

Columbia College
Supporting Instruction Across the Curriculum (EAPR105)
Lecture 1
Course Outline

Semester Dates: June 29, 2020 to August 01, 2020

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Claudia G Sasse

Email: claudia.sasse@columbia.ca

Class Time: Thursdays and Saturdays: please refer to facilitator's Microsoft Teams invites and office hours)

Room: Online Delivery via Moodle and Microsoft Teams

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to be present at the rescheduled class.

Course Description:

This course examines the role of an education assistant in the classrooms in different perspectives. The course focuses on providing instructional support to learners through practical classroom-tested strategies. It brings together theory and practice in authentic, meaningful, and productive ways.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand the role of an education assistant in the learning environment.
- Recognize and be able to explain the components of a dynamic classroom in our current education settings.
- Become familiar with practical classroom-tested strategies that work with students of all ages across the curriculum.
- Discuss the role of equity, diversity and social justice in the school environment.
- Understand assessment and evaluation and reporting of student progress.
- Explain how differentiated instruction and curriculum meets the needs, interests, and abilities of all students.
- Have reviewed Alberta Education curriculum in English Language Arts, Mathematics, Science and Social Studies.

Course Format:

This course uses a variety of teaching/learning methods including online discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Alberta Education. (2010). *Inspiring action on education*. Edmonton, AB. Retrieved from: <https://www.oecd.org/site/eduilebanff/48763522.pdf> (Students will receive a copy of this article. Also posted on Moodle class.)

Alberta Education. (2010). *Making a difference: meeting diverse learning needs with differentiated instruction*. Edmonton. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf (Full-time students will have received this document in earlier courses. Also posted on Moodle Class.)

Harber, M., & Rao, A. (2019). *The role of an education assistant: supporting inclusion*. Toronto: Canadian Scholars.

Recommended Readings and Resources:

Students may access this source from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

Also, use other academic sources like Google Scholar.

Further Recommended Readings and Resources: N/A

Homework Assignment Due for the First Class:

1. Read Chapter **one and two** of *The role of an education assistant: supporting inclusion*:
2. Read the "Inspiring Action on Education – Article" available on Moodle.
3. Prepare for a graded test based on these readings.
4. As a result of your reading assignment, be prepared to discuss the concepts discussed in this chapters. Prepare three questions relating to the material.
5. Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

| Title of Assignment/Examination | Due Date | Weight |
|--|--------------------|--------|
| Daily Tests (based on assigned readings) | Class 1 through 10 | 25% |
| Assignment 1 The Graphic Organizer – The Gallery Walk | Class 3 | 15% |
| Assignment 2 Supporting Instruction Across the Curriculum – The Toolkit | Class 6 | 30% |
| Final Project | Class 10 | 30% |

Please note that all homework and assignments are due at the beginning of each class or as directed.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

| Description | Letter Grade | Grade Points | Percentage Scale | |
|--------------|--------------|--------------|------------------|----|
| Excellent | A+ | 4.0 | 100 | 95 |
| | A | 4.0 | 94 | 90 |
| | A- | 3.7 | 89 | 85 |
| Good | B+ | 3.3 | 84 | 80 |
| | B | 3.0 | 79 | 75 |
| | B- | 2.7 | 74 | 70 |
| Satisfactory | C+ | 2.3 | 69 | 65 |
| | C | 2.0 | 64 | 60 |
| | C- | 1.7 | 59 | 55 |
| Poor | D | 1.0 | 54 | 50 |
| Failure | F | 0.0 | 49 | 0 |

Please note that to pass this course you must earn at least a “D” (a minimal pass), complete all assignments, and complete the final project.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229, Columbia College's Commitment to Human Rights and Diversity Policy,)* and any additional requirements established by your program. Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

| Description | Date |
|---|---|
| Last to add/drop courses | 5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater |
| Last day to withdraw without academic penalty | 50% or less of the semester has been completed |

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are available at Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

| Class Session | Topics | Pre-Class Readings |
|-----------------------------------|---|--|
| Class 1 Thursday | <ul style="list-style-type: none"> Course overview The Role of the Education Assistant Classroom organization Inspiring Action on Education Assignment #1 Graphic Organizer introduced http://edhelper.com/teachers/graphic_organizers.htm | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 1: From the Margins to the Centre: Education Assistants as Inclusion Facilitators and Chapter 2: Education Assistants as Advocates Inspiring Action on Education – article available on Moodle |
| Class 2 Sat PM | <ul style="list-style-type: none"> The Education Assistant as a Professional Introduction to Assignment #2 TOOLKIT <i>Making a Difference</i> | <ul style="list-style-type: none"> The Role of an Education Assistant <ul style="list-style-type: none"> Chapter 3: What Makes an Outstanding Education Assistant? Chapter 4: The Education Assistant–Teacher Partnership in the Classroom: Maximizing Returns Making a Difference Booklet Overview of this booklet in class for Toolkit development |
| Class 3 Thursday | <ul style="list-style-type: none"> Mental Health and Wellness Behavior Assignment #1: Gallery Walk Due/Presented - Graphic Organizers | <ul style="list-style-type: none"> The Role of an Education Assistant <ul style="list-style-type: none"> Chapter 5: Understanding and Honoring Communicative Intent: Shifting from Judgment to Curiosity with Kindness and Intention Chapter 6: Trauma Sensitivity in the Classroom: Developing Trusting Relationships |
| Class 4 Sat PM | <ul style="list-style-type: none"> Social Emotional Learning | <ul style="list-style-type: none"> The Role of an Education Assistant <ul style="list-style-type: none"> Chapter 7: Social Emotional Learning and the Work of Education Assistants Chapter 8: The Role of the Education Assistant in Developing Play, Recreation, and Social Skills Chapter 9: Finding Connection: Developing Social Competence |
| Class 5 Thursday | <ul style="list-style-type: none"> Cultural Diversity: Indigenous Differentiated Instruction: An Introduction Final Project introduced | <ul style="list-style-type: none"> The Role of an Education Assistant <ul style="list-style-type: none"> Chapter 10: Cultural Safety: A Foundation for Working with Indigenous Students Making a Difference Booklet Chapter 1: Differentiated Instruction |

| | | |
|---|--|---|
| <p>Class 6 Sat PM</p> | <ul style="list-style-type: none"> • Intercultural • Assignment #2 Toolkit Due | <ul style="list-style-type: none"> • The Role of an Education Assistant <ul style="list-style-type: none"> • Chapter 11: Response-able Pedagogy: Fostering a Culturally and Linguistically Responsive Educational Environment • Chapter 12: The Role of Education Assistants in Helping “Young Ambassadors” Form Self-Determined Identities |
| <p>Class 7 Thursday</p> | <ul style="list-style-type: none"> • Supporting all Students • Classroom Inclusion • Diverse Learners | <ul style="list-style-type: none"> • The Role of an Education Assistant <ul style="list-style-type: none"> • Chapter 13: Education Assistants as Inclusive Leaders in Classrooms • Making a Difference Booklet • Chapter 8: Students with disabilities • Chapter 9: ELL’s Students • Chapter 10: Students who are Gifted |
| <p>Class 8 Sat PM</p> | <ul style="list-style-type: none"> • Academics | <ul style="list-style-type: none"> • The Role of an Education Assistant <ul style="list-style-type: none"> • Chapter 14: Supporting Academics • Chapter 15: Collaborative Strategies and Resources for the Classroom |
| <p>Class 9 Thursday</p> | <ul style="list-style-type: none"> • Academics –Transitions • Diverse Learners | <ul style="list-style-type: none"> • The Role of an Education Assistant <ul style="list-style-type: none"> • Chapter 16: Transition: The Journey to Adulthood • Making a Difference Booklet • Chapter 11: ELA • Chapter 12: Math |
| <p>Class 10 Sat PM</p> | <ul style="list-style-type: none"> • Final Project Presentations • Culmination and Celebration of our work | <ul style="list-style-type: none"> • Final Project Due |

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects in order to pass this course

Daily Tests

Due Date: Each class from classes 1 through 10.

Weight: 25%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments

All Daily Tests will be available on Moodle until 11:59 PM on the day of the class.

All Daily Tests will:

- Have 30-minute time limits
- Have a one-attempt limit

.Assignment #1 – Graphic Organizer Project – Gallery Walk

Due Date: Class 3

Weight: 15 %

Evaluation: Rubric provided

Graphic organizers help students think, organize, and learn information in an organized way. They appeal greatly to visual learners. Look at the website http://edhelper.com/teachers/graphic_organizers. There are many graphic organizers on the internet. The above website is only one example. You can also ask about graphic organizers at your practicum site. You are to select **5** graphic organizers that you think would be helpful to support a target audience/s. Prepare these for **Class 3** and be prepared to share your screen to create a virtual Gallery Walk. Be prepared to present them to the class. In approximately 7 to 10 minutes, explain to the class how the graphic organizers would be used. Indicate where you found the graphic organizer.

Assignment #2: Supporting Students Across the Curriculum – A toolkit

Due Date: Class 6

Weight: 30 %

Evaluation: Rubric provided

The focus of this Toolkit project is to demonstrate your knowledge of how you will help provide instructional support through practical classroom-tested strategies. You are to bring theory and practice together. Select **3** different practical supportive strategies for each of the following learning areas – English Language Arts, Mathematics, Science, English Language Learners, Learner Supports and Behavioral Supports:

- describe each strategy
- identify who you would use each strategy with
- explain how you would use each strategy
- explain why you chose each strategy (connection to theory and practice)
- describe how each strategy will support the learner

This will make a total of **15 strategies**. Provide citation and references according to APA. Standard – see E-library for assistance. (750 to 1000 Words).

What you present in this toolkit should demonstrate:

- Knowledge of Alberta Education's curriculum
- Knowledge of Alberta Education's Inspiring Education
- An understanding of the diverse needs of students in the classroom
- That you have researched to prepare this toolkit (usage of reputable sources)

Final Project

Due Date: Class 10

Weight: 30%

Evaluation: Rubric provided

To be introduced by the facilitator.

**Appendix 2
Assignment Rubrics**

**Columbia College
Rubric for the Graphic Organizer
Last Revised: April 2020.**

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | | |
|---|---|---|--|--|--|---|
| Skills/points | 10-9 | 8-7 | 6-5 | 4-3 | 2-0 | Score Total of Points: |
| Use of examples and details to support points being made | <ul style="list-style-type: none"> Uses specific and convincing examples and details making the graphic organizers insightful. | <ul style="list-style-type: none"> Uses relevant examples and details to create a good graphic organizer | <ul style="list-style-type: none"> Uses some examples and details to support points being made. Minimal examples, limited details and explanation. | <ul style="list-style-type: none"> Uses incomplete or vaguely developed examples and/or details. More examples, details, and explanation needed. | <ul style="list-style-type: none"> No examples or details to support points being made. Limited attempt. | |

| | A | B | C-D | F | Score |
|--|--|---|--|--|--------------|
| | 5 | 4-3 | 2 | 1-0 | |
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> Mainly error free. Referenced sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally referenced sources. Meets most requirements for a well-written academic response. Meets most requirements of the assignment. | <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Referenced inconsistently sources used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. | <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Did not acknowledged sources used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. | |

Score /15:

Facilitator/Evaluator's Comments:

Columbia College
Tool Kit Marking Rubric
 Revised 2015

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | |
|--|--|--|--|---|-------|
| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score |
| Quality of Response Content/Ideas | <ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources. | <ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources. | <ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. | <ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. | |
| Analysis | <ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem-solving skills. | <ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem-solving skills. | <ul style="list-style-type: none"> • Defines the issue but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem-solving skills. | <ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem-solving skills. | |

| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score |
|-----------------------------------|--|---|--|---|-------|
| Style Expression of Ideas | <ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. | <ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. | <ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. | <ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. | |
| Organization and Structure | <ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. | <ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions | <ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. | <ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. | |

| Area | A 5 | B 4 | C-D 3 | F 2-0 | Score |
|--|---|---|--|--|-------|
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally, uses APA citation correctly. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. | <ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment. | <ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment. | |

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:

Facilitator/Evaluator’s Comments:

Columbia College
Final Project Rubric
 Last Revised: January 22, 2018

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | | |
|---|--|---|--|---|--|-------|
| Skills | 10-9 | 8-7 | 6-5 | 4-3 | 2-1 | Score |
| Depth of Understanding | <ul style="list-style-type: none"> • Demonstrates a conscious and thorough understanding of the theories chosen. • Demonstrates excellent insightful reflection. | <ul style="list-style-type: none"> • Demonstrates a thoughtful understanding of the theories chosen. • Demonstrates good reflection. | <ul style="list-style-type: none"> • Demonstrates a basic understanding of the theories. • At times, information is not always clear. • Demonstrates satisfactory reflection. | <ul style="list-style-type: none"> • Demonstrates a limited understanding of the theories. • Needs to develop more effective reflective practice. | <ul style="list-style-type: none"> • Demonstrates little or no understanding of the theories. • Response is not clearly written. • Limited to no reflection demonstrated. | |
| Use of examples and details to support points being made | <ul style="list-style-type: none"> • Uses specific and convincing examples and details making the book insightful. | <ul style="list-style-type: none"> • Uses relevant examples and details to create a good book. | <ul style="list-style-type: none"> • Uses some examples and details to support points being made. More examples, details and explanation needed. | <ul style="list-style-type: none"> • Uses incomplete or vaguely developed examples and/or details. More examples, details, and explanation needed. | <ul style="list-style-type: none"> • No examples or details to support points being made. Limited attempt. | |
| Cohesiveness of Response | <ul style="list-style-type: none"> • This reflection provides a clear picture of the student's thinking on the subject matter. • Thoughts are presented in a good logical, convincing order. | <ul style="list-style-type: none"> • This reflection gives a good understanding of the student's thinking on the subject matter. • Thoughts are usually presented in a clear and logical way. | <ul style="list-style-type: none"> • Most of the time this reflection provides an acceptable indication of the student's thinking on the subject matter. • Most of the time thoughts are presented in a sequential manner. | <ul style="list-style-type: none"> • This attempted reflection does not provide a clear picture of the student's thinking on the subject matter. • Thoughts are often presented in an inconsistent and illogical order. | <ul style="list-style-type: none"> • This response is confusing and ideas do not tie together. | |
| Presentation | 5 | 4 | 3 | 2 | 1 | |
| Professional Presentation | <ul style="list-style-type: none"> • Professionally presented, meeting all requirements. | <ul style="list-style-type: none"> • Mostly professionally presented, meeting most requirements. | <ul style="list-style-type: none"> • Satisfactory presentation. | <ul style="list-style-type: none"> • Lacks adequate professional presentation. | <ul style="list-style-type: none"> • Not presented professionally. | |

Total Score out of 35: 35 = 100

Facilitator/Evaluator's Comments: