COURSE SYLLABUS

Course: Data-Driven Decision Making

Presenters: Dr. Lee Jenkins

Credits: 3 Graduate Credits

Course Overview

In this course, educators learn how to make data-driven decisions using the LtoJ® classroom data system to inform their instructional practice, resulting in higher student academic achievement in less time. How many teachers strive to reach a bell curve by the end of a term? While this may be common practice, teachers will learn that the bell curve actually represents a failure to teach and a failure to learn. By capturing and analyzing student data in the form of graphs, charts, and diagrams, educators learn to adapt and focus their instructional strategies to achieve greater student academic achievement, while reducing paperwork. Tracking data also proves to be a positive classroom management tool allowing teachers to teach, students to learn, and the class to work together as a team. Jenkins presents lively graphic examples in a workshop setting, modeling for online participants the processes of charting and analyzing data.

Presenters' Bios

Dr. Lee Jenkins is the president of From LtoJ® Consulting Group, Inc., where he writes, speaks, and consults in the educational fields of standards, assessment, accountability, and data-based decision-making. Equipped with a B.A. from Loma Nazarene University and a Ph.D. from Claremont Graduate University, Jenkins taught in the California public schools and at Oregon State University. During his fourteen years as a school district superintendent, he studied the principles of quality organizations, eventually presenting his analyses in his books *Improving Student Learning* and *Permission to Forget*. An accomplished editor as well as author, Dr. Jenkins has addressed educators in most states plus several other countries regarding improving classroom, school, and school district systems for the benefit of student learning.

Course Objectives

After completing this course, educators will know:

- The basic structure and philosophy of the LtoJ® system
- The ten root causes of educational frustration
- The purpose of comparing students' progress against end-of-the-year expectations
- How to collect student data using the following essential graphs:
    - Run charts for individual students and the whole class
    - Scatter diagrams
    - LtoJ® Histograms
    - Item Analysis Chart
    - Additional charts:

- Pareto charts
- Scatter overlay
- Consensogram
- Nominal Group Technique
- Correlation charts
- Control Chart
- Radar charts
- Chamber of Commerce chart
- Plus Delta

- How to use rubrics for performance and project assignments
- The importance of analyzing data to target instruction for academic success and classroom management
- The role of homework, its utility, and alternative homework assessment techniques

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Develop an implementation plan for the LtoJ® system
- Implement lesson previews as an instructional strategy
- Design and implement cloze reading comprehension assignments
- Use rubrics for performance and project assignments
- Collect and analyze student data
- Use data to test theories
- Modify instruction based on analysis of student data using the following tools:
  - Run Charts: individual and whole class
  - Scatter diagrams
  - Histograms
  - Item Analysis Chart

Unit 1: Getting Ready for Data: High Standards and High Success Rate is Our Aim

Presenter Lee Jenkins shows educators how they can facilitate higher quality student work in less time. Educators learn methods to reduce their paperwork even while promoting student engagement, enthusiasm, and achievement. Jenkins outlines the basics of his LtoJ® model, illustrating that adherence to his method will align high expectations with student success. In this unit, Jenkins introduces the LtoJ® system and the crucial role of data in the process of achieving long-term learning.

Objectives

After completing this unit, educators will know:

- Methods for reducing paperwork
- The basic structure of the LtoJ® continuous improvement model
- The names of basic graphs to track student progress and learning

- Why content alignment is so important to creating continuous improvement

Student Learning Outcomes

After completing this unit, educators will be able to:

- Identify techniques to reduce time spent grading papers
- Explain how the LtoJ® system of data collection and graphing tracks student progress
- Describe the importance of aligning content across grades

Reading: LtoJ® Process Handout - Dice Specifications

Participants review the high school AP English and science lab reports dice specification on page 6 of the handout, and address relevant issues in the reflection question that follows.

Unit 2: Why Data? Permission to Forget is Over

Overview

For Lee Jenkins, failed strategies for improving student performance include using fear, embarrassment, ranking, and incentives to try to motivate not only students but educators, as well. Each of these methods suggests that the student/educator is the problem, but the problems come from ten root causes of educational frustration instead. In this session Jenkins introduces the following five root causes: permission to forget, using the wrong statistics, pendulum swings of focus, a tendency to apply pressure rather than remove barriers, and making change after change without improvement.

Objectives

After completing this unit, educators will know:

- 5 root causes of educational frustration:
    - Permission to forget
    - Using the wrong (athletic) statistics for education
    - Education pendulum
    - Adding pressure versus removing barriers
    - Change for change's sake with no improvement
- Why faulty motivation tactics have failed
- Key concepts of the LtoJ® philosophy

Student Learning Outcomes

After completing this unit, educators will be able to:

- Identify inherited problems
- Ask “why” five times to get to the root cause of problems
- Apply techniques to solve them

Reading: LtoJ® Process Handout - From John Conyers

Participants review the quote on page 12 of the handout, and address relevant issues in the reflection question that follows.

Unit 3: More Root Causes of Educational Frustration

Lee Jenkins believes that collecting and analyzing data is the best way to improve service to students. Jenkins also refutes the myth that experience is the best teacher, arguing instead that testing theories is. Educators learn to identify clear aims for each subject in the curriculum so that they can unify their practice with others in their grade and school. Jenkins also refutes the notion that it is teachers’ responsibility to motivate students, suggesting that educators concentrate instead on maintaining the motivation that young children inherently bring to school in their earliest years. The tasks of coaching (guiding, providing feedback, persuading, energizing) rather than refereeing (grading, ranking) are the best ways to wield influence in schools. Learning rather than teaching should be the constant in the classroom.

Objectives

After completing this unit, educators will know:

- 5 additional root causes of educational frustration:
    - Experience is not the best teacher – testing theories is
    - Lack of clear aims
    - Poor psychology
    - Always the referee, rarely the coach
    - Focus on teaching rather than learning
- The role of homework
- Methods of wielding productive influence and boosting enthusiasm
- How data can focus teaching on learning

Student Learning Outcomes

After completing this unit, educators will be able to:

- Explain 5 more root causes of educational frustration:
    - Experience is not the best teacher – testing theories is
    - Lack of clear aims
    - Poor psychology
    - Always the referee, rarely the coach

    - Focus on teaching rather than learning
- Consider revising the role of homework
- Use data to sample student work to refine teaching and boost learning

Reading: LtoJ® Process Handout - Template for Assignments, and the Dichotomous Rubric

Participants review the Template for Assignments, and Dichotomous Rubric from the handout, and address relevant issues in the reflection question that follows.

Unit 4: Building a Bridge Between Frustrations and Solutions: The LtoJ® System

In this unit, Lee Jenkins demonstrates the use of a variety of data graphs across grade levels and subject areas. He explains why educators should always compare student progress against end-of-the-year expectations. Jenkins also reviews key findings from Robert Marzano about effective teaching. Seminar participants experience creating and analyzing a range of graphs and data collecting techniques.

Objectives

After completing this unit, educators will know:

- How to assess student progress against end-of-the-year expectations
- 4 key findings from Robert Marzano:
    - Teach the whole curriculum
    - Make the curriculum viable by removing trivia
    - Hold students accountable for essential information and skills
    - Give students challenging goals
- How formative and summative data differ, and the uses of each
- The definition, differences, and uses of common and special variations
- Form and function of the following graphs and techniques:
    - Radar chart
    - Scatter overlay and scatter diagram
    - Class run charts
    - Consensogram
    - Quadrant chart
    - Nominal group technique

Student Learning Outcomes

After completing this unit, educators will be able to:

- Collect data using a variety of techniques and charts
- Analyze data

Reading: LtoJ® Process Handout - The LtoJ® Process for Process (Formative) Data, and Examples

Participants review examples from the handout and address relevant issues in the reflection question that follows.

Unit 5: LtoJ® In the Classroom

Lee Jenkins explains the importance of previewing material for students and the critical distinction between celebration and reward. He believes that students should celebrate their successes rather than being rewarded with bribes. Of utmost importance is providing students with learning expectations for the entire year. Students perform better when they know where they are going. Jenkins also explores the homework question and offers an interesting solution. Participants take a number of quizzes throughout this unit to test their retention and comprehension of course content and chart their results.

Objectives

After completing this unit, educators will know:

- The critical role of preview in instruction
- The distinctions between celebration and reward
- The importance of celebration
- The importance of letting students know what they need to know upfront
- Why efficiency should be first, and fairness second
- When acceleration or enrichment should be used
- More data-graphing skills: class run charts, item analysis, ranking

Student Learning Outcomes

After completing this unit, educators will be able to:

- Preview skills quickly
- Teach students who will teach other students how to create charts and track class data
- Celebrate with, rather than reward, students when they have an all-time best
- Use number correct and/or percent correct on class run charts
- Explain why students should know what is expected of them for the entire year/course upfront
- Use LtoJ® with homework assignments
- Use class run charts, item analysis, and ranking

Reading: LtoJ® Process Handout - Multiple Questions for Each Concept, and Grading Options

Participants review examples of multiple questions for each concept and grading options, and then address relevant issues in the reflection question that follows.

Unit 6: LtoJ® Across the Grades, Across the Curriculum

In this unit, Lee Jenkins looks closely at sample teaching strategies and rubrics and the data they produce. He and his seminar participants then graph that data in pursuit of insight to inform future instructional decisions. He illustrates the utility of these graphs across disciplines and grade levels, emphasizing the positive effects of student participation in the actual act of graphing. He also offers the LtoJ® system as a way to help educators shift from testers to authentic teachers, offering many examples across grade levels and subjects.

Objectives

After completing this unit, educators will know:

- Teaching strategies consistent with the LtoJ® philosophy
- How to use a range of graphs to track data
- How to read a radar chart
- How to use whiteboards, Excel, PowerPoint, and document cameras with LtoJ®
- How to access and use Hot Potato software with LtoJ®

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use rubrics and cloze with LtoJ®
- Use free software to create quizzes and flash cards
- Access charts and graphs using Excel and PowerPoint
- Involve students in creating classroom materials (books, counting charts)

Unit 7: Tracking Learning

Lee Jenkins walks participants through Pareto charts, scatter diagrams and scatter overlays, histograms, and correlation charts. He highlights the multiple purposes of each in relation to improving teaching practice and student achievement. Jenkins also explores item analysis in further detail. Participants will learn how to involve their students in using these charts to analyze their progress.

Objectives

After completing this unit, educators will know:

- How to use:
    - Pareto charts
    - Scatter diagrams and overlays
    - Histograms
    - Correlation charts

- How item analysis informs instruction
- Correlations charts and how they can be used to evaluate instructional programs and teachers

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use Pareto charts, scatter diagrams and overlays, histograms and correlation charts with LtoJ® to track learning, illustrate progress, and evaluate programs and instructors
- Use item analysis to refine instruction

Reading: LtoJ® Process Handout - Pareto Charts

Participants review the examples of Pareto charts from the handout, and address relevant issues in the reflection question that follows.

Reading: LtoJ® Process Handout - Scatter Diagrams

Participants review the Complete Scatter Diagram example from the handout, and address relevant issues in the reflection question that follows.

Unit 8: Tracking Enthusiasm and Behavior

Lee Jenkins applies data collection to student behavior, attendance, and enthusiasm, demonstrating how collecting data, and making it public, can function as a classroom management technique. He reveals a direct correlation between graphing of misbehavior and student improvement. Participants review what they have learned about the various graphs in the LtoJ® system and how it can be used to improve their teaching practice and student achievement.

Objectives

After completing this unit, educators will know:

- How LtoJ® data can be used for classroom management
- The form and functions of various graphs
- How to use a Plus Delta chart for feedback
- The stages of implementation of the LtoJ® system

Student Learning Outcomes

After completing this unit, educators will be able to:

- Plan and implement the LtoJ® system

- Apply LtoJ® data collection to classroom management
- Have students use the following graphs: Histograms, run charts, Plus Delta, scatter diagram
- Use scatter overlay to show how individual students are doing compared to other students

Reading: LtoJ® Process Handout - The Plus Delta Chart
Participants review the slides, charts, and graphs, including the Plus Delta chart, from the handout about loss of enthusiasm, and address relevant issues in the reflection question that follows.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the specific questions posed. Participant has not responded to all reflection questions. Participant has copied from the course transcript without synthesis or analysis.

Midterm

Lee Jenkins believes it is possible to have higher quality student work in less time. For your midterm, you will apply his method for improving student writing, with less teacher paperwork.

Please complete and document the following steps:

1. Select a writing assignment you will use to collect student data. Briefly summarize the instructions for the assignment.

2. Create and submit an original rubric that will be used to assess student work. Create a rubric that has SIX (6) items for evaluation.

3. Give the writing assignment to your students with the grading rubric you have developed. Tell your students that after they hand in their papers, ONE of them will roll a die and whatever number the die lands on, *only* that aspect of the paper will be graded.

4. Collect student assignments, and have a student roll the die. (Note in your paper how the die-roller was chosen - for example, first student in the door, random name drawing, etc.)

5. Grade papers for one part of the assignment *only*. (Upload three graded student samples.)

6. Analyze student errors for the one component that was graded. Include an explanation of your analysis process and the conclusions you drew from your analysis.

7. Create one lesson plan to address the one (or two) most common errors you identified. Submit a lesson plan with a clearly articulated goals and learning objectives, as well as activities directly aligned to the learning objectives.

Reflection:

Please write a 1-2 paragraph reflection addressing the following:

a) How difficult (or easy) was it to grade a single aspect of the assignment?
b) How much time did you spend grading the papers?
c) How did the time spent compare to the time you would normally spend grading all aspects?

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Select a writing assignment you will use to collect student data. Briefly summarize the instructions for the assignment.	Participant has clearly and concisely summarized the instructions for an engaging writing assignment they will use for this activity.	Participant has briefly summarized the instructions for a writing assignment they will use for this activity.	Participant has identified the assignment they will use for this activity, but has not adequately described the student instructions for the assignment.	Participant has not identified or described the writing assignment they will use for this activity.

Create and submit an original rubric that will be used to assess student work. Create a rubric that has SIX (6) items for evaluation.	Participant has developed a rubric with 6 items clearly appropriate to the writing assignment. The descriptors are richly detailed to precisely inform students' work while they write and to evaluate their completed products.	Participant has developed a rubric with 6 items. The descriptors are sufficiently detailed to inform students' work while they write and to evaluate their completed products.	Participant has developed a rubric with fewer than 6 items and/or the descriptors are insufficiently detailed to inform students' work while they write and/or to evaluate their completed products.	Participant has either not developed a rubric or submitted a rubric of poor quality that resembles a check list or other vague assessment tool.
Grade papers for one part of the assignment *only*. (Upload three graded student samples.)	Participant has submitted three graded student samples and provided rich constructive feedback for only that aspect of the assignment randomly chosen by die-roll. Participant has clearly explained how the die roller was chosen.	Participant has submitted three graded student samples with feedback given to students for only one aspect of the assignment. Participant has indicated how the die roller was chosen.	Participant has submitted three partially or insufficiently graded student samples or only two graded student samples. Participant has graded or provided feedback on more than just one aspect of the student assignment. Participant has not clearly indicated how the die roller was chosen.	Participant has submitted 2 or fewer student samples. Participant has omitted an explanation of how the die roller was chosen.
Analyze student errors for the one component that was graded. Include an explanation of your analysis process and the conclusions you drew from your analysis.	Participant has included a thorough and exploratory analysis of student work and has identified conclusions based on that analysis that are likely to impact student learning.	Participant has included a clear analysis of student work and has identified conclusions based on that analysis.	Participant's analysis is confusing and/or unclear and the conclusions he or she has drawn do not directly align with the data collected.	Participant has not included an analysis of data and/or has not identified any conclusions based on his or her analysis.

Create one lesson plan to address the one (or two) most common errors you identified. Submit a lesson plan with a clearly articulated goals and learning objectives, as well as activities directly aligned to the learning objectives.	Participant has created a lesson plan clearly developed in response to common errors. The lesson plan has goals and objectives that are closely aligned and appropriately challenging.	Participant has created a lesson plan in response to common errors. The lesson plan has clear goals and learning objectives.	Participant has created a lesson plan, but whether it would address common errors is in question. OR The lesson plan does not have clearly defined goals and/or objectives.	Participant has not created a lesson designed to address common errors.
Reflect on the above: **How difficult (or easy) was it to grade a single aspect of the assignment? How much time did you spend grading the papers? How did the time spent compare to the time you would normally spend grading all aspects?**	Participant has thoughtfully reflected on how easy or difficult the process was, providing relevant data on how long it took compared to previous assessment practices. Participant has considered how this process will affect his/her practice.	Participant has reflected on how easy or difficult the process was, providing data on how long it took compared to previous assessment practices.	Participant has insufficiently reflected on how easy or difficult the process was. There was little comparison to previous assessment practices and/or the reflection was vague.	Participant has not reflected on how easy or difficult the process was.
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.

Final

For your final, document the steps to begin using the **LtoJ** system in your classroom.

Please do the following:

1. Identify the subject area for your first LtoJ data collection. Determine how many quizzes you will give for the semester/school year that addresses this subject or area. How and why did you decide on this number?

2. Submit a "Learning Expectations" document. This document must outline the key concepts students will need to learn for the whole school year on this subject area and be in a form that is written for a student audience.

3. Identify 3 key concepts from previous year(s) and 3 preview concepts for the following year that will be included in LtoJ quizzes.

4. Prepare a brief sample preview lesson for one of the concepts you will teach later in the school year. Include the goal of the lesson, 1-2 clear learning objectives, and a brief synopsis of the learning activities.

5. Describe your process for randomly selecting quiz questions (explaining the reason for your choice) and how many items will there be on each quiz.

6. Explain how you will celebrate all-time bests, and/or how you will involve students in deciding how to celebrate collective successes.

7. Implement the first LtoJ quiz in your classroom. Submit a copy of the class scatter diagram, class run chart, and histogram. (Tell students that if on the next quiz the histogram is 1 point higher, they will celebrate their first all-time best.)

8. Submit an item analysis of the first quiz. Describe what you learned from the analysis.

9. Describe how you felt about the LtoJ process after implementing the first quiz, and what you would do to keep students actively involved as the year progresses. How have your students responded so far to the LtoJ process?

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Identify the subject area for your first LtoJ data collection. Determine how many quizzes you will give for the semester/school year that addresses this subject or area.	Participant has identified the subject area for the LtoJ data collection and determined how many quizzes he/she will give and provided a reasonable explanation for	Participant has identified the subject area for the LtoJ data collection and determined how many quizzes he/she will give but has provided a weak justification for	Participant has identified the subject area for the LtoJ data collection and determined how many quizzes he/she will give but has not provided a justification for	Participant has not identified the subject or area for the LtoJ data collection and has not determined how many quizzes he/she will give.

How and why did you decide on this number?	his/her choice.	his/her choice.	his/her choice.	
Submit a "Learning Expectations" document. This document must outline the key concepts students will need to learn for the whole school year on this subject area and be in a form that is written for a student audience.	Participant has submitted a well-developed "Learning Expectations" document listing key concepts students will need to learn for the whole year and in a form highly accessible for students.	Participant has submitted a developed "Learning Expectations" document listing key concepts students will need to learn for the whole year in a form accessible for students.	Participant has developed a "Learning Expectations" document but it lists few key concepts and/or is in a form that is confusing or too complex for students.	Participant has not developed a "Learning Expectations" document.
Identify 3 key concepts from previous year(s) and 3 preview concepts for the following year that will be included in LtoJ quizzes. **Prepare a brief sample preview lesson for one of the concepts you will teach later in the school year. Include the goal of the lesson, 1-2 clear learning objectives, and a brief synopsis of the learning activities.**	Participant has submitted 3 key concepts and 3 preview concepts for the following year. The concepts are clearly appropriate for LtoJ quizzes. Participant has prepared a thoughtful and engaging preview lesson for a concept that will be addressed later this year. The lesson includes clear learning objective(s) and a relevant and engaging activity.	Participant has submitted 3 key concepts and 3 preview concepts for the following year. Participant has prepared an appropriate preview lesson for a concept that will be addressed later this year. The lesson includes learning objective(s) and a relevant activity.	Participant has submitted 1-2 key concepts and 1-2 preview concepts for the following year. It may not be clear how the concepts are appropriate for LtoJ quizzes. Participant has submitted a preview lesson without a clear goal or objectives. It is unclear if the lesson will effectively address future concepts.	Participant has not submitted a list of concepts from the previous and forthcoming years. Participant has not submitted a brief preview lesson.
Describe your process for randomly selecting quiz questions (explaining the reason for your choice) and how many items will there be on each	Participant has clearly described a process for selecting quiz questions, including the number of items to be included in each quiz and provided a sound explanation for	Participant has described a process for selecting quiz questions, including the number of items to be included in each quiz and provided a partial explanation for	Participant has insufficiently described a process for selecting quiz questions and has not provided an adequate explanation for his/her choice.	Participant has not described a process for selecting quiz questions.

quiz.	his/her choice.	his/her choice.		
Explain how you will celebrate all-time bests, and/or how you will involve students in deciding how to celebrate collective successes.	Participant has explained how he or she will effectively engage students in deciding how to celebrate appropriately—i.e., how he or she will guide them toward an appropriate and productive celebration.	Participant has explained how he or she will engage students in deciding how to celebrate.	Participant has noted how he or she will celebrate. Participant may not have indicated how to engage students in the process.	Participant has not noted how to celebrate or indicated how to include students in designing that celebration.
Implement the first LtoJ quiz in your classroom. Submit a copy of the class scatter diagram, class run chart, and histogram. (Tell students that if on the next quiz the histogram is 1 point higher, they will celebrate their first all-time best.) **Submit an item analysis of the first quiz. Describe what you learned from the analysis.**	Participant has submitted accurate and clearly legible copies of the class scatter diagram, class run chart, and histogram. Participant has submitted a detailed item analysis of the first quiz and drawn sound conclusions about the data.	Participant has submitted copies of the class scatter diagram, class run chart, and histogram. Participant has submitted an item analysis of the first quiz and drawn conclusions about the data.	Participant has submitted two of the following: class scatter diagram, class run chart, and histogram, though their accuracy is in question and the format is confusing. Participant has submitted an item analysis of the first quiz but either drawn questionable conclusions about the data or no conclusions at all.	Participant has submitted 0-1 of the following: class scatter diagram, class run chart, and histogram. Participant has not submitted an item analysis of the first quiz or his or her conclusions about the data.
Describe how you felt about the LtoJ process after implementing the first quiz, and what you would do to keep students actively involved as the year progresses. How have your students responded so far to the LtoJ process?	Participant has described in detail with supporting examples how he or she *and* his or her students felt about the LtoJ process so far. Participant has detailed a compelling method for keeping students involved.	Participant has described how he or she *and* his or her students felt about the LtoJ process so far. Participant has proposed a method for keeping students involved.	Participant has described either how or she felt about the LtoJ process *or* how his or her students felt so far. Participant has not proposed an appropriate method for keeping students involved.	Participant has not described how he or she and his or her students felt about the LtoJ process so far. Participant has not proposed a method for keeping students involved.

Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.