

D. Instructional Materials

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

D1	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	(4)	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	(3)	4	N/A
D3	The instructional materials are current.	1	2	(3)	4	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	(3)	4	N/A
D5	Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate.	1	(2)	3	4	N/A
TOTALS			2	9	4	15

Strengths: Instructional materials are well written, with clear guidance on defensive driving skills, and they stress the fact that the student does have a moral obligation to protect themselves and other drivers while operating a commercial vehicle.

Suggestions: There needs to be discussion and possible training on Electronic Logging Devices. There also needs to be emphasis on picking a safe area to take a break; and being aware of the surroundings around the student at all times.

E. Assessment & Measurement

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	(4)	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	1	2	(3)	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	(4)	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	(3)	4	N/A
E6	Assessment results are used to help students progress.	1	2	(3)	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	(3)	4	N/A
TOTALS				12	8	20

Strengths: All information is to the point. The student should have no question as to what is expected of him/ her.

Suggestions:

F. Industry-Based Application

Scale:						
<i>1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable</i>						
F1	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g. TXDOT, OSHA, EPA, Texas regulations and standards, documentation, communication, and troubleshooting).	1	2	3	4	N/A
F2	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace).	1	2	3	4	N/A
F3	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
TOTALS				3	8	11
Strengths: Agree with all statements.						
c						

Section Totals		
A	Syllabus & Course Outline	16
B	Learner Objectives & Interaction	18
C	Instructional Design	14
D	Instructional Materials	15
E	Assessment & Measurement	20
F	Industry-Based Application	11
FINAL TOTAL		94

General / Summary Comments

This program is structured to help students to succeed. The instructional design and materials are up to date. The course encourages the student to give 100%, with positive results in the end. It also encourages team- work between students. The student will be well prepared to have a long career in the Transportation Industry.

Date Review Completed

July 9, 2016

Signature of Reviewer

Ricely Smith

Adapted by Marissa M. Cochran, M.Ed., Amarillo College, from a rubric developed by Eileen Casey White, Ed.D., Connections Consulting Inc.

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