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| --- | --- | --- | --- | --- | --- |
| **Component** | **Excellent** | **Satisfactory** | **Needs Improvement** | **Unsatisfactory** | **Points Earned** |
| **Discussion of Previous Experience related to Developmental Psychology**  *18 Points Possible* | Student provides an accurate, thorough description of his/her previous experience with developmental psychology. | Student provides a description of his/her previous experience with developmental psychology. At times, description lacks coherence. | Student provides a marginal description of his/her previous experience with developmental psychology. Sufficient details and supporting evidence are lacking. | Does not clearly describe his/her previous experience with developmental psychology. |  |
| **Description of Topics Student is Excited to Study in the Course**  *18 Points Possible* | Student provides a clear and detailed description of topics he/she is eager to study and gives examples. | Student provides a description of topics he/she is eager to study. At times, description lacks coherence. | Student provides a marginal description of topics he/she is eager to study. Sufficient details are lacking. | Does not describe topics he/she is eager to study. |  |
| **Description of Three Specific Learning Goals for the Course**  *18 Points Possible* | Student provides three clear, distinct, and specific learning goals. Description is rich and gives examples. | Student provides three learning goals. At times, description lacks coherence or may be vague. | Student provides a marginal description of three learning goals. Sufficient details are lacking or three distinct goals are not described. | Does not provide three learning goals for the course. |  |
| **Description of any Previous Knowledge of Developmental Theorists**  *18 Points Possible* | Student provides an accurate, thorough description of his/her previous knowledge of developmental theorists. | Student provides a description of his/her previous knowledge of developmental theorists. At times description lacks coherence. | Student provides a marginal description of his/her previous knowledge of developmental theorists. Sufficient details are lacking. | Does not provide a description of his/her previous knowledge of developmental theorists. |  |
| **Description of how Knowledge Gained from the Course Can Affect Personal/Professional Life**  *18 Points Possible* | Student clearly and thoroughly describes how knowledge gained from the course can affect his/her personal and professional lives. | Student provides a description of how knowledge can affect his/her personal/professional lives. At times description lacks coherence. | Student provides a marginal description of how knowledge can affect his/her personal/professional lives. Sufficient details are lacking. | Does not provide a description of how knowledge can affect his/her personal/professional lives. |  |
| **Formatting/Writing**  *10 Points Possible* | Work is presented in a logical and coherent way. Writing is clear, articulate, and error free. Citations, if used, are composed in proper format with few or no errors. | Work is grammatically sound with a few minor errors. Citations, if used, are composed in the proper format with some errors. | Work contains frequent grammatical errors. Citations, if used, are inaccurate or improperly formatted. Lists or sentence fragments may have been used as opposed to full sentences. | Work does not demonstrate appropriate graduate level writing. Lists, bullet points, or sentence fragments are the primary means of answering questions. |  |
| **Summary Comments:** | | | | | **Total Points:**  **/100** |