<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Progressing Towards Expert Practice</th>
</tr>
</thead>
</table>
| Include course and module learning objectives aligned to assessments | - Write course and module level learning objectives that describe measurable outcomes some of the time.  
- Write course and module level learning objectives that align with assessments some of the time.  
- Write module level learning objectives that align with course level learning objectives some of the time. | - Write course and module level learning objectives that describe measurable outcomes most of the time.  
- Write course and module level learning objectives that align with assessments most of the time.  
- Write module level learning objectives that align with course level learning objectives most of the time. | - Write course and module level learning objectives that describe measurable outcomes consistently.  
- Write course and module level learning objectives that align with assessments consistently.  
- Write module level learning objectives that align with course level learning objectives. Consistently.  
- Clearly communicate course and module level learning objectives to students. |
| Represent content in a variety of formats e.g., video, audio, and text. | - Provide multiple options for students to choose alternative formats to learn (such as text, audio, video) some of the time.  
- Follow best practices recommendations for text size and color, layout of visual elements, and volume and rate of audio and video some of the time. | - Provide multiple options for students to choose alternative formats to learn (such as text, audio, video) most of the time.  
- Follow best practices recommendations for text size and color, layout of visual elements, and volume and rate of audio and video most of the time.  
- Use some instructional techniques that support information processing and comprehension such as modeling, scaffolding, chunking of information. | - Provide multiple options for students to choose alternative formats to learn (such as text, audio, video) consistently.  
- Follow best practices recommendations for text size and color, layout of visual elements, and volume and rate of audio and video consistently.  
- Consistently use instructional techniques that support information processing and comprehension such as modeling, scaffolding, chunking of information. |
| Provide diverse assessment strategies including both formative and summative assessments | - Provide both formative and summative assessments aligned with learning objectives, content and learning activities some of the time.  
- Provide students with multiple options to demonstrate their | - Provide both formative and summative assessments aligned with learning objectives, content and learning activities most of the time.  
- Provide students with multiple options to demonstrate their | - Provide options for students to select how they will demonstrate their mastery of learning objectives.  
- Provide both formative and summative assessments aligned with learning objectives, content and learning activities consistently. |
| CAST Checkpoints: 4.1, 6.3, 7.1, 7.2, 8.2, 8.4, 9.3, 5.3 | mastery of learning objectives some of the time. | mastery of learning objectives most of the time. | • Provide students with multiple options to demonstrate their mastery of learning objectives consistently.  
• Provide opportunities for student self-assessment and reflection consistently. |
| --- | --- | --- | --- |
| Incorporate active learning strategies | • Provide students with learning activities that allow them to engage with content in a variety of ways some of the time.  
• Provide students opportunities to choose the most appropriate supports and resources that will allow them to effectively process information some of the time.  
• Provide students opportunities for collaboration with peers some of the time. | • Provide students with learning activities that allow them to engage with content in a variety of ways most of the time.  
• Provide students opportunities to choose the most appropriate supports and resources that will allow them effectively process information most of the time.  
• Provide students opportunities for collaboration with peers most of the time.  
• Provide opportunities for active reflection most of the time. | • Provide students with learning activities that allow them to engage with content in a variety of ways consistently.  
• Consistently provide students opportunities to choose the most appropriate supports and resources that will allow them effectively process information.  
• Provide students with opportunities for collaboration with peers consistently.  
• Provide opportunities for active reflection consistently. |