Appendix M: Rubric for Reviewing Instructional Plans (Self-Assessment & ACES Steering Committee)

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|  | 1  Unacceptable | 2  Acceptable | 3  Exemplary | Comments |
| **Context**  Description of Instructional Context (Knowledge, Learning Skills, Attitude Gap) | Little, vague or no meaningful description of instructional context offered | Clear description of instructional context | Rich and pertinent description of instructional context |  |
| **Outcomes1**  Description of Student Learning Outcomes | Student learning outcomes appear trivial or muddled | Student learning outcomes are clear | Student learning outcomes are not only clear but also compelling |  |
| **Outcomes2**  Outcomes Linkage | Not clear how the outcomes are integrated into the course | Outcomes are clearly linked to the course | Outcomes are clearly linked to the course and to the core curriculum |  |
| **Methods1**  Description of Instructional Methods and Activities | Little, vague or no meaningful description of appropriate methods nor activities | Clear description of methods and activities | Clear and rich description of methods and activities |  |
| **Methods2**  Description of Instructional Theory as revealed in attached Teaching Philosophy | Little, vague or no statement about how the instruction is expected to produce desired outcomes | Clear and logical reasons presented to explain how the instruction will produce desired effects | Clear and compelling reasons presented to explain how the instruction will produce the desired effects |  |
| **Assessment1**  Assessment to Document what was Implemented | Little, vague or no plans presented to document successful implementation of instruction | Clear and logical procedures presented to document instructional implementation | Insightful and innovative procedures presented to document instructional implementation |  |
| **Assessment2**  Describe Measure(s) of Student Learning | Methods for measuring student learning are poorly or not described and documented | Clear and logical procedures for measuring student learning | Insightful and innovative procedures for measuring student learning |  |
| **Assessment3**  Plan for Self Reflection | Little, vague or no plans to support self- reflection about success of the course | Clear and logical process and measures proposed to support self-reflection about success of the course | Insightful and innovative process and measures proposed to support self-reflection about success of the course |  |