Instructional Program Review Template Evaluation Rubric

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Mission Statement Box- 1	**Criteria** The mission statement 1. clearly states the purpose of the program 2. indicates the primary function 3. Indicates the activities of the program 4. describes the programs' aspirational goals for the future and what the program hopes to achieve 5. reflects the program's priorities and values 6. indicates who the students and/or stakeholders are 7. is aligned to the college mission statement 8. is clear and concise **Definitions** The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards. The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school's day-to-day operational objectives, its instructional values, or its public commitments to its students and community. Define Distinctive - (https://www.edglossary.org/mission-and-vision/; https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf; also based on material from the UCF Academic Program Assessment Handbook and material from the University of San Diego)	Exceeds expectations for all 8 criteria	Addresses all 8 criteria	Addresses 4 to 7 of the criteria	Addresses fewer than 4 of the criteria

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Program Learning Outcomes (PLO) Box 2	1. **Measurable Learning Outcomes -** All PLOs are stated in terms of measurable knowledge, skills, or behaviors 2. **PLO statements reflect levels of learning –** All PLOs show evidence of building towards higher order thinking skills 3. **Student-Centered -** All learning outcomes should focus on the student 4. **Uses language that is easily understood by students** – PLO statements are clear and easily understood by the student 5. **PLOs are Actionable** – the PLOs can be used for program improvement **DEFINITIONS & EXPLANATIONS** PLOs encompass what students should be able to know, think, or do across all courses within a curriculum; course student learning outcomes are more specific and describe achievement expected in a particular course. **Measurable Learning Outcomes** • PLOs are often too broad to be measurable or too narrow to be of much use for program improvement. • Avoid using verbs that are vague or cannot be objectively assessed **PLO statements reflect levels of learning** • Depending on the course and program goals, PLOs may target a range of skills or cognitive processes. Bloom's (1956) taxonomy of educational objectives differentiates between three domains of learning: cognitive, affective, and psychomotor. **Student-Centered** • Effective PLOs will explain expectations for student behavior, performance, or understanding	Exceeds expectations for all 5 criteria	Addresses all 5 criteria	Addresses 3 to 4 of the criteria	Addresses 2 or fewer of the criteria

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	• A common misapplication of objectives is for the teacher/presenter to state what he/she is going to do (e.g., "My plan this morning is to talk about…"), rather than what the student is expected to be able to do (e.g., "After this session, you should be able to…"). **Uses language that is easily understood by students** • Uses language that is easily understood by students in clear language while avoiding jargon • For instance, students in an entry-level of classes within their program need to have a clear idea of what they will get out of the classes that make up their certificate or degree (e.g., *by the end of the program)* • Learning objectives tell students what is important. • PLOs should be used to assess their learning progress as they work through the courses within their certificate or degree **PLOs are Actionable** • PLOs that are actionable will provide departments with feedback and help to understand how to better facilitate student learning across the course within a degree or certificate • Actionable PLOs help instructors within the program practice good course design. **PLOs should align with the ILOs** https://foothill.edu/staff/irs/LOA/ILOS.php (https://web.uri.edu/assessment/course-level-outcomes/; https://academicprograms.calpoly.edu/program-learning-outcomes; http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf; https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/)				

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FTES - Enrollment Trends Box 3	What does the FTES data trend indicate?	FTES has improved over the time span	The FTES has decreased over the time span no more than 10%	FTES has decreased over the time span by 10% to 30%	FTES has decreased over the time span by greater than 30%
FTES – Narrative Explanation Box 4	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control 4. Explained in the context of the size of the program (i.e., number of students, number of sections) **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • The curriculum and course materials are current • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 4 of the criteria	The narrative includes 3 of the criteria	The narrative includes fewer than 3 of the criteria
FTES – Action Narrative (if needed) Box 5	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable (what are the deliverables) 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Sections - Enrollment Trends Box 6	What does the data trend indicate about the number of sections offered?	This data trend is not evaluated			

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Sections – Narrative Explanation **Increase or decrease in sections explanation** Box 7	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control 4. Explained in the context of the size of the program (i.e., number of students, seat counts) **Definitions, Examples and Explanations** Narrative reasons could reflect: 5. Scheduling 6. Instructional modality of the program course(s) delivery 7. Increase in FTEF 8. Changes in accreditation requirements or labor market trends 9. Degree/certificates requirements 10. Changes in state policy	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 4 of the criteria	The narrative includes 3 of the criteria	The narrative includes fewer than 3 of the criteria
Sections – Narrative Explanation **Increase or decrease in sections explanation** Box 8	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reasons for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Scheduling • Instructional modality of the program course(s) delivery • Increase in FTEF • Changes in accreditation requirements or labor market trends • Degree/certificates requirements • Changes in state policy	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

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Productivity - Enrollment Trends Box 9	What does the data indicate about the productivity trend?	The program productivity trend has increased	The program productivity is flat	The program productivity is has not decrease by more than 5%	The program productivity has decreased by more than 5%

Productivity – Narrative Explanation Box 10	**Narrative Criteria** Narrative demonstrates…
	 1. An understanding of the trend
	 2. Reasons for the trend(s) are provided
	 3. Reasons include items within department control
	
	 Definitions, Examples and Explanations Narrative reasons could reflect:
	 • Scheduling –
	     o Courses in the program are scheduled for efficiency
	     o Sequenced to allow for program completion
	     o Is student driven (e.g., when most students want to take class)
	 • Instructional modality of the program course(s) delivery
	 • Enrollment data from day one to census
		The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

Productivity – Action Narrative (if needed) Box 11	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Enrollment By Gender/Sex Box 12	Enrollment by gender/sex is consistent with the College: 55% Female/ 45% Male	The difference between the genders/sex is less than or equal 10%	The difference between the gender/sex is	The difference between the	The difference between the

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			between 11% to 20%	gender/sex is between 21% to 30%	gender/sex is greater than 30%
Enrollment By Gender/Sex – Narrative Explanation Box 13	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Enrollment by Gender– Action Narrative (if needed) Box 14	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Enrollment Distribution by Declared Majors in the Program Box 15	Gender Gap in Enrollment Distribution by Declared Majors	The Gender gap by declared major is between 0% and 10%	The Gender gap by declared major is between 11% and 20%	The Gender gap by declared major is between	The Gender gap by declared major is greater than 30%

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				21% and 30%	
Gender Gap by Declared Majors in the Program – Narrative Explanation Box 16	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Enrollment Distribution by Declared Majors in the Program – Action Narrative (if needed) Box 17	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	• Hiring Practices				

Template Items	Evaluation Criteria and Description	Meets the Standard		Needs Some Improvement to Meet the Standard	
Enrollment by Ethnicity Trend Box 18	Enrollment Distribution by Ethnicity is Consistent with the College: 5% African American | 30% Asian | 6% Filipinx | 26% Latinx | 1% Native American | 1% Pacific Islander | 29% White| 2% Decline to State	The enrollment mirrors the college's ethnic distribution		The enrollment does not mirror the college's ethnic distribution	

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Enrollment by Ethnicity – Narrative Explanation (if needed) Box 19	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Enrollment by ethnicity – Action Narrative (if needed)	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable	The narrative Exceeds expectations – the narrative could be	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than

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Box 20	4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative proposed actions could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	used as an exemplar			4 of the criteria
Student Course Success Rate (All Students) Box 21	What does the data trend indicate about overall course success?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Student Course Success Rate – Narrative Explanation Box 22	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

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	• Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices				
Student Course Success Rate – Action Narrative (if needed) Box 23	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Student Course Success Rate Gap- (Targeted and Non-Targeted) Box 24	What does the data trend indicate about the course success gap between targeted and non-targeted ethnic groups?	There is no gap between the two groups	The gap between the two groups has decreased over the time span	The gap between the two groups has not changed over the time span	The gap between the two groups has increased over the time span
Student Course Success Rate Gap (Targeted and Non-	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided	The narrative Exceeds expectations – the narrative could be	The narrative includes all 3 of the criteria	The narrative includes 2	The narrative includes fewer than

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Targeted) – Narrative Explanation Box 25	3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	used as an exemplar		of the criteria	2 of the criteria
Student Course Success Rate Gap (Targeted and Non-Targeted) – Action Narrative (if needed) Box 26	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Female Student Course Success Rates Box 27	What does the data trend indicate about course success by gender?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no	Course success has decreased over the time span	Course success has decreased over the time span

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			more than 2 percentage point	by no more than 4 percentage points	by more than 4 percentage points
Male Student Course Success Rates Box 27	What does the data trend indicate about course success by gender?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Gender Student Course Success Rates – Narrative Explanation Box 28	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Gender Student Course Success Rates – Action Narrative Box 29	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable	The narrative Exceeds expectations – the narrative could be	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	used as an exemplar			4 of the criteria
African American Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Asian Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Filipinx Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Latinx Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Native American Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Pacific Islander Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4	Course success has decreased over the time span by more than 4

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
				percentage points	percentage points
White Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Decline to State Student Course Success Rates Box 30	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Student Course Success Rates by Ethnicity – Narrative Explanation (if needed) Box 31	**Narrative Criteria** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

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	• Hiring Practices				
Student Course Success Rates by Ethnicity – Action Narrative (if needed) Box 32	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Student Course Success Rates by Ethnicity – Action Narrative (if needed) Box 33	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measurable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some **Improvement** to Meet the Standard	Needs Major **Improvement** to Meet the Standard
	• CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices				
Student Course Success Rates by Ethnicity – Action Narrative (if needed) Box 34	**Narrative Criteria** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measurable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) **Definitions, Examples, and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria