

<u>Assessment Criteria</u>	Distinguished 20	Proficient 17	Basic 15	Unsatisfactory 14-0
<p>Mechanics [Conventions] R5- Models appropriate written communication skills</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization are correct.</p> <p>[Grammar usage correct; Smooth punctuation; Correct spelling; Sound paragraphing.]</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization are presented with errors that somewhat detract from the overall presentation.</p> <p>[Spelling usually correct; Grammar problems not serious; Acceptable paragraphing; Internal punctuation errors.]</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization errors detract from presentation and goals.</p> <p>[Spelling errors; Inconsistent paragraphing; Grammar errors detract; Inconsistent punctuation.]</p> <p>* Writing Rubric criteria limited.</p>	<p>Unacceptable use of spelling, grammar, sentence structure, punctuation, and capitalization.</p> <p>[Frequent spelling errors; Incorrect paragraphing; Grammar usage errors cloud the meaning; Many punctuation errors.]</p> <p>*Did not refer to Writing Rubric criteria.</p> <p>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>
<p>Mechanics [Organization] R5- Models appropriate written communication skills</p>	<p>Strong introduction and conclusion; Smooth transitions; Text well organized and thorough; Structure moves reader through text.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Introduction and closure present; Some good transitions; Logical, yet ineffective structure.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Introduction or closure present; Few transitions; Ineffective structure.</p> <p>* Writing Rubric criteria limited.</p>	<p>No internal structure; No clear transitions; Awkward pacing; Details in random order.</p> <p>*Did not refer to Writing Rubric criteria.</p> <p>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>
<p>Mechanics [Sentence Fluency] R5- Models appropriate written communication skills</p>	<p>Content flows well for reader; Easily read aloud; Varied sentence structure without run-ons; Sounds natural.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Good simple sentence structure with few run-ons; Favors one pattern; Sentences go together.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Simple sentence structure; Attempts at complex sentences are run-ons; Rambling.</p> <p>* Writing Rubric criteria limited.</p>	<p>Difficult to follow or read; Choppy; Incomplete sentences; Monotonous.</p> <p>*Did not refer to Writing Rubric criteria.</p> <p>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>

<p><i>Philosophy of Classroom Management</i> E7 Engages in research and reflection on best practices in teaching strategies</p>	<p>Introduction paragraph: Explains the discipline plan in detail and leads the reader into content.</p> <p>Closure statement— Explains connections between theories and beliefs</p>	<p>Introduction paragraph explains discipline plan;</p> <p>Closure statement does not connect theories and beliefs</p>	<p>Introduction paragraph generally or vaguely explains discipline plan;</p> <p>Closure statement is missing.</p>	<p>No Introduction and/or Closure statement</p>
<p><i>Philosophy of Classroom “Top 10 Beliefs”</i> E7- Engages in research and reflection on best practices in teaching strategies</p>	<p>Three or more theorists identified Description of theory Explanation of theory -- showing relationship between philosophy and theory.</p> <p>Concepts reflect compatible ideas</p>	<p>Two theorists identified; Description of theory; Explanation of theory— shows limited relationship between philosophy and theory.</p> <p>Concepts are compatible.</p>	<p>One theorist identified; Description of theory is vague or general; Explanation of theory shows no relationships between philosophy and theory.</p> <p>Concepts are compatible.</p>	<p>Beliefs given but no theorists identified</p>

<p>Procedures and Routines E5- Manages student behavior in positive, safe ways R2- Demonstrates with full awareness of ethical and legal responsibilities of teachers</p>	<p>6 areas identified with consistent points of view --Descriptions include examples and details --Explanation of importance --Provide student's role --Provide teacher's role --Realistic expectations --Additional considerations</p>	<p>4-5 areas identified And/or Attentive to some but not all of the components in the area descriptions.</p>	<p>3 or fewer areas identified And/or Description/s are inconsistent, general, or vague; May be missing components.</p>	<p>No areas identified No description.</p>
<p>Implementation of Classroom Management Plan E5- Manages student behavior in positive, safe ways R2- Demonstrates with full awareness of ethical and legal responsibilities of teachers</p>	<p>Detailed description of learning environment and strategies: Sound theoretical connections between management and beliefs Behavioral management Description of expectations and strategies for classroom management plan Including: Preventative Supportive Corrective Implementation and Possible scenario</p>	<p>Descriptions generalized or lacking examples; May be attentive to most components.</p>	<p>Description components may be missing or unrelated to topics.</p>	<p>Descriptions missing or confusing.</p>
<p>Classroom arrangement E5- Manages student behavior in positive, safe ways</p>	<p>Supports visually the philosophy of management plan; displays classroom components arranged to prevent opportunities of misbehavior; incorporates elements of routines and procedures;</p>	<p>Components generalized or lacking labels; attentive to most components.</p>	<p>Components may be missing.</p>	<p>Classroom arrangement missing or confusing.</p>
<p>Parent letter R1 Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies</p>	<p>Explains the main points of the management plan utilizes letter format</p>	<p>Outlines the main points of the management plan Utilizes letter format</p>	<p>Introduces the plan in general without giving specifics Components of letter formatting missing</p>	<p>Letter is missing</p>
	<p>Student name Adams</p>	<p>EDUC 360</p>	<p>Date 11.22.10</p>	<p>POINTS EARNED/POSSIBLE: 177 /180</p>