

### Section I: EI Plan

Worth 70 points

Reflecting on abilities and competencies identified through the assessment process (Course Project Part I: EI Assessment Reflection) and material discussed throughout the semester, students develop and substantiate a basic plan for:

- developing/strengthening needed EI skills/competencies
- leveraging high quality skills/competencies that already exist.

#### Statement of Goals and Action Statements

Worth 30 points

Student knowledge of 1) the EI skills and ESI competencies that can be developed; 2) methods to develop or leverage an ability or competency. This area also assesses ability to organize action steps to develop/leverage a skill, skill set, competency.

Outstanding – to – Very Good 30 - 26 points	Good – to – Adequate 25 - 23 points	Needs Improvement – to - Did Not Complete 22 – 0 points
<p><b>EI skills and ESI competencies:</b> A <b>sophisticated understanding is consistently evident</b> – to – evident with few exceptions in most areas when communicating goal statements and specific action steps:</p> <p><b>Methods for skill/competency development:</b> <b>Action steps</b> are well organized, indicating <b>knowledge of how</b> EI/ESI can be developed or leveraged.</p>	<p>Any of the following:</p> <p>EI skills and ESI competencies: Understanding is evident in most areas, but raise questions as to a student’s knowledge base when communicating some goal statements and/or action steps:</p> <p>Methods for skill/competency development: Action steps indicate a range in quality related to how EI/ESI can be developed or leveraged.</p>	<p>Any of the following:</p> <p>More than 2 goal statements – or – more than 3 specific action steps need improvement.</p> <p>EI skills and ESI competencies: Surface level knowledge is communicated. Some content may be missing.</p> <p>Methods for skill/competency development: How EI/ESI can be developed or leveraged is not well established within action steps.</p>

#### Connection to Course Material

Worth 24 points

Level to which goals/action plan steps are directly associated with best practices provided during the semester.

Outstanding – to – Very Good 24 – 21 points	Good – to – Adequate 20 - 18 points	Needs Improvement – to – Did Not Complete 17 - 0 points
<p>All of the following:</p> <p><b>Direct connection to course material</b> (or material brought into the course) is <b>provided consistently</b> throughout action plans. Direct connection to goals may or may not be available.</p> <p>A <b>brief notation of source</b> is provided.</p>	<p>Any of the following:</p> <p>Direct connection to course material (or material brought into the course) is provided in some components of action plans.</p> <p>Direct connection to goals may or may not be available.</p> <p>A brief notation of source is not provided.</p>	<p>Any of the following:</p> <p>Direct connection to course material (or material brought into the course) provided action plans is sparse - or -. Is nonexistent.</p> <p>A brief notation of source may or may not be offered is not provided.</p>

#### Indicators of Improvement or Successful Leveraging

Worth 5 points

Level of strategic thought when identifying: 1) strategies for improvement/leveraging of skills/competencies; 2) options for who can evaluate (self or others)

<b>Outstanding – to – Very Good</b> 5 points	<b>Good – to – Adequate</b> 4 points	<b>Needs Improvement – to - Did Not Complete</b> 3 - 0 points
<p>All of the following:</p> <p><b>Critical thought/reflection</b> on best means to measure EI/ESI development and/or success in leveraging of abilities and competencies <b>is evident</b> in all entries –or - all but 1entry.</p> <p>Evaluative strategies are <b>realistic</b>.</p> <p>Specific reference to <b>self-evaluation</b> and or measurement through behaviors <b>evaluated by others</b> or through <b>successful outcomes</b>.</p>	<p>Any of the following:</p> <p>Critical thought/reflection on best means to measure EI/ESI development and/or success in leveraging of abilities and competencies is evident in most entries.</p> <p>Strategies for evaluation may offer an unrealistic strategy.</p> <p>Specific reference to self-evaluation and or measurement through behaviors evaluated by others or through successful outcomes is associated with most entries.</p>	<p>Any of the following:</p> <p>Critical thought/reflection on best means to measure EI/ESI development and/or success in leveraging of abilities and competencies needs improvement.</p> <p>Evaluation strategies are either: 1) not evident; 2) poorly conceived (missing obvious realistic consideration of what is being measured or how measurement will occur)</p> <p>Limited –to – no reference to self-evaluation and/or measurement through behaviors evaluated by others or through successful outcomes.</p>
<p><b>Section I: Quality of Completion</b>            Worth 11 points            Level of communication (5 points); assignment completed as directed (6 points)</p>		
<b>Outstanding – to – Very Good</b> 11 – 10 points	<b>Good – to – Adequate</b> 9 – 8 points	<b>Needs Improvement – to – Did Not Complete</b> 7 - 0 points
<p>Both of the following:</p> <p>All to most <b>content is well communicated</b>. (5 points)</p> <p>Assignment is <b>completed as directed</b>. (6 points)</p>	<p>One of the following:</p> <p>Content may be well communicated in certain areas but quality of content is at the level of good to adequate in other areas. ( deduction of 2 points)</p> <p>At least 1 assignment instruction was not followed. ( deduction of 2 points)</p>	<p>One or both of the following:</p> <p>Quality of communication needs improvement. (deduction of 4 –5 points)</p> <p>Several assignment instructions were not followed. (deduction of 4 – 5 points)</p>