



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 5045		Course Title Designing Instruction for Student Engagement	
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:

Examines research findings around theory and practice on student engagement. Learners are provided methods to motivate and engage students in ways that enhance academic performance.

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. (2010). *The highly engaged classroom: Classroom strategies that work series*. Bloomington, IN: Marzano Research Laboratory.

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

Required Readings (No purchase required)

Marzano, R. J. (2010). *Six steps to better vocabulary*. Alexandria, VA: ASCD

Marzano, R. J. (2010). *Using games to enhance student achievement*. Alexandria, VA: ASCD.

Required Reference:

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

Recommended Texts:

Marzano, R. J., & Brown, J. L. (2009). *Handbook for the art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

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. Analyze the research findings that provide an in-depth understanding of how to plan and execute specific strategies that enhance student engagement.	SELO 1, 2, 5,7 GEPO 1, 2, 3, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Research and Theory
2. Incorporate and utilize effective pacing strategies to manage administrative tasks, transitions, seatwork, and presentation of new content in order to support students' attention	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Pacing Strategies • Learning Log on Pacing Strategies Lesson • **Mini-Study on Emotions
3. Design and implement integrative strategies that promote the use of physical movement	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Deliberate Physical Movement • Learning Log on Designing Deliberate Physical Movement • **Mini-study on Emotions
4. Design and employ various approaches to demonstrate intensity and enthusiasm for content in order to create an atmosphere that invites attention.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Demonstrating Intensity & Enthusiasm • Learning Log on Demonstrating Intensity & Enthusiasm • **Mini-study on Emotions
5. Incorporate and utilize strategies that involve humor in order to engage students and promote self-efficacy	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Reaching a Balance With Humor • Learning Log on Integrating Humor • **Mini-Study on Emotions
6. Develop and implement approaches that encourage building connective relationships with students so	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Facilitating Building Relationship • Learning Log on Building Relationship • **Mini-Study on Emotions

as to facilitate a positive environment.		
7. Identify and create games that focus on academic content and use inconsequential competition that will trigger and maintain situational interest.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Academic Games & Inconsequential Competition • Learning Log on Designing Academic Games & Inconsequential Competition • ***Mini-Study on Student Interest
8. Design and engage students in activities that promote friendly controversy about topics that are meaningful to students.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Friendly Controversy • Learning Log on Friendly Controversy Lesson • ***Mini-Study on Student Interest
9. Develop opportunities to provide students with unusual information to capture their interests.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Learning Log on Unusual Information Lesson • Sync Point Discussion on Unusual Information Insight • ***Mini-Study on Student Interest
10. Design and implement strategies and experiences for managing questions and response rates to maximize student participation and engagement.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Learning Log on Questioning & Response Rates • ***Mini-Study on Student Interest
11. Create and provide opportunities for students to expand and expound on connections to student's lives, connections to students' life ambitions, and application of knowledge.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Learning Log on Student Interest Lesson • Sync Point on Student Interest • Learning Log on Student Life Ambition • Sync Point on Fail Proof Goals • Learning Log on Encouraging Application of Knowledge • ****Mini-Study on Engagement
12. Track student progress while developing strategies for incorporating effective praise and verbal feedback that reinforces the growth theory in order to promote self-efficacy	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Evidence of Self-Efficacy • Sync Point Discussion on Effective Praise & Verbal Feedback • Sync Point Discussion on Meta-Message • Sync Point Discussion on Self-Theory Survey • Learning Log on Teaching Self-Efficacy • Essay
13. Develop and implement a lesson plan that incorporates strategies and techniques that foster high levels of engagement.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 6, 9	<ul style="list-style-type: none"> • **Mini-Study on Emotions • ***Mini-Study on Student Interest • ****Mini-Study on Engagement

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

**Learners focus on two strategies for establishing a positive classroom environment, selecting from the following items: pacing, physical movement, intensity and enthusiasm, humor, and/or relationship building, each aligned to the learning goal to include in the Mini-study on Emotions.

***Learners select two strategies for establishing interest in the classroom by selecting from the following items: games, friendly controversy, unusual information, and/or questioning, each aligned to the learning goal to include in the Mini-study on Interest.

****Learners select two strategies for establishing engagement in the classroom by selecting from the following items: comparison to student interest, providing choice, and/or real-world application, each aligned to the learning goal to include in the Mini-Study on Engagement.

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.

Sync Point Discussion: Research & Theory: In this activity, students will participate in an online discussion on the following topic: Reflect on how school culture relates to engagement, including the implications and challenges for your school and classroom based upon the research and theory of enhancing student engagement.

Sync Point Discussion: Pacing Strategies: In this activity, students will participate in an online discussion in response to the following prompt: Identify the aspects of pacing at which you are both most effective and most ineffective.

Learning Log: Pacing Strategies Lesson: In this activity, students will design and utilize effective pacing strategies to manage administrative tasks, transitions, seatwork, and presentation of new content in order to support students' attention.

Sync Point Discussion: Deliberate Physical Movement: In this activity, students will participate in an online discussion in response to the following prompt: When designing lesson plans, how do you ensure that students engage with the curriculum through the integration of deliberate physical movement?

Learning Log: Designing Deliberate Physical Movement: In this activity, students will and implement integrative strategies that promote the use of physical movement.

Sync Point Discussion: Demonstrating Intensity & Enthusiasm: In this activity, students will participate in an online discussion in response to the following prompt: Reflect on why you went into teaching, and how your passion has remained high or diminished since you began your career. What potential challenges do you face concerning demonstrating intensity and enthusiasm for the content?

Learning Log: Demonstrating Intensity and Enthusiasm: In this activity, students will design and employ various approaches to demonstrate intensity and enthusiasm for content.

Sync Point Discussion: Reaching a Balance With Humor: In this activity, students will participate in an online discussion in response to the following prompt: How do you strike a balance between using humor to engage students and maintaining a focus on the content?

Learning Log: Integrating Humor: In this activity, students will design and employ strategies that involve humor.

Sync Point Discussion: Facilitating Positive Relationships: In this activity, students will participate in an online discussion in response to the following prompt: How difficult is it to put aside personal bias and feelings towards certain students in order to demonstrate equal treatment to all students?

Learning Log: Building Relationships: In this activity, students will design and employ strategies that build relationships.

Mini-Study on Emotions: In this activity, students will conduct a mini-study concentrated on two strategies for establishing an emotionally positive classroom environment by selecting from the following items; pacing, physical movement, intensity and enthusiasm, humor, and/or relationship building. The submission of a videotape and an analysis is part of the mini-study.

Mini-Study Video Analysis: In this activity, students will analyze the mini-study video against the Observation and Feedback Protocol and complete a written analysis utilizing the APA format.

Sync Point Discussion: Academic Games & Inconsequential Competition: In this activity, students will participate in an online discussion in response to the following prompt: Why do academic games stimulate attention, and how do you ensure that inconsequential competition remains inconsequential?

Learning Log: Academic Games and Inconsequential Competition: In this activity, students will design and employ academic games that focus on academic content and use inconsequential competition.

Sync Point Discussion: Friendly Controversy: In this activity, students will participate in an online discussion in response to the following prompt: What concerns do you have about engaging students in friendly controversy, and how would you ensure that controversy remains friendly and not combative or personal?

Learning Log: Friendly Controversy Lesson: In this activity, students will design and engage students in activities that promote friendly controversy about topics that are meaningful to students.

Learning Log: Unusual Information: In this activity, students will design and employ a plan that incorporates unusual information.

Sync Point Discussion: Unusual Information Insight: In this activity, students will participate in an online discussion in response to the following prompt: What reaction did you receive from your students when presenting unusual information, how did the unusual information engage students, and how did it make a connection to the content or learning goal for the lesson?

Learning Log: Questioning to Increase Response Rates: In this activity, students will design and employ strategies and/or experiences for managing questions and response rates to maximize student participation and engagement.

Mini-Study on Interest: In this activity students will conduct a mini-study concentrated on two strategies for establishing interest in the classroom by selecting from the following items: academic games, inconsequential competition, friendly controversy, unusual information, and/or questioning to increase response rates. The submission of a videotape and an analysis is part of the mini-study.

Mini-Study Video Analysis: In this activity, students will analyze the mini-study video against the Observation and Feedback Protocol and complete a written analysis utilizing the APA format.

Sync Point Discussion: Student Interest: In this activity, students will participate in an online discussion in response to the following prompt: Why is it important to allow students opportunities to expand and expound on their interests, and how can you ensure that students have these opportunities?

Learning Log: Student Interest Lesson: In this activity, students will design and employ strategies that provide opportunities for students to expand and expound on their personal lives and/or interests.

Learning Log: Student Life Ambition: In this activity, students will design and implement an activity in which students will promote cognitive and behavioral growth by identifying, developing, and working through a personal life ambition or personal project.

Sync Point Discussion: Fail Proof Goals: In this activity, students will participate in an online discussion in response to the following prompt: Explain the reasoning behind asking students to identify what they would try if they knew they wouldn't fail, and share the reactions that you received from your students when you posed the idea to them.

Learning Log: Encouraging Application of Knowledge: In this activity, students will design and implement an activity that encourages application of knowledge.

Mini-Study on Engagement: In this activity students will conduct a mini-study concentrated on two strategies for establishing engagement in the classroom by selecting from the following items: connection to students' lives, life ambitions, and/or application of knowledge. The submission of a videotape and an analysis is part of the mini-study.

Mini-Study Video Analysis: In this activity, students will analyze the mini-study video against the Observation and Feedback Protocol and complete a written analysis utilizing the APA format.

Sync Point Discussion: Evidence of Self-Efficacy: In this activity, students will participate in an online discussion in response to the following prompt: What did your students learn about themselves as a result of creating and tracking a personal goal, what did you learn about your students, and finally, what evidence do you have that their self-efficacy changed?

Sync Point Discussion: Effective Praise & Verbal Feedback: In this activity, students will participate in an online discussion in response to the following prompt: Describe a time or situation when effective praise and verbal feedback reinforced the growth theory with your students.

Sync Point Discussion: Meta-Message: In this activity, students will participate in an online discussion in response to the following prompt: How do you convey to your students, on a daily basis, the meta-message that trying hard and preparing well leads to accomplishing great things?

Sync Point Discussion: Self-Theory Survey: In this activity, students will participate in an online discussion following the completion of the self-theory survey, in which they openly and honestly share what they learned about themselves and predict the implementations for their instructional practice.

Learning Log: Teaching Self-Efficacy: In this activity, students will design and implement a lesson that incorporates the self-theory survey.

Essay on Tracking Progress, Praise, Verbal Feedback, & Self-Efficacy: In this activity, students will participate in an online discussion on the following questions: Based upon any new insights, what is the impact of purposeful student self-reflection opportunities? What are the implications for your classroom practice?

Mini-Study on Student Expression: In this activity students will complete an essay that explains how tracking student progress is related to the growth theory of competence, identifying the defining characteristics of the growth theory and the fixed theory in regards to praise and verbal feedback; students will also identify how the growth theory promotes self-efficacy.

Written Analysis: In this activity, students will submit a final analysis of their instructional practice. The purpose of this submission is to provide an authentic view of their new areas of strength, awareness, improvement, and leadership growth, as well as areas that require continued professional development. To document this experience, they will complete a final analysis written in APA format.

Rubrics

Work Habit Rubric	
Score	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 Sync Point Discussions, the response goes beyond level 3 of this rubric by extending the conversations to in-depth inferences and applications to the initial posting and other group members' postings.</p> <p>No grammatical, spelling, and/or punctuation errors 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 Sync Point Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and at least 3 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 Sync Point Discussions, includes response to the initial posting and at least one other group members' posting, but is limited in the scope and details shared concerning the topic or possible suggestions or solutions.</p> <p>A few grammatical, spelling, and/or punctuation errors in any 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, when participating in Sync Point Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings.</p> <p>With help, there are few grammatical, spelling, and/or punctuation errors in any 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 sync point discussions.</p> <p>Even with help, work is Incomprehensible due to grammatical, spelling, and/or punctuation errors.</p>
<p>Note: This will be used as a holistic rubric.</p>	

1.2.1 Sync Point Discussion: Research and Theory	
Score	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 evaluation of how school culture relates to engagement, as well as a personal reflection on both the implications and challenges of the evaluation. 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 evaluation of how school culture relates to engagement, both does not include a personal reflection on both the implications and challenges of the evaluation. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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, initial posting includes an evaluation of how school culture relates to engagement, as well as a personal reflection on both the implications and challenges of the evaluation. 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.	

2.1.1 Sync Point Discussion: Pacing Strategies	
Score	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 open evaluation of your instructional process, specifically which aspects of pacing are effective, as well as a personal reflection on which aspects of pacing are not ineffective. 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 open evaluation of your instructional process, specifically which aspects of pacing are effective, but does not include a personal reflection on which aspects of pacing are not ineffective. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 open evaluation of your instructional process, specifically which aspects of pacing are effective, as well as a personal reflection on which aspects of pacing are not ineffective. 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.	

2.1.1 Learning Log: Pacing Strategies Lesson

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner incorporates and utilizes effective pacing strategies to manage administrative tasks, transitions, seatwork, and presentation of new content in order to support students' attention. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner incorporates and utilizes effective pacing strategies for at least two of the following: to manage administrative tasks, transitions, seatwork, and presentation of new content in order to support students' attention. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 incorporates and utilizes effective pacing strategies for at least one of the following: to manage administrative tasks, transitions, seatwork, and presentation of new content in order to support students' attention. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

2.2.1 Sync Point Discussion: Deliberate Physical Movement	
Score	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 the process for ensuring that students engage with the curriculum through the integration of deliberate physical movement, as well as a personal reflection on implications of the deliberate physical movement. 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 the process for ensuring that students engage with the curriculum through the integration of deliberate physical movement, but does not include a personal reflection on implications of the deliberate physical movement. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 the process for ensuring that students engage with the curriculum through the integration of deliberate physical movement, as well as a personal reflection on implications of the deliberate physical movement. 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.	

2.2.1 Learning Log: Physical Movement

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs and implements integrative strategies that promote the use of physical movement. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner designs and implements integrative strategies that promote the use of physical movement. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 designs and implements integrative strategies that promote the use of physical movement. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

2.3.1 Sync Point Discussion: Demonstrating Intensity and Enthusiasm	
Score	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 on why teaching was selected as an occupation including as analysis of the current level of passion for teaching, as well as a personal reflection on potential challenges concerning demonstrating intensity and enthusiasm for the content. 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 on why teaching was selected as an occupation including as analysis of the current level of passion for teaching, but does not include a personal reflection on potential challenges concerning demonstrating intensity and enthusiasm for the content. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 on why teaching was selected as an occupation including as analysis of the current level of passion for teaching, as well as a personal reflection on potential challenges concerning demonstrating intensity and enthusiasm for the content. 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 rational for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

2.3.1 Learning Log: Intensity and Enthusiasm

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs and employs various approaches to demonstrate intensity and enthusiasm for content in order to create an atmosphere that invites attention. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner designs and employs various approaches to demonstrate intensity and enthusiasm for content in order to create an atmosphere that invites attention. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, designs and employs various approaches to demonstrate intensity and enthusiasm for content in order to create an atmosphere that invites attention. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

2.4.1 Sync Point Discussion: Reaching a Balance with Humor	
Score	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 analysis of how to strike a balance between using humor to engage students and promote self-efficacy while maintaining a focus on the content, as well as a personal reflection on how this impacts 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 analysis of how to strike a balance between using humor to engage students and promote self-efficacy while maintaining a focus on the content, but does not include a personal reflection on how this impacts students. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 analysis of how to strike a balance between using humor to engage students and promote self-efficacy while maintaining a focus on the content, as well as a personal reflection on how this impacts students. 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.	

2.4.1 Learning Log: Humor

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner incorporates and utilizes strategies that involve humor in order to engage students and promote self-efficacy. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner incorporates and utilizes strategies that involve humor in order to engage students and promote self-efficacy. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 incorporates and utilizes strategies that involve humor in order to engage students and promote self-efficacy. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

2.5.1 Sync Point Discussion: Facilitating Positive Relationships	
Score	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 evaluation of how difficult it is to set aside personal bias and feelings in order to demonstrate equal treatment to all students and why that is. 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 evaluation of how difficult it is to set aside personal bias and feelings in order to demonstrate equal treatment to all students but does not include why that is. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 evaluation of how difficult it is to set aside personal bias and feelings in order to demonstrate equal treatment to all students and why that is. 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.	

2.5.1 Learning Log: Building Relationships

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner develops and implements approaches that encourage building connective relationships with students so as to facilitate a positive environment. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner develops and implements approaches that encourage building connective relationships with students so as to facilitate a positive environment. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, learner develops and implements approaches that encourage building connective relationships with students so as to facilitate a positive environment. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

Formal Quantitative Reasoning Scoring Rubric for Review of Data-Based Articles, Data Analysis or Data-Gathering Assignments ©Wilkes University, Master's Education Department					
Proficiency Level	Advanced	Proficient	Basic	Below Basic	No Credit
Data Presentation	Data▲ are summarized in a “well-formed” ◀ manner and visually presented so that it is meaningful ▶ and obvious; presentation has no errors according to APA specifications ▼	Data▲ are summarized in a “well-formed” ◀ manner interpretable with narrative explanation; presentation includes up to 2 errors according to APA specifications ▼	Data are visually presented but organization of data unclear; presentation includes more than 2 - 3 errors according to APA specifications ▼	Data are visually but organization of data unclear; presentation includes more than 3 errors according to APA specifications ▼	Assignment not submitted
Interpretation <i>(For review of data-based articles)</i>	Narrative text accurately corresponds to data as presented; trends correctly identified; implications of results (including statistical significance, if applicable) are insightful and thorough <i>Confirms or challenges author(s)' interpretation with and alternative interpretation of data provided by author(s); provides support for position from additional reading in professional literature</i>	Narrative text accurately corresponds to data as presented; thorough analysis of most data; identifies some correct trends <i>Confirms or challenges with alternative explanation interpretation of data provided by author(s); provides example from professionally relevant experience</i>	Narrative text accurately corresponds to data as presented; few implications of results are attempted, or not fully supported by data <i>Identifies interpretation of data provided by author(s); provides hypothetical example of how information may be applied in professional work</i>	Narrative text does not correspond to data; implications of results are only reiteration of data results <i>Identifies interpretation of data provided by author(s)</i>	
Application	Correctly and appropriately explains application of data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s) and makes specific recommendations for future action	Correctly applies data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s); makes general recommendations for future actions	Demonstrates superficial understanding that data are used to make decisions (e.g., make diagnoses or appraisals); recommendations are not logically linked to data and interpretation	No evidence of linkages among data, data interpretation, application of data to problem solving or recommendations	
** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.					

▲ Data: recorded facts gathered from direct observation or experimentation

◀ Well-formed: data clustered together with correct form, construction, composition or structuring

▶ Meaningful: data that become useful information when organized for analysis, to reason, or make decisions

▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations of data not addressed in the manual.

3.1.1 Sync Point Discussion: Academic Games and Inconsequential Competition	
Score	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 why academic games stimulate attention, as well as a personal reflection on how to ensure that inconsequential competition remains inconsequential. 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 why academic games stimulate attention, but does not include a personal reflection on how to ensure that inconsequential competition remains inconsequential. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 why academic games stimulate attention, as well as a personal reflection on how to ensure that inconsequential competition remains inconsequential. 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 rational for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

3.1.1 Learning Log: Academic Games	
Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner identifies and creates games that focus on academic content and use inconsequential competition that will trigger and maintain situational interest. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner identifies and creates games that focus on academic content and use inconsequential competition that will trigger and maintain situational interest. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 identifies and creates games that focus on academic content and use inconsequential competition that will trigger and maintain situational interest. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.
Note: This will be used as a holistic rubric.	

3.2.1 Sync Point Discussion: Friendly Controversy	
Score	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 evaluation of concerns about engaging students in friendly controversy, as well as a personal reflection on how to ensure that controversy remains friendly and not combative or personal. 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 evaluation of concerns about engaging students in friendly controversy, but does not include a personal reflection on how to ensure that controversy remains friendly and not combative or personal. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 evaluation of concerns about engaging students in friendly controversy, as well as a personal reflection on how to ensure that controversy remains friendly and not combative or personal. 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.	

3.2.1 Learning Log: Friendly Controversy

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs and engages students in activities that promote friendly controversy about topics that are meaningful to students. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner designs and engages students in activities that promote friendly controversy about topics that are meaningful to students. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 designs and engages students in activities that promote friendly controversy about topics that are meaningful to students. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

3.3.1 Learning Log: Unusual Information

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner develops opportunities to provide students with unusual information to capture their interests. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner develops opportunities to provide students with unusual information to capture their interests. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 develops opportunities to provide students with unusual information to capture their interests. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

3.3.1 Sync Point Discussion: Unusual Information	
Score	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 evaluation of a recently implemented unusual information including what reaction was evident in the students and how did the unusual information engage the students, as well as a personal reflection on how the unusual information enhanced the student connection to the content. 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 evaluation of a recently implemented unusual information including what reaction was evident in the students and how did the unusual information engage the students, but does not include a personal reflection on how the unusual information enhanced the student connection to the content. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 evaluation of a recently implemented unusual information including what reaction was evident in the students and how did the unusual information engage the students, as well as a personal reflection on how the unusual information enhanced the student connection to the content. 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.	

3.4.1 Learning Log: Questioning and Response Rates

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs and implements strategies and experiences for managing questions and response rates to maximize student participation and engagement. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner designs and implements strategies and experiences for managing questions and response rates to maximize student participation and engagement. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 designs and implements strategies and experiences for managing questions and response rates to maximize student participation and engagement. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill demonstrated.

Note: This will be used as a holistic rubric.

4.1.1 Sync Point Discussion: Student Interest

Score	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 why it is important to allow students opportunities to expand and expound on their interests, as well as a personal reflection on how to ensure that students have these opportunities. 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 why it is important to allow students opportunities to expand and expound on their interests, but does not include a personal reflection on how to ensure that students have these opportunities. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 why it is important to allow students opportunities to expand and expound on their interests, as well as a personal reflection on how to ensure that students have these opportunities. 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 rational for using any of the scoring methods and no responses to other students are made.

Note: This will be used as a holistic rubric.

4.1.1 Learning Log: Student Interest Lesson

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner creates and provides opportunities for students to expand and expound on connections to student's lives and/or interests. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner creates and provides opportunities for students to expand and expound on connections to student's lives and/or interests. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 creates and provides opportunities for students to expand and expound on connections to student's lives and/or interests. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

4.2.1 Learning Log: Students Life Ambition

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs and implements an activity in which students will promote cognitive and behavioral growth by identifying, developing, and working through a personal life ambition or personal project. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner designs and implements an activity in which students will promote cognitive and behavioral growth by identifying, developing, and working through a personal life ambition or personal project. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 designs and implements an activity in which students will promote cognitive and behavioral growth by identifying, developing, and working through a personal life ambition or personal project. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.
<p>Note: This will be used as a holistic rubric.</p>	

4.2.1 Sync Point Discussion: Fail Proof Goals	
Score	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 the reasoning behind asking students to identify what would they try if they knew they wouldn't fail, as well as a personal reflection on the student reaction to this question. 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 the reasoning behind asking students to identify what would they try if they knew they wouldn't fail, but does not include a personal reflection on the student reaction to this question. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 the reasoning behind asking students to identify what would they try if they knew they wouldn't fail, as well as a personal reflection on the student reaction to this question. 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 rational for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

4.3.1 Learning Log: Encouraging Application of Knowledge	
Score	Criteria
4	In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught. 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	The learner designs and implements an activity that encourages application of knowledge. Includes reflective points concerning implementation, impact on instructional practice, and challenges. 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	The learner designs and implements an activity that encourages application of knowledge. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges. 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, the learner designs and implements an activity that encourages application of knowledge. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges. With help, the content of 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.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.
Note: This will be used as a holistic rubric.	

5.1.1 Sync Point Discussion: Evidence of Self-Efficacy

Score	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 evaluation of student awareness as a result of creating and tracking a personal goal including new insight about your students as well as a personal reflection on what evidence demonstrates changes in student self efficacy. 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 evaluation of student awareness as a result of creating and tracking a personal goal including new insight about your students but does not include a personal reflection on what evidence demonstrates changes in student self efficacy. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 evaluation of student awareness as a result of creating and tracking a personal goal including new insight about your students as well as a personal reflection on what evidence demonstrates changes in student self efficacy. 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.

5.2.1 Sync Point Discussion: Effective Praise and Verbal Feedback	
Score	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 a time or situation when effective praise and verbal feedback reinforced the growth theory, as well as a personal reflection on the instructional value that was evident. 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 a time or situation when effective praise and verbal feedback reinforced the growth theory, but does not include a personal reflection on the instructional value that was evident. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 description of a time or situation when effective praise and verbal feedback reinforced the growth theory, as well as a personal reflection on the instructional value that was evident. 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.	

5.3.1 Sync Point Discussion: Meta-Message

Score	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 explanation on how you convey to students daily the meta-message that if they try hard and prepare well they can accomplish great things, as well as a personal reflection on the evidence. 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 on how you ensure that the flexible grouping component of differentiated instruction is considered and implemented, but lacks a personal reflection on how this arrangement will impact students. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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 on how you ensure that the flexible grouping component of differentiated instruction is considered and implemented, as well as a personal reflection on how this arrangement will impact students. 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.

5.4.1 Sync Point Discussion: Self-Theory Survey

Score	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 open and honest reflection on what you learned about yourself based upon the self-theory survey, including a prediction on the implications for your instructional 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 open and honest reflection on what you learned about yourself based upon the self-theory survey, but does not include a prediction on the implications for your instructional practice. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it 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, initial posting includes an open and honest reflection on what you learned about yourself based upon the self-theory survey, including a prediction on the implications for your instructional practice. 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.

5.4.1 Learning Log: Teaching Self-Efficacy

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>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.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner will design and implement a lesson that incorporates the self-theory survey. Includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The learner will design and implement a lesson that incorporates the self-theory survey. Includes two of the three reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>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.</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 will design and implement a lesson that incorporates the self-theory survey. With help, includes reflective points concerning implementation, impact on instructional practice, and challenges.</p> <p>With help, the content of 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.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

Essay: Tracking Progress, Praise, Verbal Feedback, and Self-Efficacy	
Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, evidence demonstrated in-depth inferences for classroom applications.</p> <p>In addition to the requirements indicated in level 3 of this rubric, evidence demonstrated specific classroom applications.</p> <p>In addition to the requirements indicated in level 3 of this rubric, elaboration extends to specific classroom applications using the growth theory to promote self-efficacy.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Response organizes the defining characteristics of growth and fixed theory in regards to praise and verbal feedback.</p> <p>Provides an explanation and defense of the correlation between tracking progress and growth theory of competence.</p> <p>Provides detailed and persuasive elaboration on how the growth theory promotes self-efficacy.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Response describes the defining characteristics of only growth or fixed theory, but not both, in regards to praise and verbal feedback.</p> <p>Provides a description of the correlation between tracking progress and growth theory of competence.</p> <p>Provides detailed elaboration on how the growth theory promotes self-efficacy.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, response organizes defining characteristics of growth and fixed theory in regards to praise and verbal feedback.</p> <p>With help, provides a statement of the relationship between tracking progress and growth theory of competence.</p> <p>With help, provides description of how the growth theory promotes self-efficacy, student achievement, and engagement.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.
Note: This will be used as a holistic rubric.	

6.3 Written Analysis Rubric	
Score	Criteria
4	<p>Analysis contains a title page, abstract, introduction, method, results, discussion, and references section.</p> <p>Identifies and provides a detailed written response for all of the required elements of each section.</p> <p>Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Analysis contains a title page, abstract, introduction, results, discussion, and references section.</p> <p>Provides a written response for all of the required elements of each section.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the lessons and their results, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	<p>Analysis is missing a title page, abstract, introduction, method, results, discussion, OR references section.</p> <p>Provides a written response to some of the required elements of each section.</p> <p>Seeks to understand concepts by cautiously examining interpretations of what happened during the lessons against the results of the observation and feedback protocol. Includes specific evidence and/or examples that support the analysis, but does not generate conclusions.</p> <p>Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

<p>1</p>	<p>With help, analysis is missing more than one of the following sections: title page, abstract, introduction, method, results, discussion, references.</p> <p>With help, few of the required elements of each section are provided in a written response. With help, little self-disclosure and minimal risk in connecting interpretations of what happened during the lessons to the results of the observation and feedback protocol are present. Self-disclosure provides a limited analysis, without supporting evidence or conclusions.</p> <p>With help, makes irrelevant personal responses to the issues and concepts raised from the self-assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content</p>
<p>0</p>	<p>Even with help, analysis does not contain a title page, abstract, introduction, method, results, discussion, or references section.</p> <p>Even with help, no understanding or skill demonstrated.</p> <p>Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.</p> <p>Even with help, no personal reflective response is included.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Mini-study Video Submission	
Score	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	In addition to score 3.0 performance, partial success at score 4.0 content.
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	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
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	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
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.</p> <p>Part of the video is of a lesson, and the focus of the video is unclear.</p>

.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
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.</p> <p>The video is not of a lesson in a classroom.</p>
Note: This will be used as a holistic rubric.	

Formal Oral Presentation Scoring Rubric © Wilkes University, Master's Education Dept.					
Points/ Proficiency	Advanced	Proficient	Basic	Below Basic	
Oral Skills					
Organization	well-structured; material focused and ordered to make a unified point or effect	adequately structured; material ordered to make a general point or effect	somewhat structured; material is thematic, but point unclear	lacks structure; speaker provides little or no focus or order to the material	No credit Assignment not submitted
Flow/ impromptu responses to questions	addresses questions carefully and thoroughly, integrating evidence and additional information in responses	adequately addresses questions	somewhat able to appropriately address questions	limited ability to appropriately address questions	
Delivery	Voice, facial expression, body movements effectively and consistently engage listeners and supports important points of presentation	Voice, facial expression, body movements engage listeners and supports important points most of the time	Voice, facial expression, body movements sometimes engage listeners or supports important points	Voice, facial expression, body movements ineffective in engaging listeners or supporting important points	
Language	Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners' understanding and is appropriate for age, education, and background knowledge of the listeners	Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listener's understanding of the subject	Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers convenience than the listeners' understanding	Word choices fail to reflect an awareness of the listeners, because either the vocabulary of the reference to the listeners is inconsistent or inappropriate.	
Audio/ visual materials	Audio /visual materials are polished; substantially supporting and enhancing presentation content	Audio/visual materials how attempt at polish; adequately support presentation content	Audio /visual materials basic; somewhat support presentation content	Audio/visual materials lack polish; do not support presentation content	
** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.					

Online course instructors, enter comments in comment box.

Oral Communication Points Earned in this Assignment _____

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective #1 <ul style="list-style-type: none"> • Sync Point Discussion on Research and Theory 	0-4	5%
Objective #2 <ul style="list-style-type: none"> • Sync Point Discussion on Pacing Strategies • Learning Log on Pacing Strategies Lesson • **Mini-Study on Emotions 	0-4	5%
Objective #3 <ul style="list-style-type: none"> • Sync Point Discussion on Deliberate Physical Movement • Learning Log on Designing Deliberate Physical Movement • **Mini-study on Emotions 	0-4	5%
Objective #4 <ul style="list-style-type: none"> • Sync Point Discussion on Demonstrating Intensity & Enthusiasm • Learning Log on Demonstrating Intensity & Enthusiasm • **Mini-study on Emotions 	0-4	5%
Objective #5 <ul style="list-style-type: none"> • Sync Point Discussion on Reaching a Balance With Humor • Learning Log on Integrating Humor • **Mini-Study on Emotions 	0-4	5%
Objective #6 <ul style="list-style-type: none"> • Sync Point Discussion on Facilitating Building Relationship • Learning Log on Building Relationship • **Mini-Study on Emotions 	0-4	5%
Objective #7 <ul style="list-style-type: none"> • Sync Point Discussion on Academic Games & Inconsequential Competition • Learning Log on Designing Academic Games & Inconsequential Competition • ***Mini-Study on Student Interest 	0-4	5%
Objective #8 <ul style="list-style-type: none"> • Sync Point Discussion on Friendly Controversy • Learning Log on Friendly Controversy Lesson • ***Mini-Study on Student Interest 	0-4	5%
Objective #9 <ul style="list-style-type: none"> • Learning Log on Unusual Information Lesson • Sync Point Discussion on Unusual Information Insight • ***Mini-Study on Student Interest 	0-4	5%
Objective #10 <ul style="list-style-type: none"> • Learning Log on Questioning & Response Rates • ***Mini-Study on Student Interest 	0-4	5%
Objective #11	0-4	5%

<ul style="list-style-type: none"> • Learning Log on Student Interest Lesson • Sync Point on Student Interest • Learning Log on Student Life Ambition • Sync Point on Fail Proof Goals • Learning Log on Encouraging Application of Knowledge • ****Mini-Study on Engagement 		
Objective #12 <ul style="list-style-type: none"> • Sync Point Discussion on Evidence of Self-Efficacy • Sync Point Discussion on Effective Praise & Verbal Feedback • Sync Point Discussion on Meta-Message • Sync Point Discussion on Self-Theory Survey • Learning Log on Teaching Self-Efficacy • Essay 	0-4	30%
Objective #13 <ul style="list-style-type: none"> • **Mini-Study on Emotions • ***Mini-Study on Student Interest • ****Mini-Study on Engagement 	0-4	10%

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.