

Skills Development Plan Evaluation Rubric (makes up 35% of the score)

	Exceptional	Good	Satisfactory	Poor
<p>GOALS (33.3 % of the score)</p>	<p>The goals are clearly written and clearly communicate how the final product/performance/presentation will be completed.</p> <p>The goals include building fundamental skills, an opportunity to be creative, and refinement of the final product.</p>	<p>The goals are clearly written and show progression toward the attainment of the final product/performance/presentation.</p>	<p>The goals are clearly written and contribute to the attainment of the final product/performance/presentation.</p> <p>They may be overambitious or underambitious given the time available.</p>	<p>The goals are unclear and do not adequately progress toward the attainment of the final product/performance/presentation.</p>
<p>SKILLS (33.3 % of the score)</p>	<p>The skills are clearly written and align with each goal. Each skill is significantly more complex than the other. There is a clear sequencing of skills developed over time that build on each other and grow in complexity.</p> <p>The skills contribute toward the completion of the final product, performance or presentation and include a combination of technical and 21st century skills development.</p>	<p>The skills are clearly written and align to each goal. Most skills are more complex than the other.</p> <p>The skills contribute toward the completion of the final product, performance or presentation with either strong focus on technical OR 21st century skills, however, lean more toward either technical or 21st century skills development</p>	<p>Each skill does not build upon another.</p> <p>The skills contribute to the completion of the final product, performance or presentation, but do not include technical and 21st century learning skills development.</p>	<p>The skills are unclear and do not align with each goal. The skills developed will not contribute to the final product.</p>

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<p>ACTIVITIES (33.3 % of the score)</p>	<p>There are two activities for each skill. Many activities incorporate both technical and 21st century skill development. The activity will lead directly to the final product, performance or presentation.</p> <p>Most activities cultivate at least three program quality elements: improving a skill, refining the final product, creating and engaging with materials, opportunity to talk about the work.</p>	<p>There are two activities for each skill. Each activity clearly incorporates either technical or 21st century skill development. The activity will lead directly to the final product, performance or presentation.</p> <p>Activities cultivate at least two program quality elements: improving a skill, refining the final product, creating and engaging with materials, opportunity to talk about the work.</p>	<p>There is one activity for each skill. Each activity incorporates either technical or 21st century skill development. The activity will lead directly to the final product, performance or presentation.</p> <p>Activities cultivate at least one program quality elements: improving a skill, refining the final product, creating and engaging with materials, opportunity to talk about the work.</p>	<p>Activities do not correlate with skill to be developed. Activity descriptions are vague.</p> <p>Activity does not cultivate any program quality elements.</p>
<p>COLLABORATION OPPORTUNITIES (not included in score)</p>	<p>There are more than 6 activities that involve collaboration</p>	<p>There are 5 or 6 activities that involve collaboration</p>	<p>There are 3 or 4 activities that involve collaboration</p>	<p>There are less than 3 activities that involve collaboration</p>
<p>BUILDING ON PRIOR KNOWLEDGE FROM PREVIOUS WEEK (not included in score)</p>	<p>The instructor gives specific examples of varied strategies he/she will use to help participants build on learning from the previous week and indicates how this will be built into the weekly plan.</p>	<p>The instructor gives specific examples of varied strategies he/she will use to help participants build on learning from the previous week.</p>	<p>The instructor gives a general description of a weekly process that will be used to help participants build on learning from the previous week.</p>	<p>There are no specific activities described that will help participants build on learning from the previous week.</p>

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<p>POSES OPENED-ENDED QUESTIONS (not included in score)</p>	<p>Questions are open ended and related to the work. Questions will help participants synthesize what they have learned, anticipate what they will be learning and will push their thinking and imaginations.</p>	<p>Questions are open ended and relate to the work. Questions will help participants synthesize what they have learned.</p>	<p>Questions are open ended and relate to the work.</p>	<p>Questions are either closed ended or irrelevant to the work.</p>
<p>REFLECTION ACTIVITIES (not included in score)</p>	<p>Activities will help participants reflect on their previous experiences and apply their insights to the future. There are a variety of activities described that will easily engage participants in meaningful reflection.</p>	<p>Activities will help participants reflect on their previous experiences and apply their insights to the future.</p>	<p>Activities will help participants reflect on their previous experiences.</p>	<p>Activities described are not reflective in nature or will not likely engage participants.</p>
<p>CONNECTS SKILL TO PROFESSION OR COLLEGE (not included in score)</p>	<p>There are more than three clear examples of how the instructor will connect participants experiences and learning to a profession or to college with specific people and organizations identified.</p>	<p>There are more than two clear examples of how the instructor will connect participants experiences and learning to a profession or to college.</p>	<p>There are one or two clear examples of how the instructor will connect participants experiences and learning to a profession or to college.</p>	<p>It is not clear from the description how the instructor will connect participants experiences and learning to a profession or to college.</p>