EVALUATION CRITERIA

1. **Audience and the Lesson Being Taught**

   - Describes the target audience and the learning needs. The proposed lesson closely addresses the learning needs identified.

2. **Lesson Goal and the Learning Objectives**

   - Develops a the lesson goal that is appropriate for the target audience learning objectives that are clear and measurable. They including the audience, performance, condition, and degree

3. **Employs Theories and/or Principles that Support the Selection of Instructional Methods**

   - Selects and describes at least three instructional strategies and methods used and the theories and/or principles that support them. Selected strategies that provide variety and engagement and support the learning objectives.

4. **Designs Two Assessment or Evaluation Rubrics**

   - Designs an entirely appropriate assessment or evaluation rubric that aligns to the learning objectives addressed in the final project of the lesson. Also designs an assessment or evaluation rubric that addresses roles and tasks in a group or cooperative activity. Rubrics include at least two criteria and three performance levels.

5. **Creates an Engaging Lesson that Addresses a Specific Learning Need**

   - Develops an engaging lesson that addresses a learning need within a target audience. Lesson is comprised of two modules that closely map to the learning objectives. Learning activities include a cooperative or group component and a final project that demonstrates creativity, engagement, and authentic learning.

6. **Utilizes a Web-based tool to House the Lesson Information**

   - Utilizes a web-based tool to expertly house the lesson, including all components identified in the assignment. The website is appealing, engaging and easy to navigate.

7. **Reflects on the Thought Process Involved in the Use of Technology**

   - Discusses the decisions made and processes used in the development of the creation of the website and the use of instructional technology within the lesson.

8. **Reflects on the Thought Process Involved in the Development of the Lesson**

Please cite as: Warn, M. (2015). Developing and Hosting an Online Lesson. Ashford University.

- Discusses decisions made and processes used in the development of a robust and engaging lesson that met all assignment components and addressed a learning gap for the target audience.

9. **Written Communication: Content Development**

- Distinguished - Uses appropriate, pertinent, and persuasive content to discover and develop sophisticated ideas within the context of the discipline, shaping the work as a whole.

10. **Written Communication: Control of Syntax and Mechanics**

- Displays comprehension and organization of syntax and mechanics, such as spelling and grammar. Written work contains no errors, and is very easy to understand. Sources are referenced and cited according to APA format.