What is the assignment’s logical purpose?

a) to evaluate knowledge/skill?
b) to motivate student to stay on task/up-to-date?
c) to teach to provide opportunity for practice/feedback or integration of information?

<table>
<thead>
<tr>
<th>Purpose: a, b, c</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. Quiz: multiple choice Q/A</td>
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<td>2. Points for attendance</td>
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<td>3. Case study for online discussion</td>
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<td>4. Online simulation with review questions</td>
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<td>5. Critique a classmate’s essay</td>
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<td>6. 1500-word essay on assigned topic/question</td>
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<td>7. Report on outcome of first lab/field experiment</td>
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<td>8. Weekly journal of applied experiences</td>
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<td>9. Power-point presentation of group’s field project findings</td>
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<tr>
<td>10. Outline for scholarly paper</td>
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<td>11. Weekly discussion contributions</td>
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<tr>
<td>12. Abstract/summary of weekly assigned readings</td>
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<td>13. 1 minute papers: “What I learned today in class” to exit</td>
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<td>14. 1 paragraph paper: “What I learned in last class session” to enter</td>
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<tr>
<td>15. Final exam</td>
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<td>16. Completion of 20 practice problems</td>
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<tr>
<td>17. Pre-test of knowledge on learning objectives to be addressed</td>
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<td>18. Self-assessment of learning objectives/skills taught in session</td>
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<td>19. (YOUR examples?)</td>
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<td>20</td>
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Philosophy Statements.

Final Philosophy Statement A

Theory and research have established that early childhood characteristics, as well as early experiences are influential in the course of development. Longitudinal research has also demonstrated that early intervention has long-term benefits for the child and society that far outweigh the short-term costs. For these reasons, I believe early intervention efforts are necessary in order to help children reach their full potential. In order for early intervention programs to be most effective, there are several key components that I feel must be present.

First, early intervention services must use a family-centered approach that addresses the needs and concerns of the family, rather than the professional. Families must be integral in the decision-making process for their child. The goals and desires that the family holds should be at the forefront of all intervention efforts in order to help their child successfully function as a member of his/her family. Match with family culture and values must be evaluated for all services provided.

Second, intervention efforts must expand across all influential systems within a child’s life, rather than focusing solely on the child. An ecological theory (Bronfenbrenner) suggests that all significant systems that impact the life of the child should be considered as points of interest for intervention efforts in order to achieve the greatest opportunity for positive change. This systemic approach calls for the collaboration of all service providers using a transdisciplinary team model of service delivery to provide comprehensive and coordinated early intervention aimed at the caregivers, child and community supports.

Third, early intervention services must be provided in natural and inclusive environments to the greatest extent possible. Every attempt to include young children with disabilities in their natural environments and communities provides these children with the opportunity to find their place within the greater society. It also enables other children and adults within the general community to see the benefit of diversity and to be more readily accepting of and prepared to assist children with disabilities.

Fourth, services must be individualized and strength based. Assessment and plan development should attempt to identify and build upon the unique strengths of each child and family. Intervention efforts should be provided in such a way that attempts to build competencies based on these strengths, rather than eliminating deficits.

Final Philosophy Statement B

I believe in a family centered approach to early childhood intervention. The child and the family are central to the child's environment. In order to meet the goals of early intervention it is necessary to have full family involvement in the entire process. Families should be taught the skills and provided with all information necessary in order to assist the child in developing the skills necessary to function as near to their appropriate level of development. School districts and community agencies should make information and materials readily available and easily accessible to families to provide families the opportunity to connect with early intervention services as soon as possible.

The family is the key to the success of the child's future. The service team should be available to the family both directly and indirectly, provide support through materials, resources, and access to community agencies so that the family will feel competent and confident to independently assist and promote a successful future for their child.
Professional PHILOSOPHY Statements
Grading Rubric

**Acceptable = 2.0 pts.**
Statement includes reference to theory, as well as reference to research (but not citations) and published recommended practices. Statement addresses at least two of the following components of a good program model:
- a) population,
- b) family roles
- c) assessment practices,
- d) intervention strategies,
- e) instructional content,
- f) location of service,
- g) team models,
- h) personnel preparation.

**Weak = 1.0 pts.**
Statement includes reference to theory or recommended practices for one or two components of a program model. Does not include reference to research.

**Unacceptable = 0 pts.**
Statement does not appear to reflect content studied in the course to-date or little is based on theory, research or published recommended practices.

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**Final Philosophy Statement A**

Longitudinal research has also demonstrated that early intervention has long-term benefits for the child and society that far outweigh the short-term costs. But the most successful programs have consistently been those that in which early intervention services used a family-centered approach. Families must be integral in the decision-making process for their child, and the goals and desires that the family holds should be at the forefront of all intervention efforts in order to help their child successfully function as a member of his/her family.

An ecological theory (Bronfenbrenner) suggests that all significant systems that impact the life of a child should be considered as points of interest for intervention efforts in order to achieve the greatest opportunity for positive change. Such a systemic approach calls for the collaboration of all service providers to assure comprehensive and coordinated early intervention aimed at the caregivers (family), child and community supports. I believe this is possible if a curriculum is developed with input from all key players and routine opportunity exits for discussion as it is implemented.

---

**Final Philosophy Statement B**

I believe in a family centered approach to early childhood intervention. The child and the family are central to the child's environment. In order to meet the goals of early intervention it is necessary to have full family involvement in the entire process. Families should be taught skills and provided with all information necessary. School districts and community agencies should make information and materials readily available and easily accessible to families to provide families the opportunity to connect with early intervention services as soon as possible.

The family is the key to the success of the child's future. The service team should be available to the family both directly and indirectly, provide support through materials, resources, and access to community agencies so that the family will feel competent and confident to independently assist and promote a successful future for their child.
SOAP Feedback

Ms. B:
The Philosophy statement reflects your belief in the use of a family-centered approach to work with young children with disabilities. I’m glad to see you have adopted this thinking and so clearly outline your thoughts about it. There was nothing problematic about this writing sample. However, the Philosophy Statement, as written, does not reflect the detail and required content we are aiming for at this point in the course.

Specifically, these is no hint or mention of theories or research to support the use of family approach. Furthermore, although the family-centered approach and use of team models are both nationally recommended practices, this Philosophy Statement would be stronger if these were each introduced with a statement as to why they are important or effective. For example: “Legislation requiring the use of a family-centered program model reflects a theoretical belief in Bronfenbrenner’s ecological model of child development ………..” This shows you recognize the legal requirements and a theory that supports your beliefs.

Overall, this Philosophy Statement is still a bit weak.
1 pt.

Our philosophy statements grow as we continue to learn about quality services for young children and continue to augment the basic values we brought to the class. In time, your Philosophy Statement should include mention of more than just one or two program components. It may be helpful at this time for you to review some of the components covered in class to date and jot some notes on how you feel about particular practices associated with one more component. Then begin to reflect on theories and research that support your selection. Let me know if I can be of help.

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Dear A;

Nice job. I enjoyed reading this Philosophy Statement. It grabbed my attention from the outset and flowed systematically through the required detail and components without sounding choppy or like a textbook quote. You have mentioned theory, research and recommended practices for at least two key program components (families and teams) as well as how they interface with three others, assessment, planning and intervention. Nice job. Well written and well-developed. Continue to develop your philosophy as we mover through the course by seeing how additional program components might be addressed.
2 pts.
### Rubric for Slide Presentations

<table>
<thead>
<tr>
<th>Parameter</th>
<th>1</th>
<th>3</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization of Information</strong></td>
<td>• Pieces of information are presented randomly.</td>
<td>• Pieces of information are organized into topics.</td>
<td>•</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Information sources consist of class notes and textbooks.</td>
<td>• Information sources include websites and descriptive articles, Content adds new information to previous class learning.</td>
<td>• Information sources include peer-reviewed articles and edited books. Content integrates new information with previous learning to reach new ways of thinking about the topic.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>• Power Point slices are not supported by visuals and backgrounds may be visually distracting. Instructional materials consist of Power Point slides with large amounts of text on each.</td>
<td>• Power Point slide backgrounds do not distract, but slides are illustrated but primarily for decoration; Text is limited but not separated.</td>
<td>• Power Point slides are supplemented by video, charts and/or other relevant and supportive visuals. Text is well spaced and strictly limited to basic points- a few to one slide.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>• Presenter reads the slides and adds information.</td>
<td>• Presenter provides time for questions, but does not ask any.</td>
<td>• Presenter uses the points on the slides as a framework for the information but does not read the points to the audience. The audience is actively involved in the presentation in some way.</td>
</tr>
</tbody>
</table>

Thanks to Dr. Malinda Eccarius-2009
Example: Art History: Hypothetical Newspaper Article

Christine Havice, Art History, University of Kentucky, Lexington.

Assignment: For a hypothetical "newspaper" in the ancient Assyrian empire, write a news report on the unveiling of the palace relief titled "Ashurnasirpal II at War."

Criteria for Evaluation (Possible Fifteen Points)

14-15  • Describes work concisely  
• Relates message to artist's choices and use of various devices  
• Develops how message affects beholder  
• Considers audience in writing  
• Clearly organized and presented  
• Well-imagined  
• Legible  
• No problems with mechanics, grammar, spelling, or punctuation

11-13  • Good description  
• Related message to artist's choices and use of various devices  
• Some consideration of effect on beholder  
• Considers audience  
• Perhaps could be better organized or presented  
• Adequately imagined  
• Legible  
• Few problems with mechanics, grammar, spelling, or punctuation

8-10  • Adequate description  
• Less thorough analysis of how artist conveys message and devices  
• Audience not necessarily kept in mind  
• Needs significant improvement in organization or presentation  
• Needs better imagination  
• Problems with legibility, mechanics

6-7  • Lacking substantially in either description or analysis;  
• Problems with audience, organization, presentation, or mechanics interfere with understanding

0-5  • Substandard on more than two of these: description, analysis of choices and devices, effects on beholder  
• Major problems with audience, organization, presentation, or mechanics

Example 9  Statistics: Statistical Investigation

William Marsh, Mathematics, Physics, and Computer Science,
Raymond Walters College of the University of Cincinnati

Assignment: Conduct a statistical investigation, including identifying a problem, developing an hypothesis, obtaining a random sample, measuring variables, analyzing data, and presenting conclusions.

Methodology

5  Correct statement of problem with accompanying null and alternative hypothesis.  Well-defined population with appropriate random sample.  Data collection is free of bias or contamination.
4  One part of the 5 level is not as high as it should be, and overall the quality of the methodology is just slightly lower than the highest level.
3  All the necessary parts of the methodology are present, but the quality level is only adequate.
2  There is a serious deficit in the methodology in the form of poorly performed tasks or some portions simply omitted.  The results are compromised and may be unusable.
1  There is total failure to understand the task.  The results will be invalidated because the methodology is erroneous.

Data Analysis

5  Uses appropriate statistical test with correct results.  Provides an interval estimation of the values of the parameter.  Includes a hypothesis test and gives accompanying $p$-level stating probability of type 1 error.
4  Provides most of level 5, but one of the characteristics is missing or unclear.
3  Uses correct statistical test, but estimation or interpretation is omitted.
2  Uses correct statistical test, but there are errors in calculation and other work.
1  Incorrect statistical test: data are erroneous or missing.

Conclusions

5  A complete presentation of results with conclusions, estimations, and $p$-levels for type 1 errors.  Identifies possible threats to the study and also any areas in need of additional study.
4  As in 5, but one characteristic could be improved.
3  The presentation is only adequate.  Conciseness and clarity are lacking.
2  Conclusions are vague and inaccurate.  There has been an effort by the student, but there is an obvious lack of understanding and thoroughness.
1  A failure to make the necessary conclusions and implications.

Note: This PTA scale identifies only three critical thinking traits. It does not include all the traits that would be included in the student's grade.
10 Grading Principles

1. Assignments graded should have a purpose
   If not, why assess/grade?
   To evaluate? To motivate? To provide practice?
   Tie to course objectives

2. Plan time for grading
   Plan grading dates as well as assignment due dates

3. Grade Objectively
   Grade blindly whenever possible

4. Provide prompt meaningful feedback
   For objective tests: immediately
   For narratives: in one week
   S.O.A.P.
   Discuss class profile (mean, mode, range) and patterns/themes of errors.
   Re-teach/clarify group misunderstandings
   Item analyses: toss if > 50-60% error

5. Keep accurate records
   Keep students advised and avoid final grade shock
   Keep paper as well as e-file grade books if e-file is only cumulative
   Document your legend as well as student name and points/grade
   Submit original grade sheet to instructor (keep copy)
   Consider keeping copies of sample assignments graded A, C and F

6. Consider Flexible points
   Must be noted in syllabus
   Extra points
   Penalties

7. Take appeals seriously
   Stay as objective as possible
   You may have made a mistake!
   Offer to review/reread/re-grade THEN…. meet with student to discuss
   Be friendly but firm in your reasons for your grading
   Refer to syllabus, rubric and/or posted grading criteria/expectations
   Refer to Student Code of Conduct http://www.unl.edu/sja
   Document date, content and outcome of meeting
   **Process:**
   a) Student-instructor b) Department chair/advisor c) College, d) University
Grading as a Teaching Tool (see handout)

8. **Discuss Cheating and Plagiarism**
   - Consider Student Code of Conduct
   - Provide definitions and examples
   - See: [http://sja.ucdavis.edu/avoid.htm](http://sja.ucdavis.edu/avoid.htm)

9. **Show students how to be successful by using:**
   - Study guides
   - Tips
   - Samples
   - Study/review sessions
   - Rubrics: *Provide clear assignment expectations and grading criteria*

10. **Be Humble, Honored and Responsible**
    - You have been invited to, and paid for, this partnership of teaching and learning

**References**


University of Nebraska, Student Judicial Affairs, *Student Code of Conduct.* Retrieved August 6, 2005 from [http://www.unl.edu/sja/](http://www.unl.edu/sja/)

Tips on Making Grading Instructional

Writing Assignments:
- Encourage peer editing or critiques (attach to draft submission)
- Accepts drafts
  - With topic/theme underlined
  - Require a list of questions the student wants help with
- Provide SOAP Feedback
  - Subjective: comments on overall patterns/product
  - Objective: more critical comments about major patterns/issues
  - Assess: assigned grade or value to the product
  - Provide strategies for improvements
- Provide a grading rubric along with instructions for paper

Applied Lab Projects
- Encourage peer/partner feedback/critique
- Ask for self-evaluations with each phase/assignment
- Require a Log/Journal in which students keep personal reflections on the readings, classnotes, videos, lab procedures, assignment feedback and ways they plan to improve or use the information
- Provide a grading rubric with instructions/directions for assignment

Objective Tests
- Provide immediate feedback of correct answers
  - Online
  - In a handout upon test submission

Attendance and/or Participation
- Collect a written product as evidence of attendance
  - e.g., A question about today’s topic/readings or A summary of today’s lecture
- Mark a seating chart to mark off new voices
- Use online responses to online discussions
- Require 5 minute priming (before class/topic) or debriefing (at end of week/class) with partners and one written submission of their discussion with both student’s names on it.
Final Grade Assignments

On a curve
Top 10% of class = A
Next 10% = B
Etc.

On Normed data
History of student performance on this test/assignment used to post cut-off scores for A, B, C, D, Fail

Weighted
Weight each assignment/test so that all weights total to 100%. Weights represent importance toward or influence on final grade.

Total Points
Often arbitrary (but keep weighting in mind)
Students like to see high point values for each assignment
A) all points add to 100 pts is comparable to “weighting”
B) high points assigned need to be broken down for what = A, B, C etc if assignment not weighted
C) Problem: students can get A or B Final Grades by doing well on a number of easy assignments and poorly on a more important or larger assignment.
References


