



Assessment Rubric for Developmental Benchmark Competency **Presenting an Effective Curriculum-based Program**

[NOTE: This module was revised in January, 2001. All certification efforts should be directed at the current standards and submission requirements.]

Demonstrates certification standards: The ranger-led portion of the curriculum-based program...

1) Connects the group's educational objectives with the meanings and significance inherent in the resource,

AND

2) Provides opportunities for the audience to form their own intellectual and emotional connections to the meanings/significance inherent in the resource through the cohesive development of a relevant idea or ideas.

Descriptors:

- Demonstrates knowledge of the sequence of learning (pre-, post- activities)
- Program demonstrates a connection to group's education objectives
- Engages learners in a variety of experiences and activities to reach multiple learning styles
- Communicates an understanding of resources/park story/national significance
- Acknowledges context and multiple points of view
- Uses park resources appropriately to create context and support content
- Demonstrates techniques and content which are inclusive
- Encourages or moves audience towards higher-level concepts, such as resource protection and stewardship

Approaching certification standards: The ranger-led portion of the curriculum-based program...

1) Connects the group's educational objectives with the meanings and significance inherent in the resource,

OR

2) Provides opportunities for the audience to form their own intellectual and emotional connections to the meanings/significance inherent in the resource through the cohesive development of a relevant idea or ideas.

OR NEITHER.

Descriptors:

- Does not demonstrate a connection to group's identified education objectives
- Lacks a variety of experiences and activities to engage a variety of learning styles
- Does not communicate an understanding of resources/park story/national significance
- Does not provide balance and multiple points of view
- Does not use park resources appropriately to create context and support content
- Does not demonstrate techniques and/or content that are inclusive
- Does not encourage or move audience towards higher-level concepts, such as resource protection, stewardship