



Columbia College
Planning for Inclusion (EAPR163)
Course Outline

Semester Dates: May 26, 2025, to June 28, 2025

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 plan to be present at the rescheduled class.

Facilitators: Kenny Yeung & Jaydon Derdall

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Jaydon.derdall@columbia.ca

Class Time: Tuesdays and Thursdays 5:30 PM to 9:30PM.

Room: EAPR163 Moodle page and Microsoft Teams as scheduled

Scheduled by facilitator via Microsoft Teams Invitation

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.

Course Description:

This course focuses on differential practices and strategies to assist educational assistants with their work in an inclusive classroom and school. Planning and working with various exceptionalities will be studied. You will be looking at such areas as Learning and Behavior exceptionalities, Intellectual Disabilities and Autism Spectrum Disorder, Communication exceptionalities, Physical and Complex health needs and students who are at risk for many reasons. Issues related to inclusive schools, including diversity and equity, will also be explored. Students will learn how to develop an inclusive climate and how to develop a relationship with students, parents, and other key stakeholders involved in inclusion of students with exceptionalities.

Learning Outcomes:

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

- Describe the current state of social inclusion and inclusion education in Canada; the concepts of universal design for learning, differentiated instruction, and progress monitoring; and the various exceptionalities that are identified across Canada
- Understand the role of the classroom teacher and the Education Assistant in identifying the needs of exceptional learners and in carrying out adaptations; collaboration with colleagues and parents; and developing individual education plans
- Identify exceptionalities and the ways one can adapt or differentiate teaching for different types of exceptional students
- Discuss a range of communication and physical exceptionalities, including chronic health conditions that may affect learning and social participation and how one can differentiate instruction and use adaptations for such students
- Discuss how teachers and Education Assistants can address the needs of students from diverse backgrounds, including Indigenous students, the strategies that can be used, and how to respond to incidents of inequity in the classroom
- Identify the key elements in developing an inclusive classroom climate and community, including classroom management techniques
- Become familiar with social development and social acceptance of exceptional learners, including the role of friendship, school programs, and the community
- Understand the importance of transitions in the life of exceptional children and the role of advocacy, strategies for enhancing transitions, and the importance of collaboration

Course Format:

This 45-hour remote course uses a variety of online teaching/learning methods including 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 online 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 online class discussions in addition to taking responsibility for your own learning. The course expects you to 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 synchronous and asynchronous class activities will largely mirror your conduct in society and your future work site. For example, if you tend 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 online classroom as you work towards your goal.

Required Textbooks and Equipment:

Allen, E., & Ciparrone, B. (2024) *Inclusion in early childhood programs 8th Canadian ed.* Toronto, ONT: Nelson Education Ltd.

Maich, K., Penny, S, Alves, K. & Hall, C. (2023) *Autism spectrum disorder in the Canadian context: an introduction* 2nd edition [pps. 233-266] Toronto, ONT: Canadian Scholars

Inclusive Education Video Series, Alberta Government:

https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector

<https://www.youtube.com/playlist?list=PLvrD8tiHIX1Kyc2RNs7klPyC2qljv-CAY>

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read Chapter 1 of *Inclusion of early childhood programs*.
- Prepare for a test on the assigned readings.
- Read this course outline and be prepared 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	Due Date	Weight
Daily Tests	Class 1 - 10	20%
Assignment 1: Critical Response	Class 4	20%
Assignment 2: ASD In-class presentations	Class 5	10%
Assignment 3 Support Skills -Prompts	Class 6	20%
Assignment 4 Task Bin Creation Assignment	Class 8	15%
Assignment 5 Final Project	Class 10	15%

Please note that all homework and assignments are due at 11:59 the day they are due or as scheduled. All assignments must be completed to earn a passing grade for the course.

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" (minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments to the Microsoft Teams Dropbox by the due date. Late assignments will be assessed a marking penalty of 5% per working day. If you are unable to submit an assignment on the due date, you must request an extension a minimum of 48 hours **before** the due date by filling out an *Application for Assignment Extension Microsoft Form*) that is to be submitted to the Department Chair for approval.

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's Commitment to Human Rights and Diversity (ADM-P079)*, 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 about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all 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 accessibility.services@columbia.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 the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by 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 your Columbia College email daily 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	Topics	Pre-Class Readings
1.	<ul style="list-style-type: none"> • Introduce Course Outline and Texts • An Inclusive Approach to Early Education and Care • The Early Childhood Education and Care System in Canada: Supporting Young Children with Disabilities 	<ul style="list-style-type: none"> • Chapter 1 • Chapter 3
2.	<ul style="list-style-type: none"> • Inclusion in the context of Settler-Colonialism • Guest Speaker 	<ul style="list-style-type: none"> • Chapter 2
3.	<ul style="list-style-type: none"> • In Partnership with Families • Educators in Relationships with All Children 	<ul style="list-style-type: none"> • Chapter 4 • Chapter 5
4.	<ul style="list-style-type: none"> • An Overview of Diversity in Learning, Growth, and Development • Variability in Cognitive Development 	<ul style="list-style-type: none"> • Chapter 6 • Chapter 7 • Assignment 1 Due
5.	<ul style="list-style-type: none"> • Understanding and Facilitating Young Children's Sensory Engagement; Hearing Loss and Vision Loss • ASD: Critical Issues- Case Study presentations 	<ul style="list-style-type: none"> • Chapter 8 <p>Autism Spectrum Disorder in the Canadian Context:</p> <ul style="list-style-type: none"> • Chapter 10
6.	<ul style="list-style-type: none"> • Mobility/Orthopedic and other Health Conditions • Mental Health and Well-Being 	<ul style="list-style-type: none"> • Chapter 9 • Chapter 10 • Assignment 3 Due
7.	<ul style="list-style-type: none"> • Neurodiversity in Young Children • The Power of Observation, Pedagogical Narration, Screening Assessment and Individual Plans 	<ul style="list-style-type: none"> • Chapter 11 • Chapter 12
8.	<ul style="list-style-type: none"> • Supporting Program Transitions for Children and Families • Supporting Infants, Toddlers, and School-Aged Children • Supporting Program Transitions for Children and Families 	<ul style="list-style-type: none"> • Chapter 11 • Chapter 12 • Chapter 13 • Assignment 4 Due
9.	<ul style="list-style-type: none"> • Supporting Infants, Toddlers, and School-Aged Children • Creating an Inclusive Environment • Facilitating Children's Intellectual Engagement with their Worlds 	<ul style="list-style-type: none"> • Chapter 14 • Chapter 15 • Chapter 16
10.	<ul style="list-style-type: none"> • Facilitating Social Interactions and Living Well with others • Communicating with Children • Course Surveys • Program Surveys 	<ul style="list-style-type: none"> • Chapter 17 • Chapter 18 • Final Presentation/Project Due

Appendix 1 Assignment Outlines

Note: You are expected to do all assignments, tests, and activities as outlined to meet the requirements of this course. If you do not do this, you will not pass the course.

Daily Tests

Due Date: Each class from classes 1 through 10.

Weight: 20%

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

- Tests are open in Moodle from 8:30 AM on the day of the scheduled class to 11:59 PM the following day.
- There is one attempt
- There is 30-minute time limit on each test (unless otherwise noted)

Assignment 1: Developing Positive Relationships

Due Date: Class 4

Weight: 20%

Educators of students with exceptional needs need to work collaboratively with family members of the students. A positive working relationship improves the educational experience for students with exceptional needs.

For this assignment, you are to list barriers that may prevent collaborating with families, such as: cultural differences; language differences; logistical difficulties; negative perceptions of school, etc. For each of the barriers you've listed, provide proven strategies to build positive partnerships with families.

Students will be assessed using the attached **Critical Response Rubric**

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment does not need to be in an essay format. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Your assignment should have a minimum length of 500 words but is not to exceed 750 words.

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your assigned textbook.

Assignment 2: Autism Spectrum Disorder Case Study Presentation

Due Date: Class 5

Weight: 10%

In groups assigned by facilitator, you will choose one of eight case studies from *Autism Spectrum Disorder in the Canadian Context: An Introduction* textbook to present on to the rest of the class. This presentation will take place within Class 5 and be “live”. A scheduled planning period will be provided in Class 5, and each group will be allotted a maximum of 7 minutes to present findings.

Your task is to:

- Address the challenges of the topic in reference to the role of an education assistant
- Address why this is a topic that is one that the general public should be aware of
- Discuss the “Read about it. Think about it. Write about it.” These are at the end of each case study.
- All members of group are to present part of their Case Study

Students will be marked according to **Oral Case Study Presentation Rubric**

Assignment Expectations:

- **Objective:** The objective of this group assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** Students can adopt any communication format they prefer, but a short PowerPoint will be the most effective. Groups are to submit their presentation to Assignment 2 Dropbox on EAPR163 Team

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your assigned textbook.

Assignment 3 Support Skills Prompts

Date: Class 6

Weight: 20%

One of the key methods in supporting students with exceptionalities to reach their goals is to use prompts. Prompts are developed on a hierarchy starting with prompts that provide a great deal of support and leading to little or no support prompts.

You have explored various kinds of exceptional learners, including those with learning, behavior, intellectual, communication, and physical exceptionalities who have many goals to reach. Select **one** of the exceptionalities and **one** goal that the student with that exceptionality is working on achieving.

1. In your paper, identify the exceptionality and the goal the student is working on achieving.
2. Develop a list of prompts you think will work according to the hierarchy listed below.

You will be evaluated according to the appended Support Skills Rubric.

Hierarchy of Prompts

Typical prompt hierarchy consists of:

- (I) Independent – natural cue or stimulus (e.g. bell rings to indicate recess)
- (G) Gestural prompt – a gesture or demonstration that provides information regarding the nature of The required response (e.g. head shake to indicate disapproval)
- (IV) Indirect verbal prompt – the use of words to imply that some behavior needs to occur (e.g. Where do you need to go to next?)
- (V) Direct verbal prompt – clearly states the necessary behavior (verbal or some alternative mode of

communication

- (M) Model – a visual or physical demonstration that shows the correct completion of the activity or task and encourages imitation.
- (MP) Minimal physical prompt – light physical contact to guide a student toward a behavior
- (PP) Partial physical prompt – the student is physically started in the desired behavior, but is released to complete the behavior
- Full physical prompt – the student is taken entirely through correct completion of the activity or task.

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment is to be typed and does not need to be in an essay format. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Your assignment should have a minimum length of 500 words but is not to exceed 750 words.

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your assigned textbook.

Task Bin Assignment

Class 8 Weight: 15%

Instructions:

A task bin for educational assistants refers to a container or collection of materials, tools, and resources that are specifically organized to support students' learning in various educational activities. These bins are often designed to target specific developmental areas such as sensory integration, literacy, numeracy, or fine motor skills. They can be used in the classroom or other educational settings to provide individualized or small-group support to students.

Purpose of Task Bins:

- Support Learning: Task bins contain materials that reinforce concepts taught in class, providing hands-on, interactive learning experiences.
- Target Specific Skills: They may focus on areas like fine motor skills, sensory processing, reading, math, or problem-solving.
- Enhance Engagement: Task bins help engage students by offering a variety of activities that cater to different learning styles, including tactile, visual, and auditory.
- Encourage Independent Learning: By providing students with structured, ready-to-use tasks, task bins foster autonomy and allow students to complete activities independently or with minimal guidance.

Types of Task Bins:

- Sensory Task Bins: These include items like textured materials, fidget toys, or calming tools to help students manage sensory needs and regulate emotions.
- Literacy Task Bins: These contain resources such as books, flashcards, letter magnets, or story-building tools to support reading, writing, and language development.
- Numeracy Task Bins: These bins may include counting objects, number flashcards, shape sorting materials, or measuring tools to promote math and number sense.

Part I:

- Your job is to create a task bin (Items can be purchased at your local dollar store. If you are unable to physically create and put together a task bin, please curate a list of items you would include in the bin).

Part II:

- Create a 3–4-minute video explaining your task bins and how you would use it to support a student(s) you are working with.

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your assigned textbook.

Final Presentation/Project Due

Date: Class 10 Weight: 15%

Create a case study based on your practicum experience with one student.

Outline the case study based on the following:

1. Why did you choose this student as your case study? What behaviors does this student exhibit?
2. What do you know about this student?
3. What are the strengths demonstrated by the student?
4. What are the weaknesses demonstrated by the student?
5. Write down at least FIVE questions you have about this student.

Research three helpful strategies or resources that would ensure that student's success. Speak to how these strategies could be used for the student in your case study. Assignment Expectations:	
No less than three strategies that relate to the issues in the case study. Resources could include, but should not be limited to: <ul style="list-style-type: none">• Relevant lesson plans• Applicable strategies• Interesting material use• Technological resources	Narratives from other educators for the case study: <ul style="list-style-type: none">• Rationale for why the case study was chosen• Description of challenges faced by the student• How you would use the resources to support the student to provide the best experience for that student

Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed but **does not need** to be in an essay format. Students can use any communication format they prefer, for example PowerPoint Presentations, Canva, or a combination of the formats.

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end of your presentation. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your assigned textbook

Columbia College Analysis of Case Study Rubric

Area	10.0 – 7.0	6.9 – 5.0	4.9 – 3.5	3.4 - 0
Identification of main issue/problem/key ideas	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of most key ideas. Provides a relatively clear position statement. 	<ul style="list-style-type: none"> Identifies the main/problem and some key ideas, but the statements are not clear. Provides a vague position statement. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem and key ideas. Doesn't identify own position. Identifies some irrelevant ideas.
Quality of analysis and interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis and interpretation of the issue. Draws clear conclusions and identifies implications. Demonstrates excellent problem-solving skills. Supports main ideas with a range of varied, timely and relevant references. 	<ul style="list-style-type: none"> Provides very good analysis and interpretation of the issue. Draws most conclusions and identifies most implications. Identifies original and well-developed solution/strategies, demonstrating effective problem-solving skills. Provides sufficient Uses relevant, timely and varied sources to convince. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Draws a few conclusions and identifies some implications. Provides some solution/strategies, showing limited problem-solving skills. Uses limited resources that are not well selected to support the response. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Conclusions and implications of the issue are missing. Unable to provide solution/strategies. Lacks problem solving skills. Lacks fundamental resources to write an effective response. Inadequate reference support.
	5	4 - 3	2	1 - 0
Mechanics, Grammar, Professional Format APA7 format	<ul style="list-style-type: none"> Mainly error free. Meets all requirements for an excellent response. Meets all case study written requirements. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Meets most requirements for a well written response. Meets most case study written requirements. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. Meets a few requirements of an acceptable response. Meets a few case study written requirements. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper Does not meet requirements for an acceptable response. Does not adequately meet any case study written requirements.

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 available on Microsoft Teams

Support Skills – Hierarchy of Prompts Rubric

Skills	8	7	6-5	4-3	2-0
Quality of Hierarchy of Prompts - Depth of Critical Thinking	<ul style="list-style-type: none"> Excellent choice of all 9 prompts. Shows depth of critical thinking. Clearly identifies and expresses exceptionality and student's goal in a well-written manner. 	<ul style="list-style-type: none"> Very good choice of prompts. Shows good depth of critical thinking. Exceptionality and student's goal is stated clearly and expressed with good choice of words. 	<ul style="list-style-type: none"> Most prompts are satisfactorily chosen. Depth of critical thinking is acceptable. Exceptionality and student's goal is stated, but could be more clearly expressed. 	<ul style="list-style-type: none"> Prompts need to be more carefully chosen. Depth of critical thinking is not always evident. Exceptionality and student's goal is not stated clearly or missing. 	<ul style="list-style-type: none"> Insufficient number of prompts. Critical thinking is not evident. Exceptionality and student's goal is partially stated or not at all.
Skills	2		1		0
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates no control of the writing conventions with frequent errors that make understanding difficult.

Total Score out of 10:

Facilitator/Evaluator's Comments: Comments available on Microsoft Teams Feedback.

**Columbia College
Oral Presentation Rubric**

Area	4	3	2	1
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes content logically, making entire presentation easy to follow. Builds main points through carefully selected and original examples/ references. Has effective transition between sections. Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> Creates introduction that is original, clearly focused and gets the attention of the audience. Organizes content logically, making most of the presentation easy to follow. Builds main points through carefully selected examples/ references. Has a transition between most sections Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Doesn't engage the audience's interest. Content appears disorganized, without logic and consistency. Builds a few main points with details, but most ideas are unsupported. Few to no transitions are evident. Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation.
Content	<ul style="list-style-type: none"> Provides evidence of supporting research to back all main points. Gives a complete explanation of all key points. Uses relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence of supporting research. To back most points. Gives an explanation of most key points. Uses some relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence that not enough research has been done to support the content. Gives an incomplete explanation of key points. Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> Indicates little to no research. Gives a limited explanation of a few points. Uses little to no examples/ references.
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact. 	<ul style="list-style-type: none"> Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. Uses consistent eye contact. 	<ul style="list-style-type: none"> At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. Uses eye contact inconsistently. 	<ul style="list-style-type: none"> Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. Uses poor to no eye contact.

Area	4	3	2	1
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> Conveys passionate interest for the topic. Speaks naturally at a moderate rate with correct pronunciation, enunciation, and volume. Uses few unnecessary pauses “ums”. Makes no obvious grammatical errors. Uses cue cards or other supports effectively and does not read the presentation. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared. 	<ul style="list-style-type: none"> Conveys enthusiasm for the topic. Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation, and volume. Uses few unnecessary pauses “ums”. Makes few grammatical errors. Most of the time uses cue cards or other supports appropriately, without reading the presentation. Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> Demonstrates minimal enthusiasm for the topic. Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Uses too many unnecessary pauses (“ums”), distracting from the presentation. Makes some grammatical errors. Tends to not use cue cards effectively and mostly relies on reading the presentation. Uses ineffective vocabulary. 	<ul style="list-style-type: none"> No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. Volume and rate of speech are often inappropriate, making comprehension difficult. Uses too many unnecessary pauses “ums”, making comprehension difficult. Makes frequent grammatical errors. Reads presentation. Uses inappropriate or simplistic vocabulary.
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing 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, uses APA citation correctly where applicable for referencing 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. Uses APA citation inconsistently and with errors when sources are 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. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment.

Total Score out of 10:

Facilitator/Evaluator’s Comments: Comments available on Microsoft Teams Feedback.