



School of Education
Master of Science in Education
Course Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5042		Course Title Monitoring and Measuring Student Progress	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

Defines standards-based systems and standards-referenced systems. Learners will differentiate between the two systems and develop a system for tracking student progress toward learning. Learners will also use summative and formative assessments that will allow them to report student progress and measure student achievement.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to:
<http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s):

Marzano, R. J. (2007). *The art & science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2010). *Formative assessment & standards based grading*. Bloomington, IN: Marzano Research Laboratory

Required Readings (No purchase required):

Reeves, D. B. (2004). The case against the zero. *Phi Delta Kappan*, 86(4), 324-325.

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Texts:

Moore, C., Garst, L.H. & Marzano, R.J. (2014). *Creating and using learning targets and performance scales: How teachers make better instructional decisions*. West Palm Beach, FL: Learning Sciences.

William, D. & Leahy, S. (2015). *Embedding formative assessment*. West Palm Beach, FL: Learning Sciences.

William, D., Black, P., Harrison, C., Hodgen, J., Marshall, B., & Serret, N. (2005). *Inside the Black Box of Assessment*. London: GL Assessment.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website

<http://www.pdesas.org/>

International Literacy Association

www.reading.org

Course Pre-requisites:

EDAM 5040: Foundations of the Art & Science of Teaching

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes**Art and Science of Teaching Program Outcomes (ASTPO)**

1. Students will synthesize the research findings on effective teaching strategies
2. Students will develop a learning goal representing four levels of difficulty demonstrating a progression from

- simple to complex thinking as a framework for differentiating instruction for the topic or unit of study
3. Students will monitor and measure student progress by developing, implementing, and analyzing a formative assessment strategy with instructional feedback for one learning goal
 4. Students will identify and create critical-input experiences along a continuum from simple to complex levels of knowledge aligned to the learning goal
 5. Students will develop and implement a lesson plan that incorporates strategies and techniques that support hypothesis generating and testing
 6. Students will develop and implement a lesson plan that incorporates strategies and techniques that foster high levels of student engagement
 7. Students will design and implement an overall disciplinary plan, including a clearly defined strategy for high intensity situations
 8. Students will analyze the research findings that provide an in-depth understanding of the dynamics that constitute and effective teacher-student relationship including concern, cooperation, guidance, and control
 9. The student will demonstrate evidence of learning and competency across components of the art and science of teaching through the collection and analysis of course artifacts and self-reflection

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning*
1. Summarize the key elements of the research and theory on formative assessment, feedback, and grading.	SELO 1, 2, 3 GEPO 1, 2 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Written Assignment: Reflection on Research • Discussion on Research and Theory
2. Identify three types of classroom assessments and their unique characteristics.	SELO 1, 2 GEPO 1, 2 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Written Assignment on the Types of Assessments • Discussion on the Types of Assessments
3. Compare and contrast three ways to use assessments and the unique characteristics of each.	SELO 1, 2, 5 GEPO 1, 2, 3 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Discussion on the Uses of Assessments
4. Describe how assessments can provide information to teachers about their own performance.	SELO 1, 2, 5 GEPO 1, 2, 3 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Discussion on Improving Student & Teacher Performance • Unit 2 Essay
5. Compare and contrast a 100 point scale to a rigorous rubric-based approach for a preexisting test, rubric, or learning progression.	SELO 1, 2 GEPO 1, 2 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Reflection on the Article, The Case Against Zero • Discussion on the Need for a New Scale • Rubric-based Approach & Student Friendly Scales
6. Design assessments to address different levels of difficulty for a particular content area.	SELO 1, 2, 5 GEPO 1, 2, 4 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Discussion on Designing Assessments • Written Assignment on Designing Assessments • Discussion on Student Generated Assessments
7. Identify the unique characteristics, strengths, and weaknesses of the four approaches to tracking student progress, explaining their preferred method, and why.	SELO 1, 2 GEPO 1, 2 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Discussion on a Summative Score Assigned at the End of a Grading Period • Discussion on a Gradual Accumulation of a Summative • Discussion on a Whole Class Progressing as One • Discussion on Continual Improvement Throughout the Year
8. Develop a strategy to incorporate a standards-referenced or standards-based approach to grading in a district.	SELO 1, 2 GEPO 1, 2 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Reflecting on Translating a Score Into a Grade • Written Assignment on Standards-referenced and Standards-based Approaches to Grading

		<ul style="list-style-type: none"> • Discussion on Standards-referenced and Standards-based Approaches to Grading
9. Track student progress and generate meaningful scores for students by developing, implementing, and analyzing a formative assessment strategy with instructional feedback for one learning goal.	SELO 1, 2, 5 GEPO 1, 2, 3 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Video Submission • Video Analysis

*Learners are required to complete additional activities not listed in this table. These activities are designed to scaffold learning so learners are able to successfully complete the key assessments that are designated as evidence of learning.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Course Assessment: Written Assignment: Reflection on Research: In this activity, students will conduct a formal scientific reasoning review and complete a written assignment based upon the research findings in this unit concerning feedback, assessment, and grading.

Course Assessment: Discussion on Research and Theory: In this activity, students will participate in an online discussion on the following topic: Identify two pieces of information from chapter one of the textbook that stood out to you the most. What about these pieces of information did you find interesting? How does this information relate to your current classroom practice?

Course Assessment: Written Assignment on the Types of Assessments: In this activity, students will assess their knowledge of obtrusive, unobtrusive, and student generated assessments by viewing classroom videos and submitting a 2-3 page (APA formatted) paper in response to the following questions:

- On your own, what types of assessments were you able to identify in each video? What evidence did you find to support your responses?
- What assessments, if any, were you unable to identify? Why do you think you were unable to identify these assessments?
- Where do your current practices align with the practices displayed in the classroom videos?
- How could the use of these three types of assessments impact your classroom?
- Consider the challenges you would face in implementing these types of assessments in your classroom and how you would overcome them.

Course Assessment: Discussion on the Types of Assessments: In this activity, students will participate in an online discussion on the following topic: Reflect on the questions that follow. How do you currently use obtrusive, unobtrusive, and student generated assessments in your classroom? Using the new information presented in this section, will you change how you use these assessments? Why or why not?

Course Assessment: Discussion on the Uses of Assessments: In this activity, students will participate in an online discussion on the following topic: Reflect on the questions that follow. What are some reasons that you would and would not use summative scores, formative scores, and instructional feedback in your classroom? How do you think using summative scores, formative scores, and instructional feedback will help students in your classroom?

Course Assessment: Discussion on Improving Student & Teacher Performance: In this activity, students will participate in an online discussion on the following topic: Reflect on the questions that follow. When was a time that you have changed

your instruction based on the results of an assessment? If you have never had this experience, how could you do this in your classroom? Why do you believe that measuring your performance as a teacher, based on an assessment, is valuable to you and your students?

Unit 2 Essay: Students will write an essay in response to the following question: Review the scenarios on page 32. Choose one scenario and identify how the teacher changed his/her behavior in response to the students' behavior.

Course Assessment: Reflection on the Article, *The Case Against Zero*: In this activity, students will review and reflect on the article entitled, *The Case Against the Zero*.

Course Assessment: Discussion on the Need for a New Scale: In this activity, students will participate in an online discussion on the following topic: Reflect on the questions that follow. How would you begin to implement a new scale in your classroom? What challenges do you foresee? How would you overcome these challenges?

Course Assessment: Rubric-based Approach & Student Friendly Scales: In this activity, students will develop a learning goal, scale, and student friendly scale that they will use during the lesson that you will videotape at the end of this course. Students will submit each piece of this activity, along with a 2-3 page (APA formatted) reflection paper.

Course Assessment: Discussion on Designing Assessments: In this activity, students will participate in an online discussion on the following topic: Reflect on the question that follows. What would you do if a student demonstrated an aberrant pattern of responses to an assessment designed to address scores 2.0, 3.0, and 4.0 content?

Course Assessment: Written Assignment on Designing Assessments: In this activity, students will use the information that was submitted for the written assignment on a rubric-based approach & student friendly scales to develop two assessments using two or more of the following:

- Selected Response Items
- Short Constructed Response Items
- Extended Constructive Response Items
- Oral Responses
- Demonstration Tasks

Students will submit each assessment, along with a 2-3 page (APA formatted) reflection paper.

Course Assessment: Discussion on Student Generated Assessments: In this activity, students will participate in an online discussion on the following topic: Reflect on the questions that follow. When have you used a student generated assessment in your classroom? What was the outcome of using this type of assessment? If you have never used a student generated assessment in your classroom, where could you possibly incorporate this type of assessment? What kind of outcome would you expect to see?

Course Assessment: Discussion on a Summative Score Assigned at the End of a Grading Period: In this activity, students will participate in an online discussion on the following topics:

- Do you currently, or have you ever, tracked student progress when assigning a summative score at the end of a grading period? If you have, briefly describe your experience. Be sure to include the unique characteristics of this approach in your response).
- If you have not used this approach, would you consider using this approach to tracking student progress in your classroom? Why or why not? Be sure to include the unique characteristics of this approach in your response.

Course Assessment: Discussion on a Gradual Accumulation of a Summative Score: In this activity, students will participate in an online discussion on the following topics:

- Do you currently, or have you ever, tracked student progress using a gradual accumulation of a summative score? If you have, briefly describe your experience. Be sure to include the unique characteristics of this approach in your response.
- If you have not used this approach, would you consider using this approach to tracking student progress in your classroom? Why or why not? Be sure to include the unique characteristics of this approach in your response.

Course Assessment: Discussion on a Whole Class Progressing as One: In this activity, students will participate in an online discussion on the following topics:

- Do you currently, or have you ever, tracked student progress when the whole class progresses as one? If you have, briefly describe your experience. Be sure to include the unique characteristics of this approach in your response.

If you have not used this approach, would you consider using this approach to tracking student progress in your classroom? Why or why not? Be sure to include the unique characteristics of this approach in your response.

Course Assessment: Discussion on Continual Improvement Throughout the Year: In this activity, students will participate in an online discussion on the following topics:

- Do you currently, or have you ever, tracked student progress using the approach of continual improvement throughout the year? If you have, briefly describe your experience. Be sure to include the unique characteristics of this approach in your response.
- If you have not used this approach, would you consider using this approach to tracking student progress in your classroom? Why or why not? Be sure to include the unique characteristics of this approach in your response.

Course Assessment: Reflecting on Translating a Score Into a Grade: In this activity students will review and reflect on how to translate a score from a rubric into a grade.

Course Assessment: Written Assignment on Standards-referenced and Standards-based Approaches to Grading: In this activity, students will develop a proposal to implement a standards-referenced system OR a standards-based approach to grading in their school. Students will submit the proposal, along with a 2-3 page (APA formatted) reflection paper.

Course Assessment: Discussion on Standards-referenced and Standards-based Approaches to Grading: In this activity, students will participate in an online discussion on the following topic: Reflect on the questions that follow. What approach did you choose to propose in your school or district? Why did you choose this approach? What challenges do you foresee with implementing this approach in your school? How would you address these challenges?

Video Submission: The submission of a videotape and analysis of each student's instructional practice is a required element of this course. The purpose of this submission is to provide an authentic view of their classroom climate, their relationship with their students, and the effectiveness of instructional techniques. The videotape provides a means to self-reflect and analyze current instructional practices against the Art and Science of Teaching Framework. In addition, it provides a means to assess the impact of professional learning on the student's instructional practices with their students.

Video Analysis: To document their videotaping experience, students will complete an analysis written in APA format. This analysis will be organized into seven sections: Title Page, Abstract, Introduction, Method, Analysis Results, Reflective Discussion, and References.

Work Habit: Throughout the course, the learner will be assessed on levels of honesty, plagiarism, professionalism in communication and work submitted, quality of sync point and wiki postings, and learning log entries, and accepted writing conventions. The work habits will be scored by the facilitator and averaged into the final grade for each objective.

Rubrics

Rubric: 1.2.1 Course Assessment: Formal Scientific Reasoning Scoring Rubric © Wilkes University Master's Education Dept.						
Proficiency	Advanced	Proficient	Basic	Below Basic	No Credit	Points Earned
Identification of a problem or topic	Clear, concise problem or topic stated; explains why research regarding selected topic is important to the field; includes case examples in supporting evidence	Problem or topic adequately stated; explains why research regarding selected topic is important to the field; does not include case examples in supporting evidence	Problem or topic statement attempted but, not clearly stated; explanation as to why research on selected topic is important not clear; does not include supporting evidence	Problem or topic is evident but, no explanation as to why research on selected topic is important; no supporting evidence provided	Assignment not submitted	
Source quality of literature review	Includes 5-7 data-based articles ▲ from peer-reviewed journals plus at least one primary source (e.g., personal communication with professional expert, review of original document, interview of personal witness, etc.)	Includes 5-7 data based articles from peer-reviewed journals	Includes at least 3 data-based articles from peer-reviewed journals	Includes at least 3 articles from professional journals; one or more is not data-based		
Purpose of Study	Clearly stated so that relationships with problem or topic and design are obvious	Stated so relationship to problem/topic or design is somewhat unclear	Stated so relationship to problem/topic and results is barely recognizable	Present but relationship with key points of assignment is not clear		
Research design: For article review assignment, multiple articles required Data Gathering Assignment:	Correctly identifies research designs described in all articles reported and concisely <i>Correctly identifies research design(s) appropriate for addressing the research purpose</i>	Correctly identifies research designs described in all but one article reported <i>Correctly identifies research design(s) appropriate for addressing the research purpose</i>	Correctly identifies one research design <i>Identifies research design(s) that addresses at least partially addresses the research purpose</i>	Attempts, but incorrectly labels research designs reported in articles <i>Identifies research design(s) that does not address the research purpose</i>		

Method: Article Review	Summarizes methods of all articles effectively	Summarizes all but one method effectively	Summarizes only one method effectively	Method section for each article not summarized		
Data Gathering Assignment	<i>All components of methods section present; procedures explained using research terminology consistently</i>	<i>All components of methods section present; procedures explained using research terminology frequently</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>		
NOTE: ▲ data-based articles include presentation and analysis/ interpretation of recorded facts gathered from direct observation or experimentation. Commentaries, expert opinion, review of the literature articles will not satisfy this requirement.						

Score	Rubric: 1.2.1 Course Assessment: Discussion on Research and Theory Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes an analysis of two key elements from the research and theory on formative assessment, feedback, and grading, and also includes a well supported response to how these key elements relate to current classroom practice. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	Initial posting includes an analysis of two key elements from the research and theory on formative assessment, feedback, and grading, but does not include a response on how these key elements relate to current classroom practice. Responses to other students relate to the topic, but do not relate to their own experiences, and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the initial posting includes an analysis of one key element from the research and theory on formative assessment, feedback, and grading and responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include an analysis of any elements from the research and theory on formative assessment, feedback, and grading and no responses to other students are made.
Note: This will be used as a holistic rubric.	

Score	Rubric: 2.2.1 Course Assessment: Written Assignment on the Types of Assessments Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the learner provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how to apply the three types of assessments in their own classroom. The assignment includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Identifies the three types of classroom assessments and their unique characteristics, while reflecting on how these types of assessments could impact their classroom. The assignment includes a functional arrangement of content that sustains a logical order, with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Identifies the three types of classroom assessments and some of the unique characteristics , but does not include a response on how these types of assessments could impact their classroom. The assignment has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the three types of classroom assessments are identified. No unique characteristics of the assessments are mentioned, and there is not a personal response on how these types of assessments impact the classroom. The content of the assignment is poorly arranged with a minimal variety of word choice and minimal control of sentence structure.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the three types of classroom assessments are not identified.
Note: This will be used as a holistic rubric.	

Score	Rubric: 2.2.1 Course Assessment: Discussion on the Types of Assessments Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes a description of how the learner currently uses the three types of classroom assessments and a reflection on how the learner's current classroom practices will, or will not, change as a result of developing a deep understanding of these assessments. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes a description of how the learner currently uses the three types of classroom assessments, but does not include a personal reflection on how the learner's current classroom practices will, or will not, change as a result of developing a deep understanding of these assessments. Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the initial posting includes a brief description of how the learner currently uses one or two of the types of classroom assessments, but they do not include a personal reflection. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include a description of how the learner uses the three types of assessments, and no responses to other students are made.
Note: This will be used as a holistic rubric.	

Score	Rubric: 2.4.1 Course Assessment: Discussion on the Uses of Assessments Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes a rationale for using, or for not using, summative scores, formative scores, and instructional feedback in the classroom, as well as a personal reflection on how the use of these scores will impact students. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Initial posting includes a rationale for using, or for not using, summative scores, formative scores, and instructional feedback in the classroom, but does not include a personal reflection on how the use of these scores will impact students. Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the initial posting includes a rationale for using, or for not using, one or two of the scoring methods, but there is no personal reflection. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods, and no responses to other students are made.
Note: This will be used as a holistic rubric.	

Score	Rubric: 2.4.1 Course Assessment: Discussion on Improving Student & Teacher Performance Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Initial posting includes a personal reflection on how the results of an assessment have, or could have, resulted in a change in instructional practice AND a personal reflection on what the value to students is when teachers measure their performance based on an assessment. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	Initial posting includes a personal reflection on how the results of an assessment have, or could have, resulted in a change in instructional practice OR includes a personal reflection on what the value to students is when teachers measure their performance based on an assessment. Responses to other students relate to the topic, but do not relate to their own experiences, and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the initial posting includes a brief generalization on how the results of an assessment can have an effect on instructional practice OR includes a brief generalization on what the value to students is when teachers measure their performance based on an assessment. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include a reflection on assessments and teacher performance, and no responses to other students are made.
Note: This will be used as a holistic rubric.	

Score	Unit 2.6 Quiz/Essay Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the learner provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how they can use assessments to provide themselves with information about their own performance as a teacher.</p> <p>The essay includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Analyzes a scenario in which a teacher has changed his/her behavior as a result of an assessment and clearly identifies how the results of the assessment provided information to the teacher about his/her performance.</p> <p>The essay includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Provides a summary of a scenario in which a teacher has changed his/her behavior as a result of an assessment, but does not clearly identify how the results of the assessment provided information to the teacher about his/her performance.</p> <p>The essay has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structure, which inhibits the voice and tone.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, the learner briefly describes a scenario in which a teacher has changed his/her behavior as a result of an assessment, but does not clearly identify how the results of the assessment provided information to the teacher about his/her performance.</p> <p>The content of the essay is poorly arranged with a minimal variety of word choice and minimal control of sentence structure.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, a scenario is not described and the learner does not identify how the results of an assessment can provide information to a teacher about his/her performance.
Note: This will be used as a holistic rubric.	

Score	Rubric: 3.2.1 Course Assessment: Learning Log Reflection on the Article, <i>The Case Against Zero</i> Criteria
4	In addition to the requirement indicated in level 3 of this rubric, additional research is conducted to develop a strategy on how the learner will assign a score to a student who does not complete an assignment. The Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Analyzes the key concepts in the article <i>The Case Against the Zero</i> , and compares and contrasts the use of a 100 point scale to a four point scale when assigning zeros. The Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	Summarizes the concepts from the article, but does not compare and contrast the use of a 100 point scale to a four point scale when assigning zeros. The Learning Log has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, demonstrates some understanding of the information provided in the article, but does not compare and contrast the use of a 100 point scale to a four point scale when assigning zeros. The content of the Learning Log is poorly arranged, with a minimal variety of word choice and minimal control of sentence structures.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of the key concepts in the article is evident.
Note: This will be used as a holistic rubric.	

Score	Rubric: 3.2.1 Course Assessment: Discussion on the Need for a New Scale Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting includes some of the challenges the learner would foresee in implementing a rubric-based approach, as well as a strategy to overcome these challenges.</p> <p>The responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes a personal reflection on how the learner would implement a new scale in his/her classroom.</p> <p>Responses to other students relate to the topic and the student's own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a description of a rubric-based approach, but there is no personal reflection on how the learner would implement a new scale in his/her classroom.</p> <p>Responses to other students relate to the topic, but do not relate to the student's own experiences and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, the initial posting mentions a rubric-based approach, but there is no personal reflection on how the learner would implement a new scale in his/her classroom.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information about a rubric-based approach, and no responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	Rubric: 3.2.1 Course Assessment: Rubric-based Approach & Student Friendly Scales Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the learner provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how to apply this scale in the classroom.</p> <p>The assignment includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Develops and analyzes a 5 point scale and a student friendly scale that addresses the different levels of difficulty. Reflects upon how this scale compares and contrasts to using a 100 point scale.</p> <p>The assignment includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Develops a 5 point scale and a student friendly scale that address the different levels of difficulty, but does not reflect upon how this scale compares and contrasts to using a 100 point scale.</p> <p>The assignment has a confused or inconsistent arrangement of content with limited word choice and control of sentence structures, which inhibits the voice and tone.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, a 5 point scale is developed, but it does not address the different levels of difficulty and no reflection exists on how this scale compares and contrasts to the use of a 100 point scale.</p> <p>The content of the assignment is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no scale is developed.
Note: This will be used as a holistic rubric.	

Score	Rubric: 3.4.1 Course Assessment: Discussion on Designing Assessments Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught.</p> <p>The responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes an analysis and personal reflection on what the learner would do if a student demonstrates an aberrant pattern of responses to an assessment designed to address score 2.0, 3.0, and 4.0 content.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a brief summary of what the learner should do if a student demonstrates an aberrant pattern of responses to an assessment designed to address score 2.0, 3.0, and 4.0 content.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, initial posting includes a brief description of what the learner should do if a student demonstrates an aberrant pattern of responses to an assessment, but does not address score 2.0, 3.0, and 4.0 content.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information on how the learner would respond to a student who demonstrates an aberrant pattern of responses to an assessment.</p> <p>No responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	Rubric: 3.4.1 Course Assessment: Written Assignment on Designing Assessments Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the learner provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how to use these assessments to come up with a formative or summative score.</p> <p>The assignment includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Develops and analyzes two assessments that address different levels of difficulty by incorporating two or more assessment items in each assessment. Also develops a 5 point scale AND a student friendly scale for each assessment.</p> <p>The assignment includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Develops two assessments that address different levels of difficulty by incorporating two or more assessment items in each assessment. Also develops a 5 point scale OR a student friendly scale for each assessment.</p> <p>The assignment has a confused or inconsistent arrangement of content with limited word choice and control of sentence structures, which inhibits the voice and tone.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, develops two assessments that address different levels of difficulty by incorporating two or more assessment items in each assessment, but does not develop a 5 point scale or a student friendly scale for either assessment.</p> <p>The content of the assignment is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no assessments and no scales are developed.
Note: This will be used as a holistic rubric.	

Score	Rubric: 3.4.1 Course Assessment: Discussion on Student Generated Assessments Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught.</p> <p>The responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes an analysis and personal reflection on a time when the learner has, or could have, incorporated a student generated assessment in his/her classroom. Initial posting also includes an analysis of how incorporating this type of assessment affected, or could have affected, student outcomes.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a personal reflection on a time when the learner has, or could have, incorporated a student generated assessment in his/her classroom, but does not include an analysis of how incorporating this type of assessment affected, or could have affected, student outcomes.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences, and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, Initial posting includes a brief description of a time when the learner has, or could have, incorporated a student generated assessment in his/her classroom, but does not include an analysis of how incorporating this type of assessment affected, or could have affected, student outcomes.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information related to a time when the learner has, or could have, incorporated a student generated assessment in his/her classroom.</p> <p>No responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	Rubric: 4.2.1 Course Assessment: Discussion on a Summative Score Assigned at the End of a Grading Period Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how the learner can apply this approach in his/her classroom.</p> <p>Responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes an analysis of the first approach to tracking student progress (<i>Summative Score Assigned at the End of a Grading Period</i>), with the unique characteristics, strengths, and weaknesses clearly identified.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a general description of the first approach to tracking student progress (<i>Summative Score Assigned at the End of a Grading Period</i>), with some of the unique characteristics, strengths, or weaknesses mentioned.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, the initial posting includes a brief description of the first approach to tracking student progress (<i>Summative Score Assigned at the End of a Grading Period</i>), but does not identify the unique characteristics, strengths, and weaknesses of this approach.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information about the first approach to tracking student progress (<i>Summative Score Assigned at the End of a Grading Period</i>), and no responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	<p align="center">Rubric: 4.3.1 Course Assessment: Discussion on a Gradual Accumulation of a Summative Score Criteria</p>
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how the learner can apply this approach in his/her classroom.</p> <p>Responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes an analysis of the first approach to tracking student progress (<i>Gradual Accumulation of a Summative Score</i>), with the unique characteristics, strengths, and weaknesses clearly identified.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a general description of the first approach to tracking student progress (<i>Gradual Accumulation of a Summative Score</i>), with some of the unique characteristics, strengths, or weaknesses mentioned.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, the initial posting includes a brief description of the first approach to tracking student progress (<i>Gradual Accumulation of a Summative Score</i>), but does not identify the unique characteristics, strengths, and weaknesses of this approach.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information about the first approach to tracking student progress (<i>Gradual Accumulation of a Summative Score</i>), and no responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	Rubric: 4.4.1 Course Assessment: Discussion on a Whole Class Progressing as One Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how the learner can apply this approach in his/her classroom.</p> <p>Responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes an analysis of the third approach to tracking student progress (<i>Whole Class Progressing as One</i>), with the unique characteristics, strengths, and weaknesses clearly identified.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a general description of the third approach to tracking student progress (<i>Whole Class Progressing as One</i>), with some of the unique characteristics, strengths, or weaknesses mentioned.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, the initial posting includes a brief description of the third approach to tracking student progress (<i>Whole Class Progressing as One</i>), but does not identify the unique characteristics, strengths, and weaknesses of this approach.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information about the third approach to tracking student progress (<i>Whole Class Progressing as One</i>), and no responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	Rubric: 4.5.1 Course Assessment: Discussion on Continual Improvement Throughout the Year Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how the learner can apply this approach in his/her classroom.</p> <p>Responses to other students suggest a solution or provide additional information.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Initial posting includes an analysis of the fourth approach to tracking student progress (<i>Continual Improvement Throughout the Year</i>), with the unique characteristics, strengths, and weaknesses clearly identified.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Initial posting includes a general description of the fourth approach to tracking student progress (<i>Continual Improvement Throughout the Year</i>), with some of the unique characteristics, strengths, or weaknesses mentioned.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, the initial posting includes a brief description of the fourth approach to tracking student progress (<i>Continual Improvement Throughout the Year</i>), but does not identify the unique characteristics, strengths, and weaknesses of this approach.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, the initial posting does not include any information about the fourth approach to tracking student progress (<i>Continual Improvement Throughout the Year</i>), and no responses to other students are made.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Score	Rubric: 5.2.1 Course Assessment: Reflecting on Translating a Score Into a Grade Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the learner identifies potential challenges with using his/her chosen conversion strategy and reflects on methods of overcoming these challenges.</p> <p>The Learning Log includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Analyzes the use of a conversion strategy to assign an overall grade to students who complete both assessments developed earlier in the course.</p> <p>The Learning Log includes a functional arrangement of content that sustains a logical order with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Summarizes how to use a conversion strategy to assign an overall grade to students, but does not analyze how that strategy could be applied to the assessments developed earlier in the course.</p> <p>The Learning Log has a confused or inconsistent arrangement of content with limited word choice and control of sentence structures, which inhibits the voice and tone.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, demonstrates some understanding of how to use a conversion strategy to assign an overall grade to students, but does not analyze how that strategy could be applied to the assessments developed earlier in the course.</p> <p>The content of the Learning Log is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding of how to use a conversion strategy to assign an overall grade is evident.
Note: This will be used as a holistic rubric.	

Score	Rubric: 5.3.1 Course Assessment: Written Assignment on Standards-referenced and Standards-based Approaches to Grading Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the learner provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how to propose a standards-referenced or standards-based system to administrators, teachers, students, parents, and other members of the community.</p> <p>The assignment includes a sophisticated arrangement of content with precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Develops, analyzes, and presents a proposal to implement a standards-referenced or standards-based system in his/her school or district, and also reflects on the response to this proposal of the administrator, coach, or teacher leader.</p> <p>The assignment includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Develops and analyzes a proposal to implement a standards-referenced or standards-based system in his/her school or district, but does not reflect on the response to this proposal of the administrator, coach, or teacher leader.</p> <p>The assignment has a confused or inconsistent arrangement of content, with limited word choice and control of sentence structures, which inhibits the voice and tone.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, develops a proposal to implement a standards-referenced or standards-based system in his/her school or district, but does not analyze the proposal and does not reflect on the response to this proposal of the administrator, coach, or teacher leader.</p> <p>The content of the assignment is poorly arranged, with minimal variety of word choice and minimal control of sentence structure.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no proposal is developed.
Note: This will be used as a holistic rubric.	

Score	Rubric: 5.3.1 Course Assessment: Discussion on Standards-referenced and Standards-based Approaches to Grading Criteria
4	<p>In addition to the requirement indicated in level 3 of this rubric, the initial posting provides substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas on how to overcome the challenges associated with implementing a standards-referenced or standards-based approach in a district.</p> <p>Responses to other students suggest a solution or provide additional information.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Initial posting includes an analysis and reflection of how a standards-referenced or standards-based approach could be implemented in a district.</p> <p>Responses to other students relate to the topic and their own experiences.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Initial posting includes a general description of a standards-referenced or standards-based approach, but does not include an analysis of how this approach could be implemented in a district.</p> <p>Responses to other students relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, initial posting includes a brief description of a standards-referenced or standards-based approach, but does not include an analysis of how this approach could be implemented in a district.</p> <p>Responses to other students are made, but they do not relate to the topic.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, the initial posting does not include any information on a standards-referenced or standards-based approach, and no responses to other students are made.
Note: This will be used as a holistic rubric.	

Score	Rubric: 6.2.1 Video Submission Criteria
4	<p>Video is uploaded by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 10 minutes and no longer than 15 minutes in length. Video is unedited, with a clear picture and sound.</p> <p>The main focus of the video is on the teacher giving a lesson in a classroom.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 8 minutes in length OR is between 16 and 17 minutes in length.</p> <p>Video is unedited, but the picture OR the sound is not clear.</p> <p>The main focus of the video is on the teacher giving a lesson in a classroom.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.</p>
2	<p>Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 6 minutes in length OR is between 18 and 19 minutes in length.</p> <p>Video is unedited, but the picture AND the sound are not clear in parts of the video.</p> <p>The video is of a lesson, but the focus of the video is unclear.</p>
1.5	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 4 minutes in length OR is between 20 and 21 minutes in length.</p> <p>Video is edited, OR the picture AND the sound are not clear throughout the entire video. Part of the video is of a lesson, and the focus of the video is unclear.</p>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<p>Even with help, no video is submitted OR the video is submitted in an unacceptable format OR the video is postmarked after the deadline has passed.</p> <p>No permissions for ANY video participants are submitted.</p> <p>Video is less than 4 minutes in length OR is greater than 21 minutes in length.</p> <p>Video is edited, AND the picture AND the sound are not clear throughout the entire video. The video is not of a lesson in a classroom.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Formal Writing Assignment Scoring Rubric © Wilkes University, Master's Education Dept.

Written Communication	Advanced	Proficient	Basic	Below Basic	No credit	Points Earned
FOCUS <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	Sharp, distinct controlling point made about a single topic with evident awareness of task	Apparent point made about a single topic with sufficient awareness of task	No apparent point but evidence of a specific topic	Minimal evidence of a topic Incoherent	Assignment not submitted	
ORGANIZATION <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.</i>	Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 0 errors	Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 1 to 4 errors	Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,* APA style is utilized with 5 to 8 errors	Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,* APA style is utilized with 9 or more errors		
STYLE <i>The choice, use of arrangement of words and sentence structures that create tone and voice.</i>	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures		
CONVENTIONS <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation		

*Instructions assignment instructions will specify expectations for APA use, such as, completion of title page, reference page, abstract, etc.

Formal Writing Points Earned in this Assignment _____

Score	Work Habit Rubric Criteria
4	<p>All work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>When participating in Discussions, the response indicates thoughtful ideas and explicit suggestions to the initial posting and other group members' postings.</p> <p>No grammatical, spelling, and/or punctuation errors are evident in any work that is submitted.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>All work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>When participating in Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings.</p> <p>Almost no grammatical, spelling, and/or punctuation errors in any work that is submitted.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>All work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>When participating in Discussions, the response indicates thoughtful ideas and/or suggestions to the initial posting and other group members' postings.</p> <p>A few grammatical, spelling, and/or punctuation errors exist in work that is submitted.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, all work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>With help, exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>With help, Discussion responses indicate thoughtful ideas and/or explicit suggestions to initial postings and other group members' postings.</p> <p>With help, a few grammatical, spelling, and/or punctuation errors are evident in work that is submitted.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	<p>Even with help, work submitted has evidence of plagiarism, collusion, or cheating.</p> <p>Even with help, does not exhibit professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>Even with help, no postings are made to Discussions.</p> <p>Even with help, work is Incomprehensible due to grammatical, spelling, and/or punctuation errors.</p>
Note: This will be used as a holistic rubric.	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective #1: <ul style="list-style-type: none"> • Written Assignment: Reflection on Research • Discussion on Research and Theory 	0-4	5%
Objective #2: <ul style="list-style-type: none"> • Written Assignment on the Types of Assessments • Discussion on the Types of Assessments 	0-4	5%
Objective #3: <ul style="list-style-type: none"> • Discussion on the Uses of Assessments 	0-4	5%
Objective #4: <ul style="list-style-type: none"> • Discussion on Improving Student & Teacher Performance • Unit 2 Essay 	0-4	5%
Objective #5: <ul style="list-style-type: none"> • Reflection on the Article, The Case Against Zero • Discussion on the Need for a New Scale • Rubric-based Approach & Student Friendly Scales 	0-4	15%
Objective #6: <ul style="list-style-type: none"> • Discussion on Designing Assessments • Written Assignment on Designing Assessments • Discussion on Student Generated Assessments 	0-4	15%
Objective #7: <ul style="list-style-type: none"> • Discussion on a Summative Score Assigned at the End of a Grading Period • Discussion on a Gradual Accumulation of a Summative • Discussion on a Whole Class Progressing as One • Discussion on Continual Improvement Throughout the Year 	0-4	5%
Objective #8: <ul style="list-style-type: none"> • Reflecting on Translating a Score Into a Grade • Written Assignment on Standards-referenced and Standards-based Approaches to Grading • Discussion on Standards-referenced and Standards-based Approaches to Grading 	0-4	15%
Objective #9: <ul style="list-style-type: none"> • Video Submission • Video Analysis 	0-4	25%
Work Habit	0-4	5%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/> <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. the National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradeducation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States

and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site:
<https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.