George Mason University
College of Education and Human Development
Educational Psychology

EDEP 591: D01 (3 credits)
Data-Driven Decision Making for Educational Continuous Improvement
Summer D Session 2017
June 5, 2017-July 29, 2017

Faculty

Name: Suzanne E. Hiller, Ph. D.
Office Hours: Virtual office hours by appointment
Office Phone: 703-993-3679
Email Address: shiller@gmu.edu

Prerequisites/Corequisites: None

University Catalog Course 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.

Course Overview

This course forms a foundation for educators to learn 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. First, the course examines foundational curriculum, instruction, and assessment principles as well as taxonomies of knowledge and skills. Then, the course proceeds to pedagogical, organization, and social issues of linking teaching and assessment. Finally, the course supports steps toward implementing DDDM in the student's context of instruction.

Course Delivery Method

This course will be delivered online (100%) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name and email password. The course site will be available on May 28, 2017 and due assignments will start on June 5, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a

face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- 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).
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

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.

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on June 5, 2017, and finish on July 29, 2017. Except for initial assignments due on Monday, June 5, all assignments will be due on Wednesdays and Sundays.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. In a typical week, according to the weekly course schedule, you will a) read approximaley 30 pages, b) complete online activities, c) work on assignments to be submitted through Blackboard, and d) take quizzes and/or exams. 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) because of the condensed time as compared to a semester.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Desired Outcomes

This course provides an overview of the theoretical, intellectual and practical framework for

• how to distinguish between cognitive and noncognitive skills
• 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 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.

Upon completion of this course, students will have met the following professional standards: Not Applicable.

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.

Required Texts

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 Texts

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:

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.

Bracey, G. W. (1987). Measurement-driven instruction: Catchy phrase, dangerous practice. The Phi Delta Kappan, 68(9) 683-66.

Donhost, M. J. (2010). *Data-driven decision making*. Middle School Journal, 56-63.

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

Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychology, 47*(2). doi: 10.1080/00461520.2012.667064

Mid-continent Research for Education and Learning (2005). *Influence of standards on K-12 teaching and learning.* McREL. Retrieved from www.mcrel.org.

National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, D. C.: National Academy Press.

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*(3), 5-13. doi: 10.1111/j.1745-3992.2009.00149.x

Popham, W. J. (1987). The merits of measurement-driven instruction, *Phi Delta Kappan, 68*, 679–682.

WEBSITE RESOURCES

Note: Students may find these resources 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/

Course Performance Evaluation

Students are expected to participate meaningfully in class discussion and submit all assignments on time in the manner outlined by the instructor and through Blackboard. All assignments must be turned in on the due date given on the syllabus.

Assignments

1. **Discussion Board Participation-due ongoing** *(7 at 5 points each;35 points total)*: 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 in order to participate in discussions fully. Preparation and active contribution to activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. Discussion Board participation grades include contributing meaningful responses to at least two classmates' postings per discussion board.
2. **Connections of Learning Standards with Webb's Depth of Knowledge-due 6/14** *(10 points)*. For this assignment, the student will complete a matrix in word to align relevant standards to the four levels of Webb's Depth of Knowledge.

3. **Analysis of Sample Lesson Plan with Webb's Depth of Knowledge-due 6/28** *(10 points)* For this assignment, students will align a standard of learning from the Common Core, Next Generation Science Standards, or State Standards in a content specific area, with the four levels of Webb's Depth of Knowledge.
4. **Analysis of Sample Lesson Plans with Revised Bloom's Taxonomy-due 7/2** *(10 points).* Students will practice assessing lesson plans with the use of Revised Bloom's Taxonomy.
5. **Analysis of Existing Unit Level Lesson Plan-due 7/9** *(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 based on the course text written by Anderson and Krathwohl.
6. **Revised and Annotated Lesson Plan-due 7/16** *(40 points):* Based on the previous assignment, the educator will revise (where appropriate) the assignment and annotate the lesson plan based on principles of learning from at least one key perspective discussed in class. The educator can also use the Webb's Depth of Knowledge in addition to the course text by Anderson and Krathwohl.
7. **Long Term Teaching Plan Check-In-due 7/19** *(50 points).* Students will present a plan for their DDDM model, explaining their assessment plan, timeline, types of assessments and how the learning objectives align to the assessments. The purpose of this check-in point is for students to share their progress with the instructor for feedback.
8. **Reflective Research Paper on Assessing Noncognitive Skills-due 7/26** *(20 points):* Class participants will prepare a brief research paper on an area of interest related to noncognitive skills and how to assess the selected construct. The paper will describe the nature of the problem and include reflections related to underlying factors. In addition, the paper will briefly analyze and discuss the research related to the area of interest and underlying construct. Writing will include research about how this educational construct is assessed, including a discussion of available instruments. The paper should be 4-6 pages (double spaced, 1 inch margins) in length. This paper should focus on a noncognitive skill issue that the student would like to know more about.
9. **Long Term Teaching and Assessment Plan-due 7/29** *(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.
10. **Quizzes-due ongoing** *(8 at 5 points each;40 points).* Following readings and PowerPoints, students will complete five question quizzes worth one point for each question answered correctly. Students will have the opportunity to retake the quizzes once with the highest score counted.

Course Performance Evaluation Weighting

Discussion Board Participation	35 points
Connections of Learning Standards with Webb's DOK	10 points
Analysis of Sample Lesson Plan with Webb's DOK	10 points
Analysis of Sample Lesson Plan with Bloom's Taxonomy	10 points
Analysis of Existing Unit Level Plan	30 points
Revised/Annotated Lesson Plan	40 points
Long Term Teaching Plan Check-In	50 points
Reflective Research Paper	20 points
Long Term Teaching/Assessment Plan	50 points
Quizzes	40 points
TOTAL	**295 points**

Grading Policies: The total number of points earned will be divided by 295 and then multiplied by 100 to compile the final grade.

Letter grades will be assigned as follows:
A+ 98-100% A 93-97.49% A- 90-92.49% B+ 88-89.49% B 83-87.49% B- 80-82.49% C 70-79.49% F below 70%

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.

Other 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.

Tentative Class Schedule: *Note:* Faculty reserves the right to alter the schedule as necessary, with notification to students.

Sessions	Topics	Readings Due	Multimedia Due	Activities/Assignments Due
Session 1 6/5-6/7	Introduction to DDDM Foundational Issues in School Improvement Initiatives and Assessment	Donhost (2010) (due 6/5) Perie, Marion, and Gong (2009) (due 6/7)	***PowerPoint***-Introduction to DDDM (due 6/05) ***PowerPoint***-Data-Driven Decision Making and School Improvement (due 6/7) ***PowerPoint***-Foundations of Assessment (due 6/7)	***Discussion Board***-Icebreaker (due 6/5) ***Discussion Board***-DDDM at Your School (due 6/5) ***Quiz***-Foundations of Assessment (due 6/7)
Session 2 6/8-6/14	Frameworks for DDDM	Mandinach (2012) (due 6/11) Popham (1987) (due 6/11) Bracey (1987) (due 6/11) Standards of Learning from relevant area (Common Core, NGSS, or State Standards) (due 6/14) Introduction to Webb's Depth of Knowledge (due 6/14)	***PowerPoint***-Conceptual framework for DDDM (due 6/11)	***Quiz***-Conceptual framework for DDDM (due 6/11) ***Discussion Board***-How Educators are Using Data (due 6/11) ***Assignment***-Connections of Learning Standards with Webb's DOK (#2 on assignments listed in syllabus) (due 6/14)

Session 3 6/15-6/21	Cognitive Processes of Learning	National Research Council (2005). *How people learn*. (pp. 3-27)	***PowerPoint***-How People Learn (due 6/18)	***Quiz***-How People Learn (due 6/18) ***Discussion Board, Part I***-Jigsaw Activity on Chapters 2-5 (due 6/18) ***Discussion Board, Part II***-reflect on Jigsaw Activity (due 6/21) ***Quiz***-Chapters 2,3 and 5 (6/21)
Session 4 6/22-6/28	Taxonomies and Classification Systems	Anderson & Krathwohl (2001), Chapters 1, 2, 3 (due 6/25) Chapters 4-5 (due 6/28)	***PowerPoint***-Taxonomies of Knowledge and Cognitive Processes (due 6/25)	***Quiz***-Taxonomies of Knowledge and Cognitive Processes (due 6/25) ***Assignment*** – Analysis of Sample Lesson Plans with Webb's DOK (#3 on assignments listed in syllabus) (due 6/28)
Session 5 6/29-7/2	Taxonomies Applied to Analyzing Instruction and Assessment for Learning	Anderson & Krathwohl (2001), Chapters 6 (due 7/2)	***PowerPoint***-Lesson Design and Taxonomy of Cognition; The Taxonomy Table Video (due 7/2)	***Assignment*** - Analysis of Sample Lesson Plans with Revised Bloom's Taxonomy (#4 on assignments listed in syllabus) (due 7/2) ***Mid-term assessment of Course*** (due 7/2)
Session 6 7/3-7/9	The Link between Testing and Teaching	Popham (2003) Chapters 1 and 2 (due 7/5)	***PowerPoin***t-Link Between Testing and Teaching (due 7/5)	***Quiz***-Link between Testing and Teaching (due 7/5) ***Discussion Board***-Experiences with Teaching and Testing (due 7/5) ***Assignment***-Analysis of Existing Unit-Level Lesson Plans (#5 on assignments listed in syllabus) (due 7/09)

Session 7 7/10-7/16	How Tests Can Clarify the Curriculum Validity, Reliability and Bias	Popham (2003) Chapter 3(due 7/12) Popham (2003) Chapters 4-7 (due 7/16)	***PowerPoint***-Overview of Popham Chapter 3 (due 7/12) ***PowerPoint***-Validity, Reliability, and Bias (due 7/16) ***PowerPoint***-Item Construction and Test Writing (due 7/16)	***Discussion Board***-Testing and the Curriculum (due 7/12) ***Quiz***-Validity, Reliability, and Bias (due 7/16) ***Assignment***-Revised and Annotated Lesson Plan (#6 on assignments listed in syllabus) (due 7/16)
Session 8 7/17-7/19	Noncognitive Assessments	Popham (2003) Chapter 8 (due 7/19)	***Instructional Video***-Review of Assessment and Evaluation (due 7/19) ***PowerPoint***-Cognitive and Noncognitive Assessments (due 7/19)	***Quiz***-Cognitive and Noncognitive Assessments (due 7/19) ***Assignment***-Long-term teaching plan check-in (#7 on assignments listed in syllabus) (due 7/19)
Session 9 7/20-7/23	Collecting Credible Classroom Evidence	Popham Chapter 11 (due 7/23)	***Instructional Video***-Collecting Credible Evidence (due 7/23) ***PowerPoint***-Collecting Credible Evidence (due 7/23)	***Discussion Board***-Credible Evidence in School Contexts (due 7/23)

Session 10 7/24-7/26	Uses and Misuses of Standardized Tests	McREL (2005) Chapter 5 only (due 7/26) Popham Chapter 9 (due 7/26)	***Instructional Video***-Standardized Testing is not Teaching ***PowerPoint***-Uses and Misuses of Standardized Tests (due 7/26)	***Assignment***-Research/reflection paper on noncognitive assessments (#8 on assignments listed in syllabus) (due 7/26)
Session 11 7/26-7/29	Alternative assessments DDDM for Continuous Improvement	Baker (2010) (due 7/26)	***PowerPoint***-Alternative Assessments (due 7/26)	***Assignment***-Long-term teaching and assessment plan (#9 on assignments listed in syllabus) (due 7/29)

Professional Dispositions

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

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center 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/).

- The 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Sample Rubrics

Note that other rubric assignments are available on the website embedded into the Assignment function of Blackboard.

Discussion Board 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) Complete assigned readings prior and view videos/PowerPoints prior to the Discussion Board.
b) Respond to all assignments in a timely manner.
c) Participate fully in class activities and assignments – take an active part in group discussions (provide insights as a collaborative member of the group).
d) Respond two at least two classmates' posts per discussion board in a thoughtful way.
e) Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to the asynchronous class with questions, comments, and thoughts on the current readings.

These criteria will be used to assess Discussion Board participation for each assigned posting.

5 = Student demonstrated the criterion in the Discussion Board postings.
4 = Student demonstrated all but one of the criterion in the Discussion Board postings.
3 = Student demonstrated all but two of the criterion in the Discussion Board postings.
2 = Student demonstrated all but three of the criterion in the Discussion Board postings.
1 = Student demonstrated one of the criterion or did not post and/or respond to the Discussion Board postings.

Annotated Lesson Plan Rubric

Criteria	Outstanding (5)	Competent (4)	Minimal (3)	Unsatisfactory (2)
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 style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	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.