PQAS MODULE SCORING INSTRUMENT

Directions:

• Carefully review the module and attachments and use this scoring rubric to evaluate the module.

• Read each indicator description carefully. Enter a score of 0 – 2 to the LEFT of the multiplier.

• Use whole number scores only (2, 1, 0).

• Include suggestions on how the applicant can improve the module in the comments section. Please use complete sentences. Suggestions are required for any indicator scored a 0 or 1.

Module Title: _____

Content	**0**	**/50**
Organization	**0**	**/24**
Presentation	**0**	**/26**
Total	**0.0**	**/100**

Content	2	1	0	Score	
1.a Relevant to the audience	The content is relevant to the work of the target audience		The content is <u>not</u> relevant to the work of the target audience	x2	0
1.b Covers stated learning objectives	All of the learning objectives are addressed in the module content	65-99% of the learning objectives are addressed in the module content	Less than 65% of the learning objectives are addressed in the module content	x3	0
1.c Provides opportunities for reflection and/or planning	At least two opportunities are indicated in the module for participants to individually reflect and/or plan how they will use the information in their daily work	Only one opportunity is indicated in the module for participants to individually reflect and/or plan how they will use the information in their daily work	Opportunities are <u>not</u> indicated in the module for participants to individually reflect and/or plan how they will use the information in their daily work	x2	0
1.d Connects theory or current research to best practice	Content Outline and Presentation Methods make a connection between theory or current research and best practice	Content Outline reflects a connection between theory or current research and best practice	Content does <u>not</u> make a connection between theory or current research and best practice	x2	0
1.e Connects participants' prior knowledge to content	Instructor provides at least two opportunities to connect participants' prior knowledge to content	Instructor provides one opportunity to connect participants' prior knowledge to content	Instructor does <u>not</u> provide opportunities to connect participants' prior knowledge to content	x1	0

| 1.f Demonstrates knowledge of Best Practice | Module demonstrates a clear knowledge of best practice. May include: knowledge of age appropriateness, individual children, and family culture and background | | Module does not demonstrate knowledge of best practice | x3 | 0 |

1.g Content supports adult learning and comprehension	The amount of content being presented appropriately supports adult learning and comprehension		The amount of content being presented does not appropriately support adult learning and comprehension	x3	0
1.h Corresponds learning objectives with the CKC	Every learning objective aligns to a CKC competency	65-99% of the learning objectives align to a CKC competency	Less than 65% of the learning objectives align to a CKC competency	x3	0
1.i Materials/ handouts support the content of the module	All materials/handouts support the content of the module and the competency level identified in the overview	65-99% of the materials/handouts support the content of the module	Less than 65% of the materials/handouts support the content of the module	x2	0
1. j Age emphasis is applicable to content	Age emphasis identified in the overview is applicable to the content. (Could be N/A)		Age emphasis identified in the overview is not applicable to the content	x2	0
1.k Resources reflect current research	75% or more of the resources and references reflect current, up-to-date research (within the last 10 years & websites must be active)		Less than 75% of the resources and references reflect current, up-to-date research **OR** resources are not dated in the module overview	x1	0
1.l Content matches competency level	Module content matches the indicated competency level		Module content does not match the indicated competency level	x1	0

0 /50

Comments:

1.a

1.b

1.c

1.d

1.e

1.f

1.g

1.h

1.i

1.j

1.k

1.l

Organization	2	1	0	Score	
2.a Grammar, usage, mechanics, or spelling	Overview, module, and handouts are written with no errors in grammar, usage, mechanics, or spelling	Overview, module, and handouts are written with 1-4 errors in grammar, usage, mechanics, or spelling	Overview, module, and handouts are written with 5 or more errors in grammar, usage, mechanics, or spelling	x1	0
2.b Links module components to PA state identified tools	Tools and resources utilized in PA state quality initiatives are linked to content, presentation, or handouts for participants. (Ex: PA Learning Standards, ERS, STARS Standards, Caring for Our Children, Accreditation Standards, PAS, CKC , etc.)		Tools and resources utilized in PA state quality initiatives are not linked to content, presentation, or handouts for participants.	x3	0
2.c Measurable learning objectives	All of the learning objectives are written in measurable terms	65-99% of the learning objectives are written in measurable terms	Less than 65% of the learning objectives are written in measurable terms	x3	0
2.d Materials/ handouts are labeled, cited, and listed in the module	All materials/handouts are **labeled** (typed, not hand-written) with identifying information, **cited** (must contain all components of APA/MLA style) in the overview, *and* **listed** in the module. This includes materials created by the instructor	50-99% of materials/handouts are **labeled** with identifying information, **cited** in the overview, *and* **listed** in the module	Less than 50% of materials/handouts are labeled with identifying information, cited in the overview, *and* listed in the module	x2	0

2.e Learning objectives reflect revised 2000-2001 Bloom's taxonomy verbiage	All learning objects reflect the revised 2000-2001 Bloom's taxonomy verbiage	65-99% of the learning objectives reflect the revised 2000-2001 Bloom's taxonomy verbiage	Less than 65% of the learning objectives reflect the revised 2000-2001 Bloom's taxonomy verbiage	x1	0
2.f Time frame allotted is appropriate	In consideration of adult learning principles, the time frame is appropriately broken down by Content and Presentation Method, and time allotted for the module is appropriate	Overall time allotted for the module is appropriate, but there are 1-2 instances where the time frame is not appropriately broken down by Content and Presentation Method	Overall time allotted for the module is not appropriate and/or there are more than two instances where the time frame is not appropriate	x1	0
2.g Balance between content instruction and activities	Flow of the module provides a balance between content instruction and activities.		Flow of the module does not provide a balance between content instruction and activities.	x1	0

0 /24

Comments:

2.a

2.b

2.c

2.d

2.e

2.f

2.g

Presentation	2	1	0	Score	
3.a Includes strategies to perform needs assessment	Instructor uses one or more strategies or tools to perform initial needs assessment of participants		Instructor does not perform initial needs assessment of participants	x1	0
3.b Establishes logical sequence of events/activities	All of the events/activities flow in a logical sequence	1-2 of the events/activities appear out of logical sequence	3 or more of the events/activities appear out of logical sequence	x1	0
3.c Utilizes varied presentation techniques	Module utilizes at least three different presentation techniques, at least one of which is a collaborative activity. May include: ice breakers, small group activities/exercises, role playing, lecture, brainstorming, walk & talk, think/pair/share, etc.	Module utilizes two different presentation techniques, one of which is a collaborative activity.	Module utilizes only one presentation technique or no collaborative activities are included	x2	0
3.d Incorporates varied strategies to measure outcomes of learning objectives	Instructor uses one or more strategies or tools to measure outcomes of every stated learning objective	Instructor uses one or more strategies or tools to measure outcomes of 65-99% of the stated learning objectives	Instructor uses one or more strategies or tools to measure outcomes of less than 64% of the stated learning objectives	x2	0

3.e Respects diversity of the group	Presentation is respectful of the potential diversity of the participants in examples given and strategies used		Presentation is not respectful of the potential diversity of the participants in examples given and strategies used	x1	0
3.f Suggests resources for continued learning	At least two resources/references are suggested for continued learning	One resource/reference is suggested for continued learning	No resources are suggested for continued learning	x1	0
3.g Module components are written in detail	Module components are written with enough detail that any instructor could present the session as intended without any questions	Module components are written with enough detail that another instructor with knowledge base could present the session as intended	Module components are <u>not</u> written with enough detail that another instructor could present the session as intended	x2	0
3.h Applies adult learning principles	Applies adult learning principles throughout the module as demonstrated in the PQAS Orientation.	Applies adult learning principles throughout the module with 1-2 exceptions	Does not consistently apply adult learning principles throughout the module	x3	0

0 /26

Comments:
3.a
3.b
3.c
3.d
3.e
3.f
3.g
3.h

Additional Comments: