

Certified Peer Health Educator Training Course Assessment Rubric DRAFT 12.15.09 Content is Elements – Quality is Standards

<b>Learning Objectives</b>	<b>All Possible Points</b>	<b>Partial Points</b>	<b>Minimal Points</b>	<b>0 Points</b>
1. Demonstrate ability to apply critical thinking standards when completing weekly Reflections that relate to BACCHUS learning objectives and other class activities: clarity, accuracy, relevance and fairness. 10 Reflections	Consistently apply 4 CT standards 5 points per Reflection	Consistently apply 2-3 of the standards 3-4 points per Reflection	Consistently apply 1-2 of the standards 1-2 points per Reflection	None of the standards were consistently applied. 0 points
2. Compare and contrast points of view represented by resiliency theory with risk reduction theory.	Entirely clear, accurate and complete summary of each point of view with fair comparisons. 5 points	Mostly clear, accurate and complete summary with somewhat fair comparisons. 3-4 points	Minimally clear and accurate with incomplete and limited fairness. 1-2 points	Unclear, inaccurate and incomplete. 0
3. Summarize information in Healthy Campus 2010 and identify at least 3 inferences for UofL.	Entirely clear and accurate summary with 3 logical inferences. 5 points	Mostly clear and accurate with 2-3 logical inferences. 3-4 points	Minimally clear and accurate with 1-2 logical inferences. 1-2 points	Unclear and inaccurate with 0 logical inferences. 0
4. i2s intellectual standards applied to written reflection about QPR, description of QPR purpose and personal point of view: personal confidence ranking.	Applied 4 standards to Reflection, accurate description of QPR purpose and precise confidence ranking. 5 points	Applied 2-3 standards to Reflection, somewhat accurate description of QPR, and precise confidence ranking. 3-4 pts.	Applied 1-2 standards to reflection, minimally accurate description of QPR purpose and precise conf ranking. 1-2 pts	Entirely inaccurate and unclear Reflection and description. No precision in confidence ranking. 0
5. Utilize information from UofL NCHA data and other sources that describe impact of students' health status on student performance to select a relevant topic for health promotion module.	Topic completely relevant. 3 points	Topic somewhat relevant. 2 points	Topic minimally relevant. 1 point	Topic not relevant. 0
6. Develop and present a population-focused health promotion module that demonstrates (a) best practices through use of Program Planning Worksheet and (b) standards of critical thinking: clarity, accuracy, relevance, significance and fairness.	Completely fulfilled Program Planning worksheet components. Module and presentations reflect 5 i2a standards. Module: 27 points Presentation: 30 points	Mostly fulfilled Program Planning Worksheet. Module and presentations reflect 3-4 i2a standards. Module: 20-29 points Presentation: 20 – 29 pts	Minimally fulfilled Program Planning Worksheet. Module and presentations reflect 1-2 i21 standards. Module: 1- 19 points Presentation: 1-19 pts	Not fulfilled. 0
7. Clearly state implications and consequences of class: a) personal intentions to apply the concepts of advocacy, activism and leadership to future activities (b) Self-assessed gaps and learning goals (c) Questions to meet goals. (d) Logical and specific steps that will be taken to meet personal learning goals.	Clearly states personal intentions, gaps and learning goals. Clearly states necessary questions. Describes logical and specific steps directed to meet learning goals. 5 points	Somewhat clear statement of personal intentions, gaps, learning goals and questions. Describes logical and specific steps. 3-4 points.	Minimally clear statement of personal intentions, gaps, learning goals and questions. Logical and specific steps. 1-2 points.	Not fulfilled. 0
Total SCORE _____ = Final Grade ____				