General Education Annual Course Assessment Form

Course Number/Title _ChAD 70: Lifespan Development in the 21st Century_ GE Area ___E___

Results reported for AY _2015/2016_ # of sections ___14____ # of instructors _6_

Course Coordinator: _Maureen Smith_ E-mail: _Maureen.Smith@sjsu.edu_

Department Chair: __Toni Campbell__ College: _Education_

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

In Fall 2015, two GELOs were assessed: GELO1: Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being and GELO4: Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment. These two GELOs are assessed with a signature assignment that is common to all sections and is graded with a common rubric. The signature assignment for these two GELOs requires students to write a minimum of a 1500 page research paper that explores a topic of their choice within the context of college students’ development with respect to their cognitive, social, emotional, and physiological development. Students are then required to identify and analyze campus resources that can help facilitate their optimal development in college in each of the developmental domains.

In Spring 2016, the remaining two GELOs were assessed: GELO2: Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan and GELO3: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. Each GELO is assessed with a signature assignment and rubric, common to every section. GELO 2 is assessed by having students self-reflect on the topic used in their research papers (GELO1) with respect to how the interactions among the domains shape and influence their well-being as college students. The self-reflection includes an interview with two older adults at different stages of their lives to see how the issues identified in the research paper change over time. GELO 3 is assessed by having students prepare a “memo” to help new Peace Corps recruits to communicate effectively in ethnically, culturally, linguistically, economically, and socially diverse communities.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

During AY 2015-2016, there were 8 sections of ChAD 70 taught in Fall 2015 and 6 sections of ChAD 70 taught in Spring 2016.

Student Attainment of Area E GELOs #1 and 4 on the Signature Assignment Fall 2015 (Total Enrollment = 245)

<table>
<thead>
<tr>
<th>Fall 2015 (N=245)</th>
<th>Average of B+ or higher</th>
<th>Average of B to C</th>
<th>Average of C- or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELOs 1 and 4 (Research Paper)</td>
<td>108 (44 %)</td>
<td>114 (47%)</td>
<td>23 (9%)</td>
</tr>
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</table>
During AY 2015-2016, the data suggests that the vast majority of students mastered the four GELOs, obtaining at least a C if not better. In fact, 34%-46% of the students achieved a B+ or higher on the four signature assignments. The faculty noted in their course reports that students seemed to enjoy, and excel at, finding and analyzing campus resources to address the needs they identified in their term papers. Students also clearly understood the 4 domains and how they impact their well-being. When students had difficulty, it was often with integrating ideas (research results or information from an interview) and conveying their ideas clearly. For GELO 3, students understood the concept of culturally sensitive communication but struggled to provide more concrete guidelines even with an article that explains what needs to be done. For GELOs 1 and 2 and, students struggled with connecting the research about their own college student development in the context of the 4 different domains and with the interviews with older adults.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

In general, only minor modifications have been made for the next AY cycle. One faculty member found that doing the Peace Corp memo in small groups helped students clarify their ideas and create more concrete suggestions. This will be recommended for all faculty next AY. A second modification will be to require students to attend a writing workshop (e.g., peer connections) to help them work on integration and clarity. In conjunction, faculty teaching the course will be encouraged to have students submit drafts of their papers to Criterion. A third modification will be to more carefully define the parameters of who should be interviewed for the self-reflection assignment; the goal is to guide students towards interviewees who will maximize their ability to see developmental influences over the life span. The final modification will be to work with faculty teaching ChAD 70 to develop discussion activities that provide hands-on practice with the way the four developmental domains interact to influence well-being at all ages.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All ChAD courses, including GE courses, are managed by a course coordinator who ensures that all instructors, regardless of rank, use the same syllabus. In the situation where an instructor requests changes to his/her particular syllabus, the course coordinator reviews the changes to ensure that the content aligns with the learning goals of the course, department, and university.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.
Part A
1. List of Program Learning Outcomes (PLOs)

ChAD Program Learning Outcomes
In spring 2015 the department faculty refined the seven critical program learning outcomes (PLOs) to reflect different expectations for students completing their baccalaureate (BA) and for masters (MA) degrees. Note that the core PLOs are identical for both BA and MA students but the level of achievement differs for the two degree programs. The revised PLOs are:

1. **Demonstrate knowledge of child and adolescent development in four major domains (cognitive, emotional, social, and physical) and understand the interrelationships among these domains.**
   - **BA:** Define and understand basic elements of the four domains of development and draw on multiple perspectives to understand the interrelationships among these domains.
   - **MA:** Articulate an advanced understanding of the complexity of the four domains of development and characterize the impact of the interrelations among domains on child and adolescent development.

2. **Understand the role of context in the growth and development of children and adolescents and their socialization by family, community, society, and culture.**
   - **BA:** Describe and evaluate different contextual perspectives that affect the growth and socialization experiences of children and adolescents.
   - **MA:** Analyze the significance of context on child and adolescent growth and evaluate how different contextual perspectives contribute to both dominant assumptions and alternative viewpoints in our field.

3. **Apply research, theory, and problem-solving skills to social policy, education, intervention, and practical situations pertaining to children and adolescents.**
4. **Examine and evaluate information about children and adolescents from a variety of sources.**

- **BA:** Identify and describe recognized ways to apply research, theory and problem-solving skills to address social policy, education, intervention, and practical situations.
- **MA:** Apply research, theory and problem-solving skills to evaluate best practices in social policy, education, intervention, and practical situations relevant to child and adolescent development.

5. **Demonstrate inquisitiveness about the development of children and adolescents by articulating appropriate and logical questions and methods for seeking answers to those questions.**

- **BA:** Differentiate between sources of information (research, professional, and popular) and evaluate the credibility and validity of each type of information source.
- **MA:** Categorize, investigate, and critically analyze different sources of information with respect to credibility and validity and determine the appropriate contexts to use each type of source.

6. **Demonstrate communication and interpersonal skills for facilitating the development of children and adolescents and meeting the challenges of working with other professionals.**

- **BA:** Demonstrate effective communication and interpersonal skills in fieldwork settings that exemplifies professional behavior designed to best facilitate the development of children and adolescents.
- **MA:** Evaluate different styles of, and engage in, audience-appropriate forms of communication that lead to a shared understanding of developmental issues through negotiation and translation across multiple modes of communication.

7. **Understand ethical and advocacy responsibilities in working with and on behalf of children and adolescents.**

- **BA:** Demonstrate understanding of effective advocacy and describe ethical issues present in our field and how these issues inform advocates’ decision-making.
- **MA:** Delineate different methods of advocacy, elaborate on key ethical issues, and articulate how differing ethical perspectives influence their decision-making as advocates in our field.

2. **Map of PLOs to University Learning Goals (ULGs)**

   Unchanged from previous year: Map of ChAD PLOs to University Learning Goals (ULG)
### Alignment – Matrix of PLOs to Courses

Unchanged from previous year:

<table>
<thead>
<tr>
<th>ChAD Major Courses PLO Assessment Plan: Sem/Yr</th>
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<tr>
<th>ChAD PLO/survey</th>
<th>Trans. Orient</th>
<th>60</th>
<th>101</th>
<th>158/159/160</th>
<th>162/164</th>
<th>163/173</th>
<th>169</th>
<th>168</th>
<th>195</th>
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<td>Edu. exp. survey</td>
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<td>Exit survey</td>
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4. Planning

Note in #3 above that the ChAD assessment plan is based on a two-year repeating cycle.

The faculty discuss our assessment reports and data at or near the beginning of each academic year. If changes in the curriculum are indicated, then those changes can be implemented starting in the fall semester, if possible. If not, then the changes are implemented in the spring of the AY. Our two-year repeating assessment schedule allows for immediate implementation of changes to be followed by a repeated assessment the following year.

5. Student Experience

a. In several places on the website and in all ChAD syllabi the department PLOs are communicated to students who are our majors, minors, and students taking our courses for elective credit.

b. As indicated in #3 above, we collected data from our graduating seniors. A substantial portion of that survey addresses the ChAD PLOs in various ways. Students are not, however, invited to provide their opinions either in the survey or in the SOTEs. Although both assessments provide opportunities for open-ended comments, we have not observed that this is a topic students choose to comment on. Our new survey asking the students to self-assess their understanding of the PLOs at various times during their college career (ChAD 60, during TOP, ChAD 168, and ChAD 195) is our approach to getting students to reflect on the PLOs. The survey also allows us to gather indirect evidence of whether and at what point our students are attaining the PLOs.

Part B

6. Assessment Data and Results

The ChAD faculty collect assessment data using a variety of tools: course assignments, exams, group work, presentations, and surveys. For all course assessments the faculty use a rubric to evaluate achievement of the PLOs. The same assignments, exams, etc. as well as the accompanying rubrics are employed by all faculty who collect data for any particular PLO.

During AY 15/16, as the table above shows, faculty have an established schedule for regular assessment of PLOs and using that information for inform instruction. We assessed PLO #5 in fall 2015 and PLO #1 in spring 2016. Spring 2016 data is currently being gathered for analysis over the summer. Course coordinator reports for spring 2016 will be submitted to the department for faculty review in fall 2016. In the Appendix A at the end of this report find the PLO #5 summary showing data, analysis, impact since previous review, and recommendations moving forward. The reader will note that a revised signature assignment was use and no significant changes are recommended to the assessment plan for PLO #5 at this time. Appendix B presents the signature assignment and Appendix C contains the rubric used to assess that assignment.

7. Analysis

We focused on various aspects of our assessment in AY 15/16.
The final phase-in course for our new pathway through the major, community focus, had been offered in spring 2015. Because the community focus BA plan was so new, we wanted to gather information from students who would be completing the curriculum in fall 2015. The course of interest was the practicum. In fall 2015 we surveyed our students. We found that students were very significantly satisfied with the way the curriculum had prepared them for moving on with their careers. Indeed, of the 23 respondents, five reported receiving job offers prior to graduation. In AY 16/17 we will be using this survey as well as assessments in other courses to determine whether we need to make adjustments to course content so that they are adequately prepared to meet the department PLOs.

As a result of several semesters of examining our data for PLO #6 in the Plan B.1 curriculum, in fall 2016 we developed a new required course (ChAD 152). The course is designed to improve the students’ preparation for the practicum (ChAD 160) and for achieving PLO #6 which is assessed in that course. ChAD 152 will be offered for the first time in fall 2016.

While these changes are not actually analyses of the result of the PLOs. They do provide the faculty with some sense of what we learned from the actual assessment of the PLOs (e.g., F14/S15 discussions at the beginning of F15 and the reports turned in for F15) The development of ChAD 152 and the new B.2 curriculum arose out of subsequent discussions of assessments and out of results from the annual survey completed in ChAD 195, the senior seminar.

8. Proposed changes and goals (if any)

See #7 above.

While the faculty regularly assess PLOs – changes are made at the course level by the course coordinator and with input from the faculty that teach those courses. The department faculty hear about those changes and goals when a course-level report is discussed.

Part C
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcome as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 16/17: Examine the Plan B.2 curriculum with respect to PLO achievement.</td>
<td></td>
</tr>
<tr>
<td>AY 16/17: Examine achievement of PLO #6 in response to the offering of ChAD 152 for the first time in fall 2016.</td>
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</tbody>
</table>
Appendices

A. PLO #5 Assessment Report

ChAD Department PLO 5 Assessment
Fall 2015
Course: ChAD 169– Motivating Children and Adolescents in Educational Settings
Course Coordinator: Robin Love

1. Program Learning Outcomes #5

This PLO states that ChAD students will “Demonstrate inquisitiveness about the development of children and adolescents by articulating appropriate and logical questions and methods for seeking answers to those questions.” For undergraduates majoring in the program this outcome is operationalized as being able to “Identify and describe key developmental questions in our field and define methods to investigate these questions.”

2. Description of the Signature Assignment

In the undergraduate program, PLO #5 is assessed in ChAD169 (Motivating Children and Adolescents in Educational Settings) through the use of a signature assignment. Students work in small groups to develop a project for class presentation. The group project is an opportunity for students to ask a question they are curious about related to child development and motivation. Each group develops a question related to motivation, identifies a setting in which to explore this question, searches the research literature on the topic to create a method(s) by which to answer the question, and then investigates possible answers to the question.

The assignment is composed of three parts submitted throughout the semester. Each group writes question and setting proposal at the beginning of the term. Individual group members’ complete a research literature review and observation summary. And the information from those individual literature reviews and summaries are used in the groups’ culminating presentations at the end of the semester.

3. Results

During Fall 2015, five sections of ChAD169 were taught. All sections used the same signature assignment and rubric. Results are indicated below:

ChAD 169 Evaluation of PLO #5 – Fall 2015 (for sections 01-05)

<table>
<thead>
<tr>
<th>Section #</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unacceptable</th>
<th>Not Completed</th>
<th># Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>7</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>
4. Summary Statement

The results of the assessment of the group project assignment in ChAD 169 suggest that the majority of the students are successful in attaining PLO #5. Seventy-nine percent of the students received a composite score on the three elements of the assignment that would be considered proficient (49%) or exemplary (30%). A smaller percentage of the students have lower scores that represent a level of proficiency categorized as developing (15%) or unacceptable (4%). Faculty members teaching ChAD169 try to promote student success on this assignment by providing a number of opportunities for groups to meet during class time, get feedback throughout the semester from the instructor regarding their project, and work with the ChAD librarian to get advice on searching the research literature.

5. Impact of Changes Made After Previous Discussion of Data

Since this is a new assignment in ChAD169, this is the first formal assessment report and the first time that we have reviewed the data from the signature assignment. There have been no changes made in the past based on previous assessments. However, faculty teaching the course have discussed the assignment as it was implemented to insure that expectations were consistent across sections and made modifications in the instructions to clarify elements of the task.

6. Recommendation for Changes Moving Forward

No major changes in the group project assignment are planned for the next assessment cycle. However the faculty teaching will continue meeting to discuss the assignment with particular attention to how to help more of the students successfully attain proficiency with the task. We will look at differences within sections to see if strategies used to in individual classes could be applied across all sections of the course.

B. PLO #5 Signature assignment

Exploring a Question Group Project

As a future educator or helping professional, what kinds of things do you wonder about related to children’s motivation for learning and development? Perhaps you wonder why some children are more eager to learn than others. Is it learned or are some youngsters just more engaged and curious than others? Can this eagerness to learn be taught and how? Or, maybe you’ve always wanted to know the most effective way to prepare children for formal, K-12 education. What’s the “best” way to go (e.g., play-based or academic preschools, Montessori, etc.)? This group project is an
opportunity for you to ask a question that you are curious about related to child development and motivation. Each group will develop a question related to motivation, search the research literature on the topic, identify settings in which to explore this question, create a method(s) by which to answer the question, and then investigate possible answers to the question.

1. **Ask a question. (Group Project Part I – Question/Setting Paper)**
   Your group will come up with a question related to child development and motivation. The possibilities are virtually limitless and should be based on the interests of individuals in the group. To get you thinking, examples of questions might be:
   - How intrinsically motivated are children who attend school in non-traditional settings (e.g. Waldorf, home schooling, or other non-traditional setting)
   - How do the arts contribute to academic achievement or engagement?
   - How do health issues (e.g. cancer, cystic fibrosis, etc) impact children’s learning and motivation?
   - Is there a particular learning model that is most effective for engaging autistic children?
   - What’s the best way to teach math and science that gets youngsters excited about learning?
   - How can toys and play facilitate motivation for learning?
   - What role can new technologies play in motivating children’s learning?

   These examples are intended to help you get started. Please do not feel limited by them as you and your group formulate your questions. All group members should contribute to question formulation. The question should not be decided upon by one or two group members. You also will need factual background information/research to support the developmental significance of your question, and why your group chose it. Review at least two current research articles to give the group background on the topic.

   **Identify a setting.** Once you’ve formulated your question, your group will need to decide upon the best settings in which to answer it. Some settings that you might consider:
   - A preschool (e.g. Waldorf, Bing Preschool, Challenger, or a play-based preschool)
   - A museum
   - A hospital
   - A non-traditional academic setting (e.g. a school for autistic children, a non-graded elementary, middle, or high school, a toy store, or computer lab)
   - An after-school program or camp

   Groups will need to submit their question(s), research background, and possible setting choices to the instructor for feedback and approval before proceeding with the activity. Please see the course syllabus for the due date for this portion of the assignment. Please make sure that your setting is one where you can genuinely gather valuable objective information about your topic. For instance seeing a model program or talking with an expert in the field would be good choice for your setting.

2. **Develop your methods. (Group Project Part II – Individual Research Summary and Observation)**
   How will you go about answering your question? This step will require two tasks:
a. Background research: your group should familiarize itself with your issue. Each group member should read and contribute information from at least two current peer-reviewed research articles on your topic of interest. The background research will be helpful to you in refining your question and will also help to connect whatever you discover from this project to literature in the field. Please have group members explore diversity issues that may influence your questions (i.e., gender, culture, socio-economic status, etc.). Also note, that current research would be published within the last 10 years.

b. Observation and interview: Once you’ve decided on a question and a setting, and your group has done its background research, you’re ready to go out into a real-life setting to do your observations. For example, if your question relates to learning in a non-traditional setting, you might contact a specific school that exemplifies that type of program and arrange to observe a good example of that kind of philosophy in action. It is possible that you might want to talk with a program director about the program’s curriculum and on its philosophy on motivating its students. You may NOT interview the children. Plan to observe for a minimum of at least one hour each.

A 4-5 page summary will be submitted by each student, summarizing his/her contribution to method development. The summary should include 2-3 pages of the student’s findings from the research literature on group’s questions and his/her references in APA style, as well as his/her report of the observation or interview. Remember to give the date and time of any observation or interview. For observations, please include the length of time that you observed in your setting. Please see the course syllabus for the due date for this portion of the assignment. You will need to submit an electronic copy of your written summary to the corresponding folder in Canvas by or before the due date.

It is imperative that your written explanation be appropriately cited. All quoted material MUST be in quotation marks and cited as a quotation (see APA style resources in the Canvas course shell). Failure to cite the source of your material or to properly cite quotes is plagiarism. Assignments with evidence of plagiarism will receive NO credit (and are required by University policy to be reported to the SJSU Office of Judicial Affairs).

3. Reporting what you learned about your question. (Group Project Part III – Presentation)

Each group will prepare a presentation of approximately 20 minutes, which will describe:

- Your question and how it was developed
- Your methods of gathering information. Here, you might include video, photos, or any other visual or creative aides to describe your methods.
- What you discovered. Here, you will share with the class what you discovered from observing students and talking with professionals in the field. You might include graphs and charts, slides or demonstrations to illustrate your findings. In addition to findings from the research literature and your site observations, help the class understand the practical implications of this question for teachers, parents, and professionals in the field. Remember that the group needs to answer your question.

Each group member should present some part of the findings. Please see the course syllabus for the due date for this portion of the assignment.
## C. PLO #5 Signature assignment

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<tr>
<th>Attribute</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>Point Value</th>
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<tbody>
<tr>
<td><strong>Group Project Part I - Ask a Question and Identify a Setting</strong></td>
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<tr>
<td><strong>Question Formation</strong></td>
<td>The group’s question is unrelated to children’s motivation for learning and has no developmental significance.</td>
<td>The group’s question may be related to children’s motivation for learning, but has possible limitations.</td>
<td>Group question relevant to children’s learning motivation, but could have stronger developmental implications.</td>
<td>The group’s question is clearly relevant to children’s motivation for learning, and has interesting developmental implications.</td>
<td>Exemplary 2            Proficient 1.5 Developing 1 Unacceptable 0</td>
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<tr>
<td><strong>Choice of Setting</strong></td>
<td>The group’s choice of setting neither relevant to their question nor feasible for objective observation.</td>
<td>The group’s choice of setting has less than clear connections to their question and feasibility may be limited.</td>
<td>The group’s choice of setting is relevant given their question and would be feasible for objective observation.</td>
<td>The group’s setting is the best possible choice given their question and would be easily feasible for observation.</td>
<td>Exemplary 2            Proficient 1.5 Developing 1 Unacceptable 0</td>
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<tr>
<td><strong>Group Project Part II – Individual Research Summary and Observation</strong></td>
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<td><strong>Research Background</strong></td>
<td>Student summary lacks current scholarly research evidence. Unrelated to the issue raised in the question. Lacks attention to issues of diversity.</td>
<td>Student summary has limited or dated scholarly research on the issue. Attention to diversity issues is lacking.</td>
<td>Student provides a 4-5 page summary of the issues based on at least 2 current, scholarly research articles. Diversity issues addressed.</td>
<td>Student provides clear thoughtful 4-5 page summary of the issues based on at least 2 current, scholarly research articles. Diversity issues fully explored.</td>
<td>Exemplary 4            Proficient 3 Developing 2 Unacceptable 0</td>
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<tr>
<td><strong>Observation/Interview</strong></td>
<td>Student provides no information about observation or interviews.</td>
<td>Student summary of observation in chosen setting is limited. Information about interviews is lacking.</td>
<td>Student provides a clear summary of observations and interviews that is relevant to group question and research.</td>
<td>Student summary of observation/interview is clear and insightful. Perceptive connections to group question and research addressed.</td>
<td>Exemplary 4            Proficient 3 Developing 2 Unacceptable 0</td>
</tr>
<tr>
<td><strong>Quality of Written Work</strong></td>
<td>Many grammatical, spelling, or punctuation errors. Writing is awkward and unclear.</td>
<td>Some grammatical, spelling or punctuation errors. Some instances when writing is unclear.</td>
<td>Few grammatical, spelling or punctuation errors. Writing is generally clear and understandable.</td>
<td>No grammatical spelling or punctuation errors. Writing is clear and easily understandable.</td>
<td>Exemplary 2            Proficient 1.5 Developing 1 Unacceptable 0</td>
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<tr>
<td><strong>Use of APA Style</strong></td>
<td>There is no evidence of APA</td>
<td>Limited use of APA style. Some</td>
<td>Few (or minor) errors in use of APA</td>
<td>Consistent and accurate use of APA</td>
<td>Exemplary 2</td>
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</table>
Developing 1  
Unacceptable 0 |

**Group Project Part III - Presentation**

| Group Presentation | Group presentation does not address question, method and findings. Lacks relevant visuals. Practical implications not discussed. | Group presentation has limited coverage of question, method and/or findings. Irregularities in visuals. Connection to practical implications are limited. | Group presentation addresses question, method and findings. Includes relevant visuals. Practical implications of the topic are discussed. | Group presentation clearly addresses question, method and findings. Enhanced by creative visuals. Stimulates discussion of interesting practical implications arising from the topic. | Exemplary 6  
Proficient 4.5  
Developing 3  
Unacceptable 0 |