

TEMPLATE FOR DEPARTMENTAL WAC PLANS (based on revision of 10-27-14)

Part 1: Good writing in the Education Department contains the following:

- Clearly articulated **topic**
- Clearly stated **purpose**
- Consideration for designated **audience** with attention to the following:
 1. Appropriate vocabulary
 2. Appropriate **tone** and **voice**
 3. **Sufficient** detail (appropriate number of examples)
 4. **Specific** detail (clearly explained examples)
 5. **Relevant** detail (unified examples that support topic and purpose)
- Clear **organization** as evidenced by logical arrangement of ideas and usage of appropriate transition words
- Integration of direct quotations, and summarized and paraphrased material (when appropriate) to support stated topic and purpose and citation of these sources correctly in the text of the writing assignment as well as the bibliography
- Variety of **sentence structures** that enhance fluency of written work
- Adherence to the conventions of standard grammar and usage with few, if any, errors

Part 2: Required Education courses in which at least 5 pages of writing are mandatory and the grade for written work counts at least 10% of the course grade:

Education 2510

Course name: Foundations of Education

Number of pages of written work required: 15-20 pages

Percentage of course grade for which writing counts: 40%

Instructor: Dr. Heyward

SPE 2550

Course name: Educating Diverse Populations

Number of pages of written work required: 16-22 pages

Percentage of course grade for which writing counts: 50%

Instructor: Dr. Nolan

Part 3: Rubrics for courses in part 2 are attached.

Part 3 EDU 2510 Rubrics

1. Initial Teaching Philosophy
2. Article Critique
3. Position paper

Initial Teaching Philosophy Rubric
(15 points possible)

	Target (3)	Acceptable (2)	Unacceptable (1)	Points
Logic and Clarity	The philosophy statement is clear and consistent. Each paragraph is well developed with good transitions. The paper has excellent focus and stays in a logical train.	The philosophy statement is clear, and is generally consistent. The paragraphs are clearly developed and flow into each other. The paper is focused.	The philosophy statement is unclear and confusing. The paragraphs may not be well developed. Transitions may be lacking. The paper may lack focus.	
Connections with Children	The philosophy statement relates many meaningful examples of classroom experiences or other experiences/observations of children. The examples are free of stereotypes and misconceptions.	The philosophy statement is supported by some illustrations of classroom experiences/observations of children. The examples are generally free of stereotypes and misconceptions.	The philosophy statement is not supported by examples with children. It makes little or no connection with children. Examples contain stereotypes and misconceptions.	
Reasons for Wanting to Be a Teacher	The paper includes thoughtful reasons why the candidate wants to become a teacher. Reasons go beyond "love of children" and express elements of professionalism.	The paper addresses the reasons why the candidate wants to be a teacher that begin to go beyond "love of children."	No reasons are given as to why the candidate wishes to become a teacher.	
Grammar and Format	The philosophy statement has no grammar or spelling errors. It is 2 pages long, typed in size 12 font, and double spaced.	The philosophy statement had minor grammar-spelling errors. It is 2 pages long, typed in size 12 font, and double-spaced.	The philosophy statement has consistent and severe grammar and/or spelling errors. The paper may not be the required length, in the right font, or double spaced.	
Reflection	The paper contains much original thought demonstrating the candidate is questioning his/her beliefs about the complexities of the teaching profession. The candidate demonstrates an excitement about life-long learning and personal development.	The paper demonstrates some original thought. Recognition about the complexities of the teaching profession is evident.	Candidate's work demonstrates little original thought or connection to personal development. The complexities of the teaching profession are not addressed. The paper lacks content.	

Comments: _____

Total Points _____ 15 pts. = 100 14 pts. = 95 13 pts. = 90 12 pts. = 85 11 pts. = 80 10 pts. = 75 9 pts. = 70 8 pts. = 65 7 pts. and below = F

ARTICLE CRITIQUE RUBRIC

Name _____

COURSE _____

DATE _____

Criteria	1	2	3	4	Scores
Article	Article was unacceptable. Journal was unacceptable.	Article was of mediocre quality, from a non referred journal publication.	Article was mediocre quality, but from a referred journal publication.	Article was of high quality and from a referred journal publication	
Topic of Study	Article failed to add to knowledge base for this topic of study	Article provided only minimal information to add to the knowledge base for this topic of study.	Article provided basic information to add to the base of this topic of study.	Article provided rich and abundant information to add to the knowledge base for this topic of study.	
Summary	Little or no clear explanation (with little or no examples) of the information that can be found in this article.	Few clear explanations (with few examples) of the information that can be found in this article.	Somewhat clear explanation/summary (with some examples) of the information that can be found in this article.	Clear explanation/summary (with examples) of information that can be found in the article	
Grammatical Errors	Four or more spelling errors and/or grammatical errors.	Three misspellings and/or grammatical errors.	No more than two misspellings and/or grammatical errors	No misspellings or grammatical errors.	
Sentence Structure	Sentences are run-on/or make no sense.	More than two sentences are run-on or make no sense.	One sentence is run-on and/or makes no sense	Sentences are not run-on and make sense.	
Reaction/Critiques	Little or no personal comments	Few personal comments	Some personal comments	Many personal comments	
Application	No explanation of the quality and appropriateness of information and how that information can be used to facilitate teachers in their classrooms.	Few (2) explanations of quality and appropriateness of information and how that information can be used to facilitate teachers in their classrooms.	Some (3) explanations of the quality and appropriateness of information and how that information can be used by teachers in their classrooms	Many (4+) explanations of the quality and appropriateness of information and how that information can be used to facilitate teachers in their classrooms.	
Format	Did Not follow format	Information listed but Did Not follow APA	Information in APA with ne error	Information is correct. APA format	
Total Scores					

32 =100 31= 98 30=96 29=94 28=92 27=90 26=88 25=86 24=84 23=82 22=80 21=78 20=76 19=74
18=72 17=70

COMMENTS:

Methodist University

Position Paper Rubric

Name: _____

Date: _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Format	Evidence of all five: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	Evidence of four: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	Evidence of three: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	Evidence of two or less: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	
Introduction	Introduction is engaging, states the main topic and previews the structure of the paper	Introduction states the main topic and previews the structure of the paper	Introduction states the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences	Each paragraph fails to develop the main idea	
Organizational Structure/Idea Development	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance organization	Writer demonstrates logical sequencing of ideas through sufficiently-developed paragraphs; transitional words are used to enhance organization	Logical organization of ideas not fully developed; transitions not present	No evidence of structure or organization	
Mechanics	No errors in punctuation, capitalization and spelling	Few errors in punctuation, capitalization, and spelling	Many errors in punctuation, capitalization and spelling	Numerous errors distract reader or interfere with meaning.	
Usage	No errors in sentence structure and word usage	Few errors in sentence structure and word usage	Many errors in sentence structure and word usage.	Numerous errors in sentence structure and word usage distract reader	
Citation	All cited works, both text and visual, are documented in the correct format.	Most cited works, both text and visual, are documented in the correct format.	Few cited works, both text and visual, are documented in the correct format	No cited works are evident	
Works Cited Bibliography	Completed in the correct APA format with no errors. Includes more than 5 major references	Completed in the correct APA format with few errors. Includes 5 major references	Completed in the correct format with some errors. Includes 4 major references	Completed in the correct format with many errors. Includes 3 or fewer major references	
Total Points	(40 points possible)				

SCORES 40 – 38 = A 37 – 35 = A- 34 – 32 = B+ 31 – 29 = B 28 – 26 = B- 25 – 23 = C+ 22 – 20 = C 19 – 17 = C-
16 – 14 = D+

SPE 2550 Rubrics

1. Diversity Case Study
2. Instructional Strategies Paper
3. Research Paper

Diversity Case Study and Paper

DEPARTMENT OF EDUCATION GOALS:

The goals of the Methodist University (MU) Teacher Education are as follows:

3. Graduates of the MU Teacher Education Program will exhibit dispositions of the Facilitative Teacher. (All 21st Century Teacher standards)
5. Graduates of the MU Teacher Education Program will establish a respectful environment for a diverse population of students.

21st CENTURY TEACHER STANDARD

Standard 2: Teachers will establish a respectful environment for a diverse population of students

Standard 5: Teachers facilitate learning for their students reflect on their practice

School Social Work

5. 4: Understands diversity in beliefs, traditions, and values across cultures and their influence on interactions among group members.
- 6.5: Understands the impact of statutes, case law, policies, and procedures on students, families, and the educational process.
- 8.1: Understands how students' educational experiences are influenced by human diversity.

1. Introduction: Describe culture, what are the characteristics of a micro-culture, in what ways can culture affect families' academic priorities. (Usually 1-2 pages in length)
2. Describe, compare, and contrast your own culture and micro-culture to that of the student whom you have chosen for the case study. What has been your experience with this group of people? What expectations might you have of this group in regard to learning preferences, childrearing practices, leisure activities, etc? (Usually 2-4 pages in length)
- 4.. Discuss how the knowledge you have gained in step 2 regarding your own culture and that of the student, may be helpful in a classroom situation. (Usually 1-2 pages in length)
5. Upon completion of this assignment, describe your reflections on this assignment. What did you learn? Did your ideas change or how were they confirmed? How has it been helpful?

Diversity Case Study and Paper Rubric

	0. No Credit	1. Unacceptable	2. Partially Met Acceptable	3. Target Met	Score
Case Study	Cultural criteria were not met .	Cultural criteria were met, interviews were conducted, but information gathered was insufficient	Cultural criteria were met, interviews were conducted but more information was needed .	Cultural criteria were met , interviews were conducted and sufficient information gathered.	
Introduction	No introduction.	The introduction includes a limited description.	The introduction includes an adequate description.	The introduction includes a detailed description of culture, the characteristics of a micro-culture, and the ways culture can affect families' academic priorities.	
Describe, compare, and contrast	Paper includes an inadequate description.	Paper includes a limited description comparison and/or contrast of your own culture and micro-culture to that of the student whom you have chosen for the case study.	Paper includes an adequate description comparison and/or contrast of your own culture and micro-culture to that of the student whom you have chosen for the case study.	Paper includes a detailed description comparison and/or contrast of your own culture and micro-culture to that of the student whom you have chosen for the case study.	
Discussion	Paper includes an inadequate discussion.	Paper includes a limited discussion on how the knowledge you have gained may be helpful in a classroom situation or work setting.	Paper includes an adequate discussion on how the knowledge you have gained may be helpful in a classroom situation or work setting.	Paper includes a detailed discussion on how the knowledge you have gained may be helpful in a classroom situation or work setting.	
Dispositions of the Facilitative Teacher	Less than 2 dispositions were addressed or evident in the paper.	2 dispositions were addressed or evident in the paper.	3 dispositions were addressed or evident in the paper.	All 4 dispositions were addressed or evident in the paper.	
Punctuation Capitalization & Spelling	There are more than five errors.	There are three or four errors.	There are one or two errors.	Punctuation, spelling, grammar and capitalization are correct	

Grade Equivalent

18-16 =A 15-13 =B 12-7= C 6-3 = D Below 3 =F

Instructional Strategies Paper Rubric

	0. No Credit	1. Unacceptable	2. Partially Met Acceptable	3. Target Met	Score
Information Gathering	Research was not conducted and/or reported.	Minimum research was conducted using less than 2 current sources, gathered from only electronic or non-electronic sources and was not cited properly.	Limited research was conducted using 3 current sources, gathered from limited electronic and non-electronic sources were used and were cited properly.	Extensive research was conducted using at least 4 current sources, gathered from multiple electronic and non-electronic sources were used and were cited properly.	
Content		The report includes limited instructional strategies.	The report includes adequate instructional strategies.	The report includes multiple instructional strategies.	
Summary	The report does not include a summary.	The report includes a limited summary that identifies and justifies the strategies you would incorporate this information	The report includes an adequate summary that identifies and justifies the strategies you would incorporate this information	The report includes a detailed summary that identifies and justifies the strategies you would incorporate into your classroom or work setting.	
Dispositions of the Facilitative Teacher	Less than 2 dispositions were addressed or evident in the paper.	2 dispositions were addressed or evident in the paper.	3 dispositions were addressed or evident in the paper.	All 4 dispositions were addressed or evident in the paper.	
Punctuation Capitalization & Spelling	There are more than five errors.	There are three or four errors.	There are one or two errors.	Punctuation, spelling, grammar, and capitalization are correct.	

Grade Equivalent

15-13 =A 12-10 =B

9-7 = C 6-4 =D

Below 4 =F

Report or Paper Rubric

	0. No Credit	1. Unacceptable	2. Partially Met Acceptable	3. Target Met	Score
Information Gathering	Research was not conducted and/or reported.	Minimum research was conducted using less than 4 current sources, gathered from only electronic or non-electronic sources and was not cited properly.	Limited research was conducted using 4 current sources, gathered from limited electronic and non-electronic sources were used and were cited properly.	Extensive research was conducted using at least 5 current sources, gathered from multiple electronic and non-electronic sources were used and were cited properly.	
Content		The report contains none or very few of the stated requirements.	The report contains some requirements but omitted others.	The report contains all requirements included in the description of the task.	
Information and writing style.	The paper did not meet the required writing criteria	The paper met most writing criteria.	The paper was well written but provided limited information.	The paper was well written, (met all criteria) and provided detailed information.	
Summary	The report does not include a summary.	The report includes a limited summary.	The report includes an adequate summary.	The report includes a detailed summary that explains what you have learned and how you could incorporate this knowledge into your classroom or work setting.	
Dispositions of the Facilitative Teacher	Less than 2 dispositions were addressed or evident in the paper	2 dispositions were addressed or evident in the paper.	3 dispositions were addressed or evident in the paper.	All 4 dispositions were addressed or evident in the paper.	
Punctuation Capitalization & Spelling	There are more than five errors in grammar, punctuation spelling and/or capitalization	There are three or four errors in grammar, punctuation, spelling and/or capitalization.	There are one or two errors in grammar, punctuation, spelling and/or capitalization.	Grammar, punctuation, spelling and capitalization are correct	

Grade Equivalent

18-16 =A 15-12 =B 11-7= C 6-3 =D Below 3 =F

Part 3 EDU 2510 Rubrics

1. Initial Teaching Philosophy
2. Article Critique
3. Position paper

Initial Teaching Philosophy Rubric
(15 points possible)

	Target (3)	Acceptable (2)	Unacceptable (1)	Points
Logic and Clarity	The philosophy statement is clear and consistent. Each paragraph is well developed with good transitions. The paper has excellent focus and flows in a logical manner.	The philosophy statement is clear, and is generally consistent. The paragraphs are clearly developed and flow into each other. The paper is focused.	The philosophy statement is unclear and confusing. The paragraphs may not be well developed. Transitions may be lacking. The paper may lack focus.	
Connections with Children	The philosophy statement relates many meaningful examples of classroom experiences or other experiences/observations of children. The examples are free of stereotypes and misconceptions.	The philosophy statement is supported by some illustrations of classroom experiences/observations of children. The examples are generally free of stereotypes and misconceptions.	The philosophy statement is not supported by examples with children. It makes little or no connection with children. Examples contain stereotypes and misconceptions.	
Reasons for Wanting to Be a Teacher	The paper includes thoughtful reasons why the candidate wants to become a teacher. Reasons go beyond "love of children" and express elements of professionalism.	The paper addresses the reasons why the candidate wants to be a teacher and begin to go beyond "love of children."	No reasons are given as to why the candidate wishes to become a teacher.	
Grammar and Format	The philosophy statement has no grammar or spelling errors. It is 2 pages long, typed in size 12 font, and double spaced.	The philosophy statement has minor grammar/spelling errors. It is 2 pages long, typed in size 12 font, and double-spaced.	The philosophy statement has consistent and severe grammar and/or spelling errors. The paper may not be the required length, in the right font, or double-spaced.	
Reflection	The paper contains much original thought demonstrating the candidate is questioning his/her beliefs about the complexities of the teaching profession. The candidate demonstrates an excitement about life-long learning and personal development.	The paper demonstrates some original thought. Recognition about the complexities of the teaching profession is evident.	Candidate's work demonstrates little original thought about or connection to personal development. The complexities of the teaching profession are not addressed. The paper lacks content.	

Comments: _____

Total Points _____, 15 pts. = 100 14 pts. = 95 13 pts. = 90 12 pts. = 85 11 pts. = 80 10 pts. = 75 9 pts. = 70 8 pts. = 65 7pts. and Below = F

ARTICLE CRITIQUE RUBRIC

Name _____

COURSE _____

DATE _____

Criteria	1	2	3	4	Scores
Article	Article was unacceptable. Journal was unacceptable.	Article was of mediocre quality, from a non referred journal publication.	Article was mediocre quality, but from a referred journal publication.	Article was of high quality and from a referred journal publication	
Topic of Study	Article failed to add to knowledge base for this topic of study	Article provided only minimal information to add to the knowledge base for this topic of study.	Article provided basic information to add to the base of this topic of study.	Article provided rich and abundant information to add to the knowledge base for this topic of study.	
Summary	Little or no clear explanation (with little or no examples) of the information that can be found in this article.	Few clear explanations (with few examples) of the information that can be found in this article.	Somewhat clear explanation/summary (with some examples) of the information that can be found in this article.	Clear explanation/summary (with examples) of information that can be found in the article	
Grammatical Errors	Four or more spelling errors and/or grammatical errors.	Three misspellings and/or grammatical errors.	No more than two misspellings and/or grammatical errors	No misspellings or grammatical errors.	
Sentence Structure	Sentences are run-on/or make no sense.	More than two sentences are run-on or make no sense.	One sentence is run-on and/or makes no sense	Sentences are not run-on and make sense.	
Reaction/Critiques	Little or no personal comments	Few personal comments	Some personal comments	Many personal comments	
Application	No explanation of the quality and appropriateness of information and how that information can be used to facilitate teachers in their classrooms.	Few (2) explanations of quality and appropriateness of information and how that information can be used to facilitate teachers in their classrooms.	Some (3) explanations of the quality and appropriateness of information and how that information can be used by teachers in their classrooms	Many (4+) explanations of the quality and appropriateness of information and how that information can be used to facilitate teachers in their classrooms.	
Format	Did Not follow format	Information listed but Did Not follow APA	Information in APA with ne error	Information is correct. APA format	
Total Scores					

32 =100 31= 98 30=96 29=94 28=92 27=90 26=88 25=86 24=84 23=82 22=80 21=78 20=76 19=74
18=72 17=70

COMMENTS:

Methodist University

Position Paper Rubric

Name: _____

Date: _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Format	Evidence of all five: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	Evidence of four: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	Evidence of three: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	Evidence of two or less: Times New Roman, 12 pt. font, correct margins all around, Double-spaced, Title Page, Works Cited Page	
Introduction	Introduction is engaging, states the main topic and previews the structure of the paper	Introduction states the main topic and previews the structure of the paper	Introduction states the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences	Each paragraph fails to develop the main idea	
Organizational Structure/Idea Development	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance organization	Writer demonstrates logical sequencing of ideas through sufficiently-developed paragraphs; transitional words are used to enhance organization	Logical organization of ideas not fully developed; transitions not present	No evidence of structure or organization	
Mechanics	No errors in punctuation, capitalization and spelling	Few errors in punctuation, capitalization, and spelling	Many errors in punctuation, capitalization and spelling	Numerous errors distract reader or interfere with meaning.	
Usage	No errors in sentence structure and word usage	Few errors in sentence structure and word usage	Many errors in sentence structure and word usage.	Numerous errors in sentence structure and word usage distract reader	
Citation	All cited works, both text and visual, are documented in the correct format.	Most cited works, both text and visual, are documented in the correct format.	Few cited works, both text and visual, are documented in the correct format	No cited works are evident	
Works Cited Bibliography	Completed in the correct APA format with no errors. Includes more than 5 major references	Completed in the correct APA format with few errors. Includes 5 major references	Completed in the correct format with some errors. Includes 4 major references	Completed in the correct format with many errors. Includes 3 or fewer major references	
Total Points	(40 points possible)				

SCORES 40 – 38 = A 37 – 35 = A- 34 – 32 = B+ 31 – 29 = B 28 – 26 = B- 25 – 23 = C+ 22 – 20 = C 19 – 17 = C-
16 – 14 = D+

SPE 2550 Rubrics

1. Diversity Case Study
2. Instructional Strategies Paper
3. Research Paper

Diversity Case Study and Paper

DEPARTMENT OF EDUCATION GOALS:

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3. Graduates of the MU Teacher Education Program will exhibit dispositions of the Facilitative Teacher. (All 21st Century Teacher standards)
5. Graduates of the MU Teacher Education Program will establish a respectful environment for a diverse population of students.

21st CENTURY TEACHER STANDARD

Standard 2: Teachers will establish a respectful environment for a diverse population of students

Standard 5: Teachers facilitate learning for their students reflect on their practice

School Social Work

5. 4: Understands diversity in beliefs, traditions, and values across cultures and their influence on interactions among group members.
- 6.5: Understands the impact of statutes, case law, policies, and procedures on students, families, and the educational process.
- 8.1: Understands how students' educational experiences are influenced by human diversity.

1. Introduction: Describe culture, what are the characteristics of a micro-culture, in what ways can culture affect families' academic priorities. (Usually 1-2 pages in length)

2. Describe, compare, and contrast your own culture and micro-culture to that of the student whom you have chosen for the case study. What has been your experience with this group of people? What expectations might you have of this group in regard to learning preferences, childrearing practices, leisure activities, etc? (Usually 2-4 pages in length)

4.. Discuss how the knowledge you have gained in step 2 regarding your own culture and that of the student, may be helpful in a classroom situation. (Usually 1-2 pages in length)

5. Upon completion of this assignment, describe your reflections on this assignment. What did you learn? Did your ideas change or how were they confirmed? How has it been helpful?

Diversity Case Study and Paper Rubric

	0. No Credit	1. Unacceptable	2. Partially Met Acceptable	3. Target Met	Score
Case Study	Cultural criteria were not met .	Cultural criteria were met, interviews were conducted, but information gathered was insufficient	Cultural criteria were met, interviews were conducted but more information was needed .	Cultural criteria were met , interviews were conducted and sufficient information gathered.	
Introduction	No introduction.	The introduction includes a limited description.	The introduction includes an adequate description.	The introduction includes a detailed description of culture, the characteristics of a micro-culture, and the ways culture can affect families' academic priorities.	
Describe, compare, and contrast	Paper includes an inadequate description.	Paper includes a limited description comparison and/or contrast of your own culture and micro-culture to that of the student whom you have chosen for the case study.	Paper includes an adequate description comparison and/or contrast of your own culture and micro-culture to that of the student whom you have chosen for the case study.	Paper includes a detailed description comparison and/or contrast of your own culture and micro-culture to that of the student whom you have chosen for the case study.	
Discussion	Paper includes an inadequate discussion.	Paper includes a limited discussion on how the knowledge you have gained may be helpful in a classroom situation or work setting.	Paper includes an adequate discussion on how the knowledge you have gained may be helpful in a classroom situation or work setting.	Paper includes a detailed discussion on how the knowledge you have gained may be helpful in a classroom situation or work setting.	
Dispositions of the Facilitative Teacher	Less than 2 dispositions were addressed or evident in the paper.	2 dispositions were addressed or evident in the paper.	3 dispositions were addressed or evident in the paper.	All 4 dispositions were addressed or evident in the paper.	
Punctuation Capitalization & Spelling	There are more than five errors.	There are three or four errors.	There are one or two errors.	Punctuation, spelling, grammar and capitalization are correct	

Grade Equivalent

18-16 =A 15-13 =B 12-7= C 6-3 = D Below 3 =F

Instructional Strategies Paper Rubric

	0. No Credit	1. Unacceptable	2. Partially Met Acceptable	3. Target Met	Score
Information Gathering	Research was not conducted and/or reported.	Minimum research was conducted using less than 2 current sources, gathered from only electronic or non-electronic sources and was not cited properly.	Limited research was conducted using 3 current sources, gathered from limited electronic and non-electronic sources were used and were cited properly.	Extensive research was conducted using at least 4 current sources, gathered from multiple electronic and non-electronic sources were used and were cited properly.	
Content		The report includes limited instructional strategies.	The report includes adequate instructional strategies.	The report includes multiple instructional strategies.	
Summary	The report does not include a summary.	The report includes a limited summary that identifies and justifies the strategies you would incorporate this information	The report includes an adequate summary that identifies and justifies the strategies you would incorporate this information	The report includes a detailed summary that identifies and justifies the strategies you would incorporate into your classroom or work setting.	
Dispositions of the Facilitative Teacher	Less than 2 dispositions were addressed or evident in the paper.	2 dispositions were addressed or evident in the paper.	3 dispositions were addressed or evident in the paper.	All 4 dispositions were addressed or evident in the paper.	
Punctuation Capitalization & Spelling	There are more than five errors.	There are three or four errors.	There are one or two errors.	Punctuation, spelling, grammar, and capitalization are correct.	

Grade Equivalent

15-13 =A 12-10 =B

9-7 = C 6-4 =D

Below 4 =F

Report or Paper Rubric

	0. No Credit	1. Unacceptable	2. Partially Met Acceptable	3. Target Met	Score
Information Gathering	Research was not conducted and/or reported.	Minimum research was conducted using less than 4 current sources, gathered from only electronic or non-electronic sources and was not cited properly.	Limited research was conducted using 4 current sources, gathered from limited electronic and non-electronic sources were used and were cited properly.	Extensive research was conducted using at least 5 current sources, gathered from multiple electronic and non-electronic sources were used and were cited properly.	
Content		The report contains none or very few of the stated requirements.	The report contains some requirements but omitted others.	The report contains all requirements included in the description of the task.	
Information and writing style.	The paper did not meet the required writing criteria	The paper met most writing criteria.	The paper was well written but provided limited information.	The paper was well written, (met all criteria) and provided detailed information.	
Summary	The report does not include a summary.	The report includes a limited summary.	The report includes an adequate summary.	The report includes a detailed summary that explains what you have learned and how you could incorporate this knowledge into your classroom or work setting.	
Dispositions of the Facilitative Teacher	Less than 2 dispositions were addressed or evident in the paper	2 dispositions were addressed or evident in the paper.	3 dispositions were addressed or evident in the paper.	All 4 dispositions were addressed or evident in the paper.	
Punctuation Capitalization & Spelling	There are more than five errors in grammar, punctuation spelling and/or capitalization	There are three or four errors in grammar, punctuation, spelling and/or capitalization.	There are one or two errors in grammar, punctuation, spelling and/or capitalization.	Grammar, punctuation, spelling and capitalization are correct	

Grade Equivalent

18-16 =A 15-12 =B 11-7= C 6-3 =D Below 3 =F

