments and classroom discussion expectations.

Grading scale

A+= 188-200 points
A = 184-187 points
A - = 178-183 points
B+ = 174-177 points
B = 164-172 points
B- = 158-1163 points
C = 140-157 points
F = 139 or fewer points

The grade of A is awarded for excellence, the best work in the class. An A student turns in all work on time with consistently very high standards of quality, effort, and creativity. This person produces outstanding products, shows excellent growth, and preforms exceptionally in presentations and critiques.

The grade of B is awarded to students who have turned in all work on time and consistently completed work of high quality. The work shows creative thinking, extra effort, and care in presentation. This person has demonstrated knowledge that surpasses the basic material and skills required by the course.

The grade of C is earned when all class work is turned in and the student has mastered the basic material and skills of the course. The person participated in class and demonstrated knowledge of the basic material and skills required by this course. This is the average grade in the class.

The grade of D or F is given for work that is incomplete, late, and/or does not demonstrate mastery of the basic material and skills of the course.

Course Policies

Late Assignments

All assignments must be turned in on the due date given on the syllabus.

Instructor-Student Communication

I will respond to your emails within **24** hours. If I will be away from email for more than one day, I will send an announcement to the class.

Write **EDEP 591** in the subject line of your email. **Sign your emails** and please do not use textese (LOL, u r great, etc.). I will not respond to unsigned emails or emails written in Internet-speak.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

1. Syllabus

2. Ask Professor (Feel free to respond to other students in the Help forum if you know the answer.)
3. Blackboard videos on how to use Blackboard features
4. Blackboard Q&A, and
5. Technology Requirements.

Mason Email

- Mason requires that Mason email be used for all courses. I will be sending messages to your Mason email and you are responsible for making sure you have access to these messages.

- You may forward your Mason email to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.

- You are required to check your Mason email account regularly and to keep your mailbox maintained so that messages are not rejected for being over quota.

- When you email me, you can expect a response within **24** hours. If I am going to be away from email for more than one day, I will send an announcement to the class.

- When you email me, be sure to include **EDEP 591** at the beginning of the subject heading to alert me that I have received a message from one of my online students.

Student Responsibilities

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Honor Code
Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

MasonLive/Email (GMU Email)
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See https://masonlivelogin.gmu.edu].

Patriot Pass
Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See https://password.gmu.edu/index.jsp].

University Policies
Students must follow the university policies. [See http://universitypolicy.gmu.edu].

Responsible Use of Computing
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].

University Calendar
Details regarding the current Academic Calendar. [See http://registrar.gmu.edu/calendars/index.html].

Students with Disabilities
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu].

Religious Holidays
A list of religious holidays is available on the University Life Calendar page (http://ulife.gmu.edu/calendar/religious-holiday-calendar/). Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.

Students are expected to follow courteous Internet etiquette.

Student Services

University Libraries
University Libraries provides resources for distance students. [See http://library.gmu.edu/distance and http://infoguides.gmu.edu/distance_students].

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL).

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law

that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Value Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

Sample Rubrics:

Attendance & Participation

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

a) Be present and well prepared for class.

b) Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.

c) Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.

d) Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

5 = Student ***consistently*** demonstrated the criterion throughout the semester.

4 = Student ***frequently*** demonstrated the criterion throughout the semester.

3 = Student ***intermittently*** demonstrated the criterion throughout the semester.

2 = Student ***rarely*** demonstrated the criterion throughout the semester.

1 = Student ***did not*** demonstrate the criterion throughout the semester.

The participation grade will be calculated as the sum of points for each criterion.

Annotated Lesson Plan Rubric

Criteria	**Outstanding (4)**	**Competent (3)**	**Minimal (2)**	**Unsatisfactory (1)**

Instructional Elements *Identify key instructional elements of the lesson plan and describe them.*	Description provides a clear and complete description of the plan including all necessary components applied appropriately.	Description is mostly complete but lacks some components, clarity, or understanding.	Description is somewhat incomplete and/or unclear with multiple misunderstandings.	Description is brief, incomplete, unclear, and/or incorrect.
Cognitive Processes *Identify student expectations in the lesson plan and describe key cognitive processes students use.*	Description gives a complete analysis of the lesson plan from a cognitive perspective, providing specific examples.	Description may be somewhat limited or includes few examples.	Description is limited and/or lacks examples.	Description of lesson plan is barely complete and lacks examples.
Analysis *Analyze primary elements of the lesson plan from the perspective of one approach discussed in class.*	Analysis is consistent with theory chosen and primary elements are related to that theory well.	Analysis somewhat general, lacking key elements or in need of elaboration.	Analysis is general, lacking specific connections to the chosen theory.	Analysis provides few or no specifics related to the theory chosen and no examples.
APA Style *Use APA style and formatting*	Uses concise, coherent, well-organized writing with correct APA	Writes with some lack of clarity and/or inconsistent APA style with some	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

	style.	errors.		