Program Effectiveness Presentation Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Explain philosophical approaches to evaluation. | Does not explain philosophical approaches to evaluation. | Explains philosophical approaches to evaluation, but the explanation is unclear or incomplete. | Explains philosophical approaches to evaluation. | Explains philosophical approaches to evaluation, and evaluates the evidence on which the explanation is based. |
| Show the steps of the program evaluation process. | Does not show the steps of the program evaluation process. | Outlines at a basic level the steps of the program evaluation process. | Shows the steps of the program evaluation process. | Shows the steps of the program evaluation process, and impartially considers any limitations associated with the steps. |
| Articulate an evaluation design, framework, or model for program evaluation. | Does not articulate an evaluation design, framework, or model for program improvement. | Lists but does not explain an evaluation design, framework, or model for program improvement. | Articulates an evaluation design, framework, or model for program improvement. | Articulates an evaluation design, framework, or model for program improvement, and impartially considers any limitations associated with that selection. |
| Examine how data analysis can be used to foster ongoing program improvement. | Does not examine how data analysis can be used to foster ongoing program improvement. | Lists how data analysis can be used to foster ongoing program improvement. | Examines how data analysis can be used to foster ongoing program improvement. | Examines how data analysis can be used to foster ongoing program improvement, and identifies areas of uncertainty, knowledge gaps, or additional information that would be needed to gain a more complete understanding. |
| Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics. | Does not write clearly, logically, or with correct use of spelling, grammar, punctuation, and mechanics. | Writes with errors in clarity, logic, spelling, grammar, punctuation, or mechanics. | Writes clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics. | Writes clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics; and uses relevant evidence to support a central idea. |
| Correctly format the assessment, citations, and references using APA style. | Does not format the assessment, citations, and references using APA style. | Formats the assessment, citations, and references using APA style, but with errors and inconsistencies. | Correctly formats the assessment, citations, and references using APA style. Citations and references contain few errors. | Correctly formats the assessment, citations, and references using APA style. Citations and references are free from all errors. |