Evaluation Criteria	SCORE				
	4	3	2	1	0
1. Presents early thoughts about learning style/preferences and distance learning before taking the ILS Questionnaire	Demonstrates deep thinking and self-awareness & **fully** addresses each element of writing prompt: a.) learning environments, b.) individual vs. group settings, c.) notetaking strategies, d.) preference for demonstrating understanding, e.) perceptions for online learning	Demonstrates thinking and self-awareness & addresses **most** of elements of writing prompt: a.) learning environments, b.) individual vs. group settings, c.) notetaking strategies, d.) preference for demonstrating understanding, e.) perceptions for online learning	Demonstrates thinking and self-awareness & addresses **some** of elements of writing prompt: a.) learning environments, b.) individual vs. group settings, c.) notetaking strategies, d.) preference for demonstrating understanding, e.) perceptions for online learning	Lacks sufficient thinking and self-awareness & **does not address** the elements of the writing prompt: a.) learning environments, b.) individual vs. group settings, c.) notetaking strategies, d.) preference for demonstrating understanding, e.) perceptions for online learning	Did not submit assignment
2. Presentation of ideas regarding learning styles and distance learning	Creatively demonstrates learning styles and their implications on the student as a learner, as well as beliefs of distance learning. Clearly **connects** the two concepts.	Creatively demonstrates learning styles and their implications on the student as a learner, as well as beliefs of distance learning. **Does not connect** the two concepts.	Adequately demonstrates ideas of learning styles **and** implications on the student as a learner and the beliefs of distance learning. *Lacks creative representation and fails to explain how these are connected.*	Only demonstrates ideas of learning styles and implications on the student as a learner **or** the beliefs of distance learning - but not both. **Lacks** creative representation and fails to explain how these are connected.	Did not submit assignment
3. Reports ILS Questionnaire results	Reports **all** questionnaire results with clarity & provides evidence of researching the characteristics of their/each style.	Reports **some** questionnaire results with clarity & provides evidence of researching the characteristics of their/each style.	Reports **some** questionnaire results with **no** evidence of subsequent research.	**Does not report** questionnaire results **or** evidence of subsequent research.	Did not submit assignment
4. Compares earlier thoughts about learning style and preferences to learning style descriptions provided after taking the ILS Questionnaire	Comparison is clear and concise with many supportive details. This includes reflections on personal learning experiences, settings, and outcomes. Also, includes examination of how the instrument results are the same or different to their earlier thoughts.	Comparison is clear and concise with many supportive details. This **may** include reflections on personal learning experiences, settings, and outcomes **or** examination of how the instrument results are the same or different to their earlier thoughts.	Comparison is clear and concise but lacks supporting details on personal experience or an examination of how the instrument is/is not the same as their perceptions.	Comparison is not clear and lacks supporting details.	Did not submit assignment
5. Analysis of learning style/preference impact on distance learning	Reflects a superior level of thoughtfulness and critical thinking about distance learning as evidence by a thorough discussion of **all** of the following: identifying elements of distance learning which may support or present potential issues as a learner; explaining how the student will address these issues; generating a list of learning activities the student would prefer to be included and explaining the connection of these activities with the learner's preference	Reflects thoughtfulness and critical thinking about distance learning as evidence by a thorough discussion of **most** of the following: identifying elements of distance learning which may support or present potential issues for you as a learner; explaining how the student will address these issues; generating a list of learning activities the student would prefer to be included and explaining the connection of these activities with the learner's preference	Reflects a low level of thoughtfulness and critical thinking about distance learning as evidenced by the *lack* of supporting details about **one** of following: identifying the elements of distance learning with little supporting details which may support or present potential issues for you as a learner; explaining how the student will address these issues; generating a list of learning activities the student would prefer to be included and explaining the connection of these activities with the learner's preference	Does not reflect thoughtfulness or critical thinking about distance learningas evidenced by the *lack* of supporting details about **most** of the following: identifying the elements of distance learning with little supporting details which may support or present potential issues for you as a learner; explaining how the student will address these issues; generating a list of learning activities the student would prefer to be included and explaining the connection of these activities with the learner's preference	Did not submit assignment
6. Uses proper writing skills and/or bulleted lists, graphs, word webs, images with labels, etc.	Demonstrates perfect grammar, spelling, punctuation, word usage, formatting or drawing skills	Demonstrates strong grammar, spelling, punctuation and word usage skills	Demonstrates good grammar, spelling, punctuation and word usage skills	Demonstrates poor grammar, spelling, punctuation and word usage skills	Did not submit assignment