Columbia College

Supporting Instruction Across the Curriculum (HSPD105)

Lecture 1

Course Outline

Semester Dates: February 06, 2017 to February 23, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lucy Taylor, Phd.	Email: lucyt@columbia.ab.ca
Class Time: 5:30 PM – 9:30 PM (Tue./Thur.) 8:30 AM – 5:00 PM (Sat.)	Room: 805-120
Credit: 3	Prerequisite: HSPD151

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Course Description:

This course focuses on providing instructional support to learners through practical classroom-tested strategies. It brings together theory and practice in authentic, meaningful, and productive ways.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand and be able to explain the components of a dynamic classroom in today's society.
- Become familiar with practical classroom-tested strategies that work with students of all ages across the curriculum.
- Discuss the role of equity, diversity and social justice in the school environment.
- Understand assessment and evaluation and reporting of student progress.
- Explain how differentiated instruction and curriculum meets the needs, interests, and abilities of all students.
- Demonstrate knowledge of importance of technological literacy and what constitutes a technology-rich classroom.
- Demonstrate a basic understanding of curriculum support in English Language Arts, Mathematics, Science and Social Studies.
- Have reviewed Alberta Education curriculum in English Language Arts, Mathematics, Science and Social Studies.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Schwartz, S., & Pollishuke, M. (2013). *Creating the dynamic classroom (2nd ed.).* Don Mills, ON: Pearson Canada Inc. ISBN: 9780132847735.

Making a difference: Meeting diverse learning needs with differentiated instruction, Government of Alberta (*Full-time students will have received this document in earlier courses*.)

Inspiring Action on Education: Alberta Education. https://www.oecd.org/site/eduilebanff/48763522.pdf

 (*The student will receive a copy of this article*.)

Goodman, A. (2005), *The Middle School High Five: Strategies Can Triumph, Voices from the Middle, Vol 13, Number 2. http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0132-dec05/VM0132Middle.pdf*

 (*The student will receive a copy of this article.*)

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition.* Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand
- o   http://proquest.umi.com/login
     Username: cc-library
     Password: welcome

GALE InfoTrac Custom Journals
- o   http://infotrac.galegroup.com/itweb/calg145?db=SP00
     Password: cclibrary09

Further Recommended Readings and Resources: N/A

Homework Assignment Due for the First Class:

1. Read Chapter 1, 2 and 3 in the text: *Creating the dynamic classroom (2nd ed.).* and Alberta Education document "Inspiring Education".
2. Prepare for a graded test based on Chapter 1, 2 and 3, as well as " Inspiring Education".
3. As a result of your reading assignment, be prepared to discuss the concepts discussed in these chapters. Prepare three questions relating to the material, to be handed in to the facilitator at the beginning of class.
4. Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Assignment 1 – The Graphic Organizer – The Gallery Walk	Class 7	10%
Assignment 2 – Supporting Instruction Across the Curriculum – The Toolkit	Class 8	20%
Quizzes (based on assigned readings)	Class 1 through 8	20%
Daily Summary Activity	Class 1 through 8	10%
Assignment 3 - Presentation	Class 8 & 9	10%
Exam – Essay	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class or as directed.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that student are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229, Columbia, Columbia College's Commitment to Human Rights and Diversity Policy,)* and any additional requirements established by your program. Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	*Date*
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. Students must be on time as they will not be permitted to enter once the exam has started. Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams. It is the student's responsibility to check this exam posting.

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177).*

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188).*

Student Support:

Students should be aware that Life Coaching, Career Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are available at Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	• Classroom organization • Timetabling • Inclusive classroom atmosphere	• Dynamic Classroom - Chapters 1-3 • Inspiring Education • Making a Difference – Chpt. 8
2	• Classroom organization • Timetabling • Inclusive classroom atmosphere	• Inspiring Education cont'd • Making a Difference – Chpt.3
3	• Assessment/differentiated curriculum • Designing curriculum/lesson plans – what the teacher does • Effective Learning stations • Looking at Curriculum (Alberta Education)	• Dynamic Classroom - Chapters 4-6 • Making a Difference – Chpt.4, 5
4	• Out-of-classroom experiences • Literacy and language learning – Guided Reading/Literature Circles • Looking at Curriculum (Alberta Education)	• Dynamic Classroom - Chapters 7-8 • Making a Difference – Chpt. 11,9
5	• Literacy and language learning cont'd • Technology in the Classroom • Looking at Curriculum (Alberta Education)	• Dynamic Classroom Chapters 7-9
6	• Diverse Learning Contexts – Math, Science, Social Studies • Working with Students Who are Gifted	• Making a Difference – Chpt. 10,12, 13, 14
7	• What makes the Middle School student tick? • Middle School Strategies • Graphic Organizers	• Read "The Middle School High Five Strategies Can Triumph" article. • View http://edhelper.com/teachers/graphic_organizers • Assignment #1 is due - Graphic Organizer Project: Gallery Walk.
8	• Evaluating and reporting Student Progress – Student Lead Conferences • Communication with parents • Begin Presentations – Toolbox Ideas	• Chapters 11 • Making a Difference – Chpt. 4 • Assignment #2 Due • Prepare to prsent Assignment #3 Presentation
9	• .Continue Presentation – Toolbox Ideas • Bringing together what you have learned	• Complete Assignment #3 Presentation
10	*Final Exam – Essay*	• See Exam Schedule.

Assignment #1 – Graphic Organizer Project – Gallery Walk
Due Date: Class 7
Weight: 10 %
Evaluation: Rubric provided

Graphic organizers help students think, organize, and learn information in an organized way. They appeal greatly to visual learners. Look at the website http://edhelper.com/teachers/graphic_organizers. There are many graphic organizers on the internet. The above website is only one example. You can also ask about graphic organizers at your practicum site. You are to select 5 graphic organizers that you think would be helpful to support a target audience/s. Bring these to school for Class 7, and put them around the room to create a Gallery Walk. Then, be prepared to present them to the class. In approximately 10 minutes explain to the class how the graphic organizers would be used. Indicate where you found the organizer.

Assignment #2: Supporting Students Across the Curriculum – A toolkit
Due Date: Class 8
Weight: 20 %
Evaluation: Rubric provided

The focus of this Toolkit project is to demonstrate your knowledge of how you will provide instructional support through practical classroom-tested strategies. You are to bring theory and practice together. Select 10 different practical supportive strategies for each of the following curriculum areas – English Language Arts and Mathematics:
- describe each strategy
- identify who you would use each strategy with
- explain how you would use each strategy
- explain why you chose each strategy (connection to theory and practice)
- describe how each strategy will support the learner

This will make a total of 20 strategies. Provide citation and references according to APA. .

What you present in this toolkit should demonstrate:
- Knowledge of Alberta Education's curriculum
- Knowledge of Alberta Education's *Inspiring Education*
- An understanding of the diverse needs of students in the classroom
- That you have researched to prepare this toolkit (minimum of five reputable sources)

Assignment #3 - Presentation
Due Date: Class 8 & 9
Weight: 10 %
Evaluation: Rubric provided

You will present your toolkit from Assignment 2 during a 10 minute presentation with opportunity for questions for approximately 5 minutes.

Quizzes
Due Date: Each class from classes 1 through 8.
Weight: 20% (2.5% per quiz)

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

Daily Summary Assignment
Due Date: Daily (at the conclusion of the class; 1 through 8)
Weight: 10%

Students will conclude each of the classes with a summary of the day's topic that answers the following: "What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today?" Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. N. *B. These three questions are there to guide your answers to this assignment, and your facilitator may give you different questions per class, depending on the topic/s of the class.*

Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Activity, you will receive a "zero".

Final Exam
Due Date: Class 10
Weight: 30%
Evaluation: Rubric provided

As your final exam you will be writing an essay of a minimum of 1200 words based on the topic "Creating a dynamic classroom where all students learn". You should be able to identify and explain the various elements of a dynamic classroom and your thoughts on what role the education assistant plays in this puzzle that is made up of many pieces. It will help you if you read over the Introduction to your textbook before the exam. Please check the exam schedule to determine where you will write this exam.

Columbia College
Tool Kit Marking Rubric
Revised 2015

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Quality of Response Content/Ideas	• Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources.	• Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.	
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills.	

Area	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Style Expression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice.	• Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.	
Organization and Structure	• Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions.	• Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions	• Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions.	• Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition.	

Area	A 5	B 4	C-D 3	F 2-0	Score
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:

Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end.	• Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end.	• Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: **Nonverbal Effectiveness**	- Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. - Uses continual eye contact.	- Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. - Uses fairly consistent eye contact.	- At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. - Uses eye contact inconsistently.	- Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. - Uses poor to no eye contact.	
Delivery Style: **Verbal Effectiveness**	- Conveys passionate interest for the topic. - Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. - Uses few unnecessary pauses "ums". - Makes no obvious grammatical errors. - Uses cue cards or other supports effectively and does not read the presentation. - Uses rich, precise, and varied vocabulary. - Well-rehearsed and prepared.	- Conveys enthusiasm for the topic. - Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. - Uses few unnecessary pauses "ums". - Makes few grammatical errors. - Most of the time uses cue cards or other supports appropriately, without reading the presentation. - Uses well-chosen and varied vocabulary.	- Demonstrates minimal enthusiasm for the topic. - Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. - Uses too many unnecessary pauses ("ums"), distracting from the presentation. - Makes some grammatical errors. - Tends to not use cue cards effectively and mostly relies on reading the presentation. - Uses ineffective vocabulary.	- No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. - Volume and rate of speech are often inappropriate, making comprehension difficult. - Uses too many unnecessary pauses "ums", making comprehension difficult. - Makes frequent grammatical errors. - Reads presentation. - Uses inappropriate or simplistic vocabulary.	

Total Score out of 40:

Facilitator's/Evaluator's Comments:

| Student's Name | | Course Code | | Date | | Facilitator/Evaluator's Name | |

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Focus of Essay & Thesis	• Well written thesis statement that states the main point of the essay. • The thesis statement reflects a clear opinion on the subject.	• Thesis statement states the main point of the essay. • The thesis statement reflects an opinion the subject.	• Thesis statement requires more development. • The thesis statement is not clear in demonstrating the opinion of the writer.	• Thesis statement does not quite meet the requirements to be effective. • The thesis statement is confusing and unclear in terms of the opinion of the writer.	• There is no thesis statement. • There is no opinion stated or the opinion stated is unrelated to the essay assignment.	
Content Ideas & Analysis - Critical Thinking	• Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. • Conveys insightful, original points of view. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples.	• Displays good knowledge of the topic. Conveys some original points of view. Comprehends meaning and relevance of topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples.	• Displays adequate knowledge of the topic. Requires further exploration. • Demonstrates some analysis, synthesis and evaluation of information. • Supports some statements with evidence and examples.	• Displays limited basic knowledge of the topic. • Explores topic inadequately, leaving areas unexplored. • Displays limited analysis, synthesis, and evaluation of information. • Most statements are unsupported.	• Unable to display relevant understanding of the topic. No evidence of new knowledge. • Critical thinking not evident. • No evidence or examples are provided to support statements.	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Style & Expression of Ideas	• Conveys all ideas with originality and clarity. • Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. • Uses rich, accurate and effective word choice	• Conveys most ideas with originality and clarity. • In most cases shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. • Uses accurate and effective word choice.	• Conveys some ideas clearly. • Shows some paragraph development and at times, awkward sentence structure. • At times uses vague, ineffective word choice.	• Conveys few ideas clearly. • Paragraph and sentence structure is often faulty. • Uses vague, ineffective word choice throughout the essay.	• Most ideas are not conveyed clearly. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development. • Inadequate word choice.	
Organization & Structure	• Presents information in a consistently logical structure. • Skillfully shapes introduction and conclusion.	• Presents information in a logical structure. • Carefully constructed introduction and conclusion.	• Presents some of the information in a logical structure. • Introduction and conclusion require further development.	• Presents information in a random manner, lacking in logical structure. • Introduction and conclusion require redrafting.	• Presents poor overall organization, lacking logical structure. • Essay does not have an introduction and conclusion.	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment.	• Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an academic response. • Meets some of the requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper. • Use of APA citation contains many errors. Meets a few requirements for an academic response. • Meets few requirements of the question.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet any requirements for an academic response. • Does not meet any requirements of the question.	

Total Score out of 50:

Facilitator's/Evaluator's Comments: