Formal Evaluation and Subject Matter Expert
Summary Report

CAD131

Submitted to Maine is IT in fulfillment of the
TAACCCT grant requirements
_By_
Emporia State University

EMPORIA STATE
U N I V E R S I T Y
■ INFORMATION TECHNOLOGY

May 2017

Course Review for: Maine is IT
Course: CAD131 - Building Information Modeling
Reviewed by: Anna J. Catterson, Ph.D.
Date: May 9, 2017

EMPORIA STATE
U N I V E R S I T Y
■ INFORMATION TECHNOLOGY

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	**2**
1.2 Learners are introduced to the purpose and structure of the course.	3	**3**
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	**2**
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	**2**
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	**1**
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	**1**
1.7 Minimum technical skills expected of the learner are clearly stated.	1	**1**
1.8 The self-introduction by the instructor is appropriate and is available online.	1	**1**
1.9 Learners are asked to introduce themselves to the class.	1	**1**
Total		**14**

Comments:

1.1: Reviewer could not locate any direction to where the various course components were located. Some mention of the Autodesk Revit software, how do they access that? Also, saw some mention of at the end of the textbook references, but need clearer definitions to where students locate the materials and supplemental information

1.2: The course description adequately describes the course in detail.

1.3: Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication should be covered. Examples include:
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

It's important to include etiquette instructions and expectations for ALL types of courses, including F2F. This could include communication via email, discussion in class or even communication between peers.

1.4: Course and institutional policies were covered in the syllabus.

1.5: Reviewer noted that the technology requirements were NOT mentioned. This is important information for students to know prior to taking a course. Mention of the Autodesk Revit software; including help guides or technology requirements for that software would be helpful. It was mentioned that students will be using Dropbox, instructions on this technology and the links to the privacy policy would be helpful for students.

1.6: No prerequisites

1.7: Good

1.8: Difficult to ascertain because access to the Blackboard course was not provided. (Assumed)

1.9: Difficult to ascertain because access to the Blackboard course was not provided. This is an activity that can occur face-to-face **or** online.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	**3**
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	**3**
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	**3**
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	**3**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**3**
Total		**15**

Comments:

2.1: Yes; four first-level outcomes developed. Reviewer recommends developing second-level outcomes that are based on actual student activities and what skills/competencies can be learned. The course outline provided on page 1 of the syllabus could easily be developed into second-level outcomes.

2.2: The learning objectives are measurable and consistent with employment opportunities.

2.3: Yes, however, second-level outcomes are suggested.

2.4: Yes

2.5: Yes

C. Assessment & Measurement (13 points total)		
3.1 The assessments measure the stated learning objectives or competencies.		**N/A**
3.2 The course grading policy is stated clearly.	3	**3**
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	**3**
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.		**N/A**
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	**0**
Total		**6**

Comments:

3.1: Copyrighted material, unable to review.

3.2: The grading policy is stated and it is clear. Reviewer agrees with the breakdown of categories.

3.3: Grading details could be included in the weekly module breakdown.

3.4: Copyrighted material, unable to review.

3.5: How will students receive feedback?

D. Instructional Materials (13 points total)		
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	**3**
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	**3**
4.3 All instructional materials used in the course are appropriately cited.	2	**2**
4.4 The instructional materials are current.	2	**2**
4.5 A variety of instructional materials is used in the course.		**N/A**
4.6 The distinction between required and optional materials is clearly explained.	1	**1**
Total		**11**

Comments:

4.1: All copyrighted materials used.

4.2: Yes, great resources and relate directly the activities being learned.

4.3: Yes

4.4: Yes

4.5: Copyrighted material, unable to review.

4.6: Optional materials are not part of this course.

E. Course Activities and Learner Interaction (11 points total)		
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	**3**
5.2 Learning activities provide opportunities for interaction that support active learning.		**N/A**
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	**3**
5.4 The requirements for learner interaction are clearly stated.	2	**2**
Total		**8**

Comments:

5.1: Yes, consider second-level outcomes as well.

5.2: Unable to review content.

5.3: Yes

5.4: Yes.

F. Course Technology (10 points total)		
6.1 The tools used in the course support the learning objectives and competencies.	3	**3**
6.2 Course tools promote learner engagement and active learning.	3	**3**
6.3 Technologies required in the course are readily obtainable.	2	**2**
6.4 The course technologies are current.	1	**1**
6.5 Links are provided to privacy policies for all external tools required in the course.	1	**1**
Total		**10**

Comments:

6.1: Yes, please explain in detail what types of technology students may be using.

6.2: Yes

6.3: Yes

6.4: Yes

6.5: Certain policies (eg, ADA, Codes of Conduct, etc.) are provided via extracted policy wording. However, the Reviewer was unable to locate links to privacy policies (eg, HIPAA, FERPA, etc.) Consider including that language in the course syllabus.

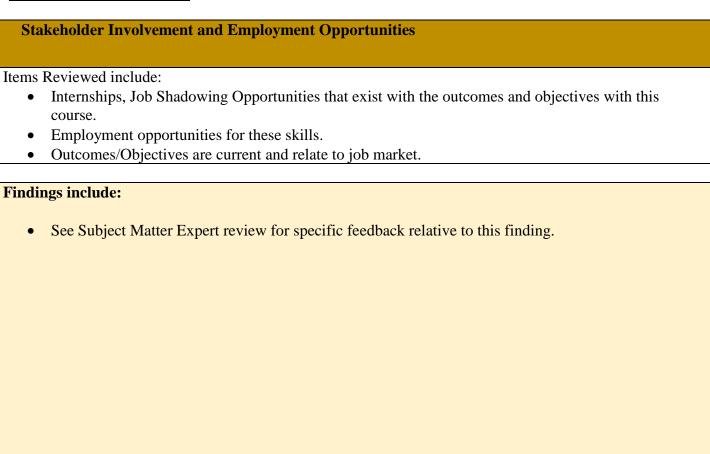| G. Learner Support (9 points total)		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**0**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**3**
7.3 Course instructions articulate or link to an explanation of how the institution's **academic** support services and resources can help learners succeed in the course and how learners can obtain them.	2	**2**
7.4 Course instructions articulate or link to an explanation of how the institution's **student** support services and resources can help learners succeed in the course and how learners can obtain them.	1	**1**
Total		**6**

Comments:

7.1: Providing students access to technology support is very important. Don't assume that students know how to obtain support from the institution. Provide instructions/links for students to access the technology help services available to them.

7.2: The syllabus contains an excerpt and a link to the institution website pertaining to accessibility. The Reviewer applauds this information.

7.3: Access to the institutional academic support services is critical, good work adding this information.

7.4: Please include student support services on the syllabus.

**Note: On page 2, under "CAD Drawing Assignments" The first sentence reads: "Assignments will be graded based on how well they show…." – please change this to reflect the material from a students' perspective.

H. Accessibility and Usability (12 points total)		
8.1 Course navigation facilitates ease of use.	3	**3**
8.2 Information is provided about the accessibility of all technologies required in the course.	3	**3**
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	**2**
8.4 The course design facilitates readability.	2	**2**
8.5 Course multimedia facilitate ease of use.	2	**2**
Total		**12**

Comments:

8.**1:** Implied or N/A -

8.2: Please add.

8.3: Implied. The Americans with Disabilities Act requires institutions to make accommodations for student who identify as having a disability. Work closely with your institution's office for disability services to identify resources to assist in making your course ADA compliant. The Reviewer assumes this has been considered.

8.4: Implied. Or N/A

8.5: Please ensure that all instructional materials relating to videos have transcripts OR captioning.

Part II: Employment Data

Stakeholder Involvement and Employment Opportunities
Items Reviewed include: • Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course. • Employment opportunities for these skills. • Outcomes/Objectives are current and relate to job market.
Findings include: • See Subject Matter Expert review for specific feedback relative to this finding.

Part III: Creative Commons

Items Reviewed include:
- All course materials presented in Creative Commons?
- Creative Common license (including graphic) is represented on course materials.

Findings include:

- This material is licensed under the Creative Commons Attribution 4.0 International License.
- Creative Commons graphic is included on the footer.

Course: CAD131
Course Name: Printing and Publishing
Date: May 9, 2017

Background
Funded by a $13 million grant from the U.S. Department of Labor, ***Maine is IT!*** is building new educational and career pathways in information technology at all seven of Maine's community colleges. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications.

Overall Remarks and Reviewer Summary
In reviewing CAD131 several processes and data collections tools were noted and identified. This reviewer took in account the Dynamic Skills Audit conducted in 2014-2015. Both qualitative and quantitative data was identified in the report that provides the key elements:

1. Career opportunities do exist for EMCC graduates from an AAS in Information Technology or those completing a certificate program. It was also found by this reviewer that the skills mastered in CAD131 relate to specific job openings.
2. Current job openings list specific duties that relate to CAD131.
3. The current Advisory Board indicates CAD131 contributes to the labor market data.

The Dynamic Skills Audit outlined the following process, which this reviewer took into consideration when compiling this the formal SME report:

1. Local industry needs were assessed through the program Advisory Board. Minutes from those Advisory Board meetings were reviewed and suggestions from the partnerships were adopted into this summary.
2. Burning Glass data was reviewed to identify themes and trends in the current job market. The Burning Glass report helped identify skills demanded by employers to curriculum outcomes and learning objectives.

A formal SME was conducted with the above reports and compiled in the next section of this report.

A. Program and Course Overview and Objectives

Items Reviewed include:
- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

The CAD131 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the CAD131 course has listed measurable outcomes which can be stacked and latticed. The NCES CIP (Classification of Instructional Programs) is referenced as: *15.1301* (See: https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87776). **Title:** Drafting and Design Technology/Technician, General.

Definition: A program that prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

US Census Bureau recognizes this field as 541340, Drafting Services. This industry comprises establishments primarily engaged in drawing detailed layouts, plans, and illustrations of buildings, structures, systems, or components from engineering and architectural specifications. https://www.census.gov/cgi-bin/sssd/naics/naicsrch?code=541340&search=2017%20NAICS%20Search

The Bureau of Labor Statistics, Department of Labor, recognizes this field as 17-3011 Architectural and Civil Drafters

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Use knowledge of building materials, engineering practices, and mathematics to complete drawings.

Illustrative examples: *Civil Computer-Aided Design and Drafting Technician, Building Drafter, Structural Drafter*

Broad Occupation: 17-3010 Drafters
Minor Group: 17-3000 Drafters, Engineering Technicians, and Mapping Technicians
Major Group: 17-0000 Architecture and Engineering Occupations

Table: Standard Reviewed Standards for Course Outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
A.1 The learning outcomes are clearly stated and mapped to specific objectives and/or assignments.		X	
A.2 Prerequisites and/or any required competencies are clearly stated.		X	
A.3 Learning objectives for each course describe outcomes that are measurable.		X	
A.4 Learning objectives are appropriately designed for the level of each of the course.		X	
A.5 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.		X	

A.1 – Yes, good work on mapping the four outcomes.

A.2 - The course prerequisites are indicated.
A.3 – Yes
A.4 - Learning objectives do align with industry standards; especially the final project. Please include rubrics for your final project and other assignments.
A.5 – Each topic is scaffolded and appears to build on one another.

B. Relevancy

Items Reviewed include:
- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Course competencies are relevant to students, industry, and employers. Strong evidence was found in the Dynamic Skills Audit Summary Report. Direct ties were found through interviews with stakeholders and in Advisory Board minutes.

The table that follows is a clear matrix of how the course outcomes are relevant to students, industry, and employers:

Table: Matrix of evidence-based skills mapped to students, industry, and employers

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
B.1 Course competencies represent industry's expectation of the overarching knowledge, skills, and abilities that 1st year college students should possess.		X	
B.2 Core course competencies are relevant to **industry and employer**s.		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to **students**.		X	

B.1 –Yes; evidence found in job descriptions.
B.2 – Yes, evidence found relating to current job market, see attachments below.
B.3 – Yes. Activities and instruction defined in the course outline offer real-world application in design and modeling that are required of any person seeking employment in this field.

Job Summary

Structural Project Engineer

At Woodard & Curran, there's nothing we love more than a tough engineering challenge. We handle a wide range of water and environmental issues—solving complex problems with creativity and tenacity. That's how we make a difference to our clients, people, and planet. Our company was founded on a simple concept: provide a safe and enjoyable place to work with opportunity, integrity, and commitment, and we will attract talented people. Those people are at the heart of our firm, solving some of the most pressing water and environmental challenges for our clients.

Overview:

We currently have an opening for a Structural Engineer with 5+ years of industrial and building experience in a consulting engineering design firm setting. We are looking for an engineer with a broad range of experience performing practical and efficient structural engineering designs using reinforced concrete, structural steel, masonry, wood framing systems, and all applicable building codes. The desired candidate shall bring a successful track record of design, discipline coordination, deliverable management, specification writing, and construction administration. In addition to having excellent technical expertise, the candidate shall be a quick thinker and an independent problem solver who is accustomed to working closely with multi-discipline teams on tight deadlines.

Responsibilities:

This position is part of the Structural Engineering Department, which is comprised of several structural engineers and CAD designers. Structural projects can range greatly in size, location, and complexity, while serving clients in the municipal, industrial, power, and gas/utility markets. The successful candidate shall have experience self-performing all aspects of structural engineering calculations, detailing, and drawing preparation. The candidate shall also have the experience, the leadership qualities, and the desire to mentor and manage junior staff as part of a cohesive structural delivery team.

Qualifications:

- Experience with the design and detailing of reinforced concrete, structural steel, masonry and wood framing systems.
- Proficiency in structural steel and masonry building design.
- Experience with proposal scope and budget development for structural projects.
- Experience with condition assessments of existing buildings and structures.
- Experience with inspecting structural components during construction.
- Experience with STAAD and/or other structural analysis software.
- Competence with applicable building codes (IBC, IEBC, ACI, ASCE, AISC, OSHA, etc.).
- Proficiency in AutoCAD a plus.
- Desire and ability to work independently as sole structural engineer in a MA or CT office of Woodard & Curran.
- Flexibility to travel to project sites throughout New England and across the country.
- PE License in multiple states is a plus.

Woodard & Curran is an equal opportunity employer.

Project Manager

BerryDunn's Government Consulting Group, with headquarters in Portland, Maine, focuses nationally on serving the organizational, program, information technology, and management needs of local and state government agencies. We have worked with hundreds of government agencies throughout the United States.

Our Government Consulting Group is seeking a **Senior Consultant/ Project Manager** to join our Local Government Practice Area for projects based in multiple locations across the United States. The preferred candidate will be based in Portland, Maine or remote.

The individual we seek has the right mix of demonstrated project management capabilities, business development experience, strong leadership capabilities, effective communication skills and a willingness to travel. The preferred candidate will have experience in one or more of the following areas: Computer-Aided Dispatch (CAD), Records Management Systems (RMS), and other Justice & Public Safety Technologies, along with Technology Planning and Business Process Analysis and will be comfortable working in many different environments within Local government.

Responsibilities include, but are not limited to:

- Lead and support delivery of services to clients on time and within budget, including assigning and managing staff, creating work products, and reporting on project status
- Facilitate meetings and interviews with client stakeholders
- Develop proposals, staffing plans and budgets for new business
- Participate in staff/team meetings and training and work effectively as a team player on multiple client projects
- Willingness and ability to travel minimum 60% of the time is required

Required Qualifications:

- Bachelor's degree
- Past experience working with government agencies
- Demonstrated experience leading project teams
- Effective project management and organizational skills
- Excellent written communication skills including documenting complex issues succinctly and logically
- Excellent verbal and presentation skills including articulating complex issues to a variety of audiences.
- Ability to balance multiple assignments and achieve quality results in a timely manner
- Ability to create and sustain positive working relationships with staff and diverse constituencies and to work independently as well as collaboratively
- Knowledge of government accounting concepts
- Knowledge of and experience with requirements gathering and software testing best practices
- Experience with implementing enterprise software applications for government entities
- Adept at using the MSOffice suite including MSProject

Preferred Qualifications:
PMP certification or equivalent project management experience
Advanced degree

Prior consulting experience in a national or regional consulting firm, experience working in/with the public sector, relevant independent consulting experience, or prior employment with a software vendor.
Experience ideally with the implementation or ongoing support of enterprise applications.

Third Assistant Engineer

POSITION OVERVIEW

The 3rd Engineer acts as Engineer Officer of the Watch, assists in the oversight of shipboard maintenance, and provides Cadet training during the annual training cruise. As a junior officer in the Engine Department, reports to the Chief Engineer. A Bachelor's degree preferred, and at a minimum must possess all USCG Certificates and Licenses, and all STCW endorsements required of a 3rd Assistant Engineer/ OICNW. Must possess a valid US passport.

DUTIES

- Performs all duties normally associated with a 3rd Engineer's position.

- Will supervise and train students of varying experience levels in practical operation of all engineering space machinery, tools, and safety equipment.

- Work closely with the Ship's 2nd Assistant Engineer and 1st Assistant Engineer conducting training cruise maintenance on the training ship.
- As a member of a damage control team, responsible for training students in firefighting, damage control, rescue, and evacuation techniques.
- Frequently act as a safety observer during any evolution involving groups of students; working knowledge of/experience with Safety Management Systems is recommended.
- Work with the Senior Engine Training Officer to develop and present material to Cadets.
- Responsible for objectively evaluating student performance as well as work and training processes.
- As a uniformed officer will comply with the regimental uniform regulations as modified by the Commandant for staff officers.
- Other duties as assigned.

This job description reflects the general duties of the job but is not a detailed description of all duties which may be inherent to the position. The Academy may assign reasonably related additional duties to individual employees consistent with policy and collective bargaining agreements.

SKILLS

- Thorough knowledge and familiarity with all shipboard systems and equipment.
- Experience as Engineer Watch Officer.
- Experience as or willingness to learn teaching and objective evaluation of Cadets.
- Ability to work with people in a closed, intense environment while providing effective leadership.

- Ability to teach automation and controls, fuel transfer procedures, diesel operations and preventive maintenance, and proper use of Safety Management Systems.

- Professional presentation, appearance and work ethic.
- Ability to work irregular / extended hours/weeks, including night and weekend duties as required.
- Sufficient computer skills to operate shipboard and other automated systems.
- Ability to work in a student-oriented training environment.

REQUIREMENTS

- Bachelor's Degree strongly preferred
- USCG Third Engineer's License – Motor unlimited
- STCW 2010 Endorsement
- Valid US Passport
- Transportation Worker Identification Card (TWIC)
- Candidate must pass a drug test, and be deemed fit for duty at sea.

- Computer proficiency is required: knowledge of Windows Microsoft Office Suite
- Positive Attitude.

PHYSICAL REQUIREMENTS

- The physical requirements as outlined in the NVIC 04-08, as updated periodically by the U.S. Coast Guard, are herein incorporated.
- Exposure to extremes in weather onboard ship, including rain, sleet, snow, rough seas;
- Regularly sit, walk through narrow passages, climb ladders;
- Use hands to manipulate objects, tools or controls;
- Reach overhead with arms and hands;
- Lift and move up to 40 pounds;
- Work in areas of high noise levels.

HOW TO APPLY

Interested individuals should send a cover letter, résumé, a completed MMA Application, MMA Self-Identification Form*, copies of applicable professional certifications, transcripts and/or licenses, and contact information for at least three professional references to:

personnel@mma.edu

or

Director of Human Resources
Box C – 3
Castine, ME 04420

*Please do not include the MMA Self-Identification form in the same document as your application materials. You may attach it to the same email as a separate document.

In the subject line of your email, please write the full title of the position you are applying for and your name. For all faculty appointments, official college transcripts must be received prior to a formal offer being made for employment. All offers are made contingent upon the successful completion of a criminal background investigation. Individuals cruising onboard our ships are also required to undergo a pre-employment drug-screening.

TOBACCO-FREE NOTICE

For the health and wellbeing of our community, the Maine Maritime Academy campus and vessels (ashore and afloat) are smoke- and tobacco-free as of August 1, 2016.

EQUAL EMPLOYMENT OPPORTUNITIES

The Academy is an equal opportunity employer and does not discriminate on the basis of race, color, marital status, sex, religion, gender, age, sexual orientation, veteran status, national origin, genetic information, or physical or mental disabilities. The Academy provides reasonable accommodation to qualified individuals upon request.

Women, minorities and veterans are strongly encouraged to apply.

C. Resources & Materials

Items Reviewed include:
- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Instructional materials being delivered achieve stated course objectives and learning outcomes. Copyrighted material could not be reviewed.

Table: Instructional materials and their direct link to course outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
C.1 The instructional materials contribute to the achievement of the stated course learning	X		
C.2 The purpose of the instructional materials is clearly explained.	X		
C.3 The instructional materials present a variety of perspectives and approaches on	X		
C.4 The instructional materials are appropriately designed for the level of the course.	X		

C.1 – C.4 –Unable to review the details; copyrighted materials.

D. Assessment & Measurement

Items Reviewed include:
- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Table: Measurement of effective learning

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
D.1 The course evaluation/criteria/course grading policy is stated clearly on each syllabus.		X	
D.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources.		X	
D.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.		X	
D.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed.		X	

D. 1 – Yes, clear and reviewer agrees with category breakdowns.
D.2 – Yes
D. 3 – Yes; would like to see additional rubrics.
D.4 – Yes, those that could be reviewed. Copyrighted materials.