Course No: EDM 550 - Blended Format

Title of Course: Teaching Middle School

Credit Hours: 3 or 4

Scheduled Class Time:

Session 1, F2F, Saturday, June 22, 2013: 9:00 A.M. – 3:00 P.M.
Session 2, Online, Week of June 23 – June 29;
Session 3, Online, Week of June 30 – July 6;
Session 4, Online, Week of July 7 – 13;
Session 5, Online, Week of July 14 – 20
Session 6, F2F, Saturday, July 20, 2013: 9:00 A.M. – 3:00 P.M.

For the 4-credit option:
Session 7, Online, Week of July 21 – 27
Session 8, Online, Week of July 280 – August 2

Instructor: Michelle Koenig

E-Mail: koenig_michelle@yahoo.com

Semester: Summer

Year: 2013

Course Description:

EDM 550 provides professional preparation of teachers of 10-14 year old students. The course focuses on young adolescent development, middle level curriculum and organization, and middle level planning, teaching, and assessing. The current trends in middle level education as well as best practice of middle level teacher preparation as defined by the National Middle School Association will be explored.
Course Objectives:

1. Students will define and describe middle level learner characteristics and development;
2. Students will explain the impact of middle level organization on student learning;
3. Students will develop a flip teaching lesson that could be part of unit plan for middle level curriculum, instruction, and assessment; and
4. Students will research current trends and best practices of middle level teachers.

Option for 4-credit Course:

EDM 550 is designed as a 3-credit course with an option for earning an additional credit. Requirements for the additional credit include participation in two additional weeks of online sessions and an additional project. The additional project is the development of a middle level education topic suitable for action research or a professional development plan.

Methods of Assessment Linked to Each Course Objective:

All graded assignments are linked to course objectives and to the Wisconsin Standards for Teacher Development and Licensure:

1. **Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. **Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. **Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom.  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.  
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.  
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Criteria for assessment:  
Rubrics are used to evaluate student understanding. These are included at the end of the syllabus for each graded assignment.
## Outline of Session Topics:

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<th>Dates</th>
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| 1. Characteristics of Middle Level Learners | 6/23/12, 9:00 A.M. - 3:00 P.M., F2F | 2, 3, 10 | ● Middle school philosophy  
● Student panel  
● Current trends/best practice - Diigo, social bookmarking |
| 2. Characteristics of Middle Level Learners | 6/25/12 - 7/1/12 Online | 2, 3, 10 | ● The teen brain  
● Learning style differences  
● Current trends/best practice - WIKI, characteristics of middle level learners |
| 3. Impact of Middle Level Organization on Student Learning | 7/2/12 - 7/8/12 Online | 3, 4, 5, 7, 8 | ● Teaming for Achievement  
● Advisory Program  
● Classroom Management |
| 4. Curriculum, Instruction, and Assessment | 7/9/12 - 7/15/12 Online | 3, 4, 5, 7, 8 | ● Student Empowerment  
● Personalized Learning  
● Flip Teaching Lesson/Unit |
| 5. Curriculum, Instruction, and Assessment | 7/16/12 - 7/20/12 Online | 3, 4, 5, 7, 8 | ● Assessment  
● Grading  
● Homework |
| 6. Current trends and best practice | 7/21/12, 9:00 A.M. - 3:00 P.M. F2F | 1 - 10 | ● Social/emotional issues  
● Middle Level Teacher Panel  
● Flip teaching presentations |
| 7. Current trends and best practice | 7/23/12 - 7/29/12 Online | 1 - 10 | ● Individual research question/problem |
| 8. Current trends and best practice | 7/30/12 - 8/5/12 Online | 1 - 10 | ● Individual research question/problem |
## Outline of Session Readings and Videos:

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<th>Session /Course Main Objectives</th>
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| 1. Characteristics of Middle Level Learners | - *Fires in the Middle School Bathroom*, Introduction, Chapters 1 - 2, Pages 1 - 65  
| 2. Characteristics of Middle Level Learners | - *Fires in the Middle School Bathroom*, Chapters 3, 4, Pages 66 - 131  
- *Day One and Beyond*, Introduction, Chapter 1, Pages 1 - 16  
- Article “Understanding How Adolescents Think”  
- Video: *Adolescent Brain Development* - Part 1: |
| 3. Impact of Middle Level Organization on Student Learning | - *Fires in the Middle School Bathroom*, Chapters 5, 6, Pages 132 - 169  
- *Day One and Beyond*, Chapter 3, 4, Pages 33 - 74; Chapter 7, Pages 105 - 114  
- Teaming Articles (Article 1: *Classroom Connections, Volume 3, Number 4* and Article 2: *Classroom Connections, Volume 4, Number 4*)  
- Advisory Articles (Article 1: *Advisory: Advocacy for Every Student*)  
- Video: *Maintaining Classroom Discipline* (1947) |
| 4. Curriculum, Instruction, Assessment | - *Fires in the Middle School Bathroom*, Chapters 7, Epilogue, Pages 170 - 200  
- *Day One and Beyond*, Chapter 6, Pages 94 - 104  
- Video: *Let's Use Video to Reinvent Education*  
- Video: *The Beauty of Algebra*  
- Website: *The Flipped Class Network* |
<p>| 5. Curriculum, Instruction, Assessment | - <em>Day One and Beyond</em>, Chapter 5, Pages 75 - 93; Chapter 8, Pages 115 - 130 |</p>
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<th>6. Current trends and best practice</th>
<th>● <em>Day One and Beyond</em>, Chapter 9, Pages 132 - 149</th>
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<tr>
<td>7. Current trends and best practice</td>
<td>● None</td>
</tr>
<tr>
<td>8. Current trends and best practice</td>
<td>● None</td>
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</tbody>
</table>
Session 1: Characteristics of Middle Level Learners

F2F, Saturday, June 23, 2012: 9:00 A.M. – 3:00 P.M.

Reading: read before 1st class-
- *Fires in the Middle School Bathroom, Introduction, Chapters 1 - 2, Pages 1 - 65*

Topic 1: Middle School Philosophy

Activities:

1. Discuss:
   - Read article (in class): *Importance of Middle Level Education in This We Believe: Successful Schools for Young Adolescents*
     - Schools should create a culture that includes...
     - Successful schools provide...
   - The difference between middle school and junior high school model;
   - What is a middle school philosophy?
   - What are traditional educational practices that often result in failure?
   - Why do we still see these practices used frequently in middle schools today?

2. Discuss:
   - Recommendations from the Turning Points Study;
   - How do these recommendations meet the needs of middle school students?

Link to Course Objective: Students will define and describe middle level learner characteristics and development

Link to Wisconsin Teacher Standards:

2. Teachers know how children grow.
3. Teachers understand that children learn differently.

Assessment Rubric: Formative Assessment
**Topic 2: Student Panel**

**Activities:**

1. Middle school student panel
   - Students will address their adolescent needs and how middle school meets/doesn’t meet these needs

2. Discuss:
   - Needs and characteristics of young adolescents
     - physical
     - intellectual
     - emotional
     - social

**Link to Course Objective:** Students will define and describe middle level learner characteristics and development

**Link to Wisconsin Teacher Standards:**

2. Teachers know how children grow.
3. Teachers understand that children learn differently.

**Assessment Rubric:** Formative Assessment
Topic 3: Current Trends and Best Practice of Middle Level Teachers

Activities:

1. Research/discuss current trends and best practice
   - Establish a Diigo account
   - Research one website that relates to the middle level philosophy or the characteristics of middle level learners
   - Save the URL on Diigo for shared use
   - Explain/discuss the trend/best practice

2. Become familiar with the Angel course management system
   - Review Angel tutorial

Link to Course Objective: Students will research current trends and best practices of middle level teachers.

Link to Wisconsin Teacher Standards:

6. Teachers communicate well.
10. Teachers are connected with other teachers and the community.

Assessment Rubric: Formative Assessment
Session 2: Characteristics of Middle Level Learners

Online, Week of June 25 – July 1

Reading:

- *Fires in the Middle School Bathroom*, Chapters 3, 4, Pages 66 - 131
- *Day One and Beyond*, Introduction, Chapter 1, Pages 1 - 16
- Article *Understanding How Adolescents Think*

Video:

Adolescent Brain Development - Part 1:

Topic 1: The Teen Brain

Activity (discussion board):

- In the article, *Understanding How Adolescents Think*, author Raleigh Philip discusses how the teen brain operates. Similarly, in the video, *Adolescent Brain Development - Part 1*, Dr. Jeannie Von Stultz discusses the development of the teen brain. Based on these sources and on your previous course readings, discuss the implications of this knowledge on your future middle school teaching. How will you use this understanding to help maximize your students’ academic potential?

Link to Course Objective: Students will define and describe middle level learner characteristics and development.

Link to Wisconsin Teacher Standards:

2. Teachers know how children grow.
3. Teachers understand that children learn differently.

Assessment Rubric: Discussion board posts and replies will be assessed as a whole at the end of the course using the “Discussion Board Post and Respond” rubric.
**Topic 2: Learning Style Differences**

Activity (journal):

- Understanding and appreciating the different learning styles of middle level students is important, and there are many different instruments available for determining learning styles. Take the Multiple Intelligence Inventory (measuring which of the “multiple intelligences” is strongest for you) linked below. Then, in your journal, discuss the instrument, evaluate how well it measured your individual learning style/intelligence strength, and speculate on how you would or would not use it or similar instruments in your professional setting.
  - Multiple Intelligences for Adult Literacy and Education: [Multiple Intelligence Inventory](#)

**Link to Course Objective:** Students will define and describe middle level learner characteristics and development.

**Link to Wisconsin Teacher Standards:**

2. Teachers know how children grow.
3. Teachers understand that children learn differently.

**Assessment Rubric:** Journal entries will be assessed as a whole at the end of the course using the “Journal” rubric.
Topic 3: Current Trends and Best Practice of Middle Level Teachers

Activities:

1. Research/discuss current trends and best practice
   - Research one website that relates to the middle level philosophy or the characteristics of middle level learners
   - Save the URL on Diigo for shared use
   - Add two or three tags to describe the website

2. Access your Google Site (WIKI)
   - View the following tutorial on WIKIs from Common Craft: http://www.commoncraft.com/video/wikis
   - Go to your Wolfmail account, then to Google Sites to access your individual WIKI
   - Add the first page, “Characteristics of Middle Level Learners.” On the page, summarize the characteristics of middle level learners. Then, describe how your knowledge of middle level learners will impact your teaching. Apply your knowledge to the “real” classroom - what will you do and/or not do as a result of your knowledge? How will your knowledge improve your teaching and ultimately, student learning?

Link to Course Objective: Students will research current trends and best practices of middle level teachers.

Link to Wisconsin Teacher Standards:

2. Teachers know how children grow.
3. Teachers understand that children learn differently.
6. Teachers communicate well.
10. Teachers are connected with other teachers and the community.

Assessment Rubric: “Individual WIKI” rubric
Session 3: Impact of Middle Level Organization on Student Learning

Online, Week of July 2 – 8

Reading:

- *Fires in the Middle School Bathroom*, Chapters 5, 6, Pages 132 - 169
- *Day One and Beyond*, Chapter 3, 4, Pages 33 - 74; Chapter 7, Pages 105 - 114
- Teaming Articles (Article 1: *Classroom Connections, Volume 3, Number 4* and Article 2: *Classroom Connections, Volume 4, Number 4*)
- Advisory Articles (Article 1: *Advisory: Advocacy for Every Student*)

Video:

- *Maintaining Classroom Discipline (1947)*

**Topic 1: Teaming for Achievement**

Activity (discussion board):

- In the *Classroom Connections* articles, many practical suggestions were given for planning meaningful team meetings, overcoming roadblocks, participating in team meetings in a responsible and professional manner, and assessing your own strengths and weaknesses as a team member. As a new middle level teacher, you will very likely be assigned to a grade-level team. How will you ensure that meetings are focused on student learning and achievement? What problems might you confront as a new teacher to the team? What qualities might you bring to the team? Discuss.

- In the *Maintaining Classroom Discipline (1947)* video, a secondary school mathematics teacher is portrayed in two different scenarios. Compare and contrast maintaining classroom discipline in a 1947 secondary classroom to one of today. What is the same? What is different? Discuss.

**Link to Course Objective:** Students will develop a unit plan for middle level curriculum, instruction, and assessment

**Link to Wisconsin Teacher Standards:**

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

**Assessment Rubric:** Discussion board posts and replies will be assessed as a whole at the end of the course using the “Discussion Board Post and Respond” rubric.
**Topic 2: Advisory Program**

**Activity (journal):**

- According to *This We Believe*, the obligation of a developmentally responsive middle level school is to provide “a continuity of caring that extends over the student’s entire middle level experience so that no student is neglected” (National Middle School Association, 1995, p. 17). In your journal, reflect on why a positive relationship with students is so important and how you will ensure that your students are not neglected. Reference the assigned readings, discussion board comments, videos or personal experience as you make your journal entry.

**Link to Course Objective:** Students will develop a unit plan for middle level curriculum, instruction, and assessment

**Link to Wisconsin Teacher Standards:**

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

**Assessment Rubric:** Journal entries will be assessed as a whole at the end of the course using the “Journal” rubric.
Topic 3: Classroom Management

Activity:

• Add the second page to your individual WIKI, “Classroom Management and Middle Level Learners.” One of the main points of the video, *Maintaining Classroom Discipline (1947)*, is that “classroom control and learning efficiency are products of good teaching.” On your page, summarize the classroom management philosophy that you will use in your classroom, arguing for or against the point that “classroom control and learning efficiency are products of good teaching.” Then, predict how your philosophy will positively impact student achievement in your classroom. As you build your own philosophy of classroom management, consider addressing any of the following:

What is classroom management?
Why is classroom management so important at the middle school level?
Why have rules? Who should make the rules?
What are reasonable consequences for those that break the rules?
What are the guidelines for teachers when dealing with difficult situations/classroom management issues.
How important is classroom routine?
Should middle school students be rewarded for behavior?

Link to Course Objective: Students will develop a unit plan for middle level curriculum, instruction, and assessment

Link to Wisconsin Teacher Standards:

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

Assessment Rubric: “Individual WIKI” rubric
Session 4: Curriculum, Instruction, Assessment

Online, Week of July 9 – 15

Reading:

- *Fires in the Middle School Bathroom, Chapters 7, Epilogue, Pages 170 - 200*
- *Day One and Beyond, Chapter 6, Pages 94 - 104*
- *The Power of Empowerment: Having Faith in Students*

- *The Flipped Class Manifest*

Videos:

- *Let's Use Video to Reinvent Education*
- *The Beauty of Algebra*

Website:

- *The Flipped Class Network website*

Topic 1: Student Empowerment

Activity (Discussion Board):

In the article, *The Power of Empowerment: Having Faith in Students*, the author offers a rationale for trusting students and recommends several tools and suggested practices for empowering students in the classroom. Although the list is helpful, the recommendations are rather general. Taking at least one recommendation, make it specific by giving concrete examples of how students are empowered in the classroom. Then, critique your example, offering possible positive and negative outcomes of using your suggestion.

Link to Course Objective: Students will develop a unit plan for middle level curriculum, instruction, and assessment

Link to Wisconsin Teacher Standards:

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

Assessment Rubric: Discussion board posts and replies will be assessed as a whole at the end of the course using the “Discussion Board Post and Respond” rubric.
Topic 2: Personalized Learning

Activity (Journal):

In this week’s reading: *Turning Points: Preparing American Youth for the 21st Century: The Report of the Task Force on Education of Young Adolescents: Differentiating Instruction to Meet Students’ Diverse Learning Styles, Languages, and Cultures*, the author offers the following advice: “Know thyself. Become aware of biases and assumptions you have about different groups and how these affect your teaching.” In your journal, reflect on this advice. What are your biases and assumptions? How do they affect your teaching? Can you change them? Should you change them?

Link to Course Objective: Students will develop a unit plan for middle level curriculum, instruction, and assessment

Link to Wisconsin Teacher Standards:

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

Assessment Rubric: Journal entries will be assessed as a whole at the end of the course using the “Journal” rubric.
Topic 3: Flip Teaching Lesson/Unit

Activity:

- Add the third page to your individual WIKI, “Flip Teaching Lesson/Unit.” Although you will be developing a flip teaching lesson, you will not actually create the lesson and post it to YouTube.

After reading the Flipped Class Manifest, watching the videos Let’s Use Video to Reinvent Education and The Beauty of Algebra, and exploring the Flipped Class Network website, it’s time to consider how flip teaching can play a role in instruction and to apply flip teaching to what you know about middle school students and their needs.

Flip teaching is one of the hottest educational topics teachers are talking about and quickly trying to learn today! The basic premise of the lesson is that you flip when students learn and practice material. For example, in a traditional classroom students learn during class and practice at home by completing homework without the guidance of the teacher. In a flip classroom, students do the learning at home, typically by watching a video, and practice at school under the guidance of the teacher.

Middle level learners often will take ownership over their learning if they are in control of where, when and how they learn. Let middle level learners use their own device (iPad, iPod, cell phone, laptop, computer, eReader) for learning and look out, you will see excited and engaged learners!

If you explore other video lessons on YouTube (search a educational topic- solving equations, states of matter, basic grammar) you will find a range of lessons that are very simple to more sophisticated. These lessons are often taught using apps for the iPad (Explain Everything, Screen Chomp, EduCreate), a screen cast, and some lessons are just a recorded lesson in a classroom.

This assignment will help to challenge you to prepare and present a lesson in a very untraditional manner!

Purpose

The purpose of constructing a lesson appropriate for the middle level learner is to provide an opportunity to apply flip teaching strategies to support middle level learning.

Task

Construct a lesson appropriate to flip for the middle level learner in one of the following content areas (English, mathematics, science, or social studies). When selecting a lesson, be very
specific about what you would like to teach. When planning your lesson you will want to prepare an outline of what you would include in your flip lesson. Your lesson will need to include the several of the RIO components, but it might not be necessary to include all the components in the recorded lesson since the purpose is to make this a short video clip. The components that are not included in the recorded flip lesson will be addressed in the classroom before or after the students watch the lesson.

Requirements

- Modified RIO format for flip lesson
- One of the following content areas: English, mathematics, science, or social studies
- Lesson must use at least one Common Core State Standard
- The Common Core State Standard must be assessed
- Lesson may be adapted and revised into a RIO format from an Internet source (use APA citations if necessary)
- Length of the flip lesson will need to be at least 5 minutes, no longer than 15 minutes.
- Highlight which RIO components are addressed in the flip lesson and which RIO components will be addressed in class following the flip lesson.

Your RIO lesson should include:

**RIO Format for the Middle Level Learner- FLIP LESSON**

**Lesson Title:** Something that would grab students’ attention.

**Content and Grade Level:** Specific Content Area and Grade Level

**Common Core State Standard(s):** Write the specific WI State Academic Standard(s) that most connect to your unit.

**Learning Objective(s):** This is what the students will learn, not what they will do to learn it.

**Summative Assessment:** One sentence describing the summative or final assessment to evaluate how well students met the learning objectives/academic standards.

**Statement of Objective:** This is what the students can expect to learn from this unit...this is the “so what?” for students. It should be one or two sentences in language that students will understand. The Statement of Objective is shared with the students the class period you introduce the unit.

**Daily Lesson Plans:** For your flip lesson include the following RIO components:
When lesson planning, keep in mind that it might not be realistic to include all these components in the recorded lesson. For the components that are not included in the flip lesson, address how you will include these missing components in the classroom following the flip lesson.

RIO FLIP LESSON PLAN EXAMPLE (to be added to your individual WIKI):

I. Lesson Title

II. Content and Grade Level

III. Common Core State Standards

IV. Learning Objective

V. Storyboard your Flip Lesson
   a. Slide 1: Learning Objective, Lesson Title
   b. Slide 2- ?: Include your material, specific examples that you will use, websites you will explore during the flip lesson, notes, songs, etc..
   c. Last Slide: Wrap up/ Closure/ independent practice- decide what it will be appropriate to end your lesson. You might give students a few problems to practice independently to bring to class, or you might have students write a quick summary of the lesson for closure.

VI. Missing Components
   a. For the components that you were not able to include in your recorded lesson provide details on how you will address those components in class. For example, with a flip lesson it will be difficult to provide students guided instruction on a skill they are practicing at home while watching a video. How will you provide guided practice in the classroom after students watched the recorded lesson? How will you assess that students learned the material in your video? Your anticipatory set might happen in class before students watch the video for homework. How will you check for understanding? Be creative and try to think outside the box. This lesson is very different than how you are used to plan.
**Link to Course Objective:** Students will develop a flip teaching lesson that could be part of unit plan for middle level curriculum, instruction, and assessment

**Link to Wisconsin Teacher Standards:**

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

**Assessment Rubric:** “Individual WIKI” rubric
Session 5: Curriculum, Instruction, Assessment

Online, Week of July 16 – 20

Reading:

- *Day One and Beyond*, Chapter 5, Pages 75 - 93; Chapter 8, Pages 115 - 130
- Finding Balance: Assessment in the Middle School Classroom
- Grading for Learning (blog entry)

Video: Making Students Work a "Second Shift" - Alfie Kohn

Topic 1: Assessment

Activity (Discussion Board):

In *Finding Balance: Assessment in the Middle School Classroom*, the authors present an excellent overview of assessing middle school students. Think of your own middle school or high school education and how you were assessed by your teachers. Compare and contrast your education with that suggested by the authors. Be specific: give examples of practices that were consistent with the authors’ view of best practice and practices that were in contrast to that view. Discuss.

Link to Course Objective: Students will develop a unit plan for middle level curriculum, instruction, and assessment

Link to Wisconsin Teacher Standards:

3. Teachers understand that children learn differently.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

Assessment Rubric: Discussion board posts and replies will be assessed as a whole at the end of the course using the “Discussion Board Post and Respond” rubric.
Topic 2: Grading

Activity (Journal):

In the blog entry titled *Grading for Learning*, several guidelines are given for grading. Reflect on these guidelines. If you are like most middle school and secondary teachers, some of these guidelines may be somewhat “problematic” even though they are research-based and considered ”best practice.” In your journal, discuss which (if any) of these guidelines may pose problems in the real middle school classroom and justify your thinking.

Course Objective: Students will develop a unit plan for middle level curriculum, instruction, and assessment

Link to Wisconsin Teacher Standards:

3. Teachers understand that children learn differently.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

Assessment Rubric: Journal entries will be assessed as a whole at the end of the course using the “Journal” rubric.
**Topic 3: Homework**

**Activity:**

Add the fourth page to your individual WIKI, “Assessment, Grading and Homework in the Middle Level Classroom.” Now that you’ve completed the readings, video, discussions and journal reflections on assessment, grading, and homework, it’s time to outline your own thinking and how you will address assessment, grading and homework in your middle level classroom. Summarize best practice in these three areas and explain how your will or will not incorporate these strategies to maximize learning in your own classroom. As you build your own philosophy of assessment, grading, and homework, consider addressing any of the following:

Do students learn the same way at the same speed?
Are grades essential to learning?
Do grades motivate learners?
Are grades necessary for control?
Do good teachers give bad grades?
How should late or incomplete work affect a student grade?
Does homework improve learning?
Why do teachers assign homework?
Should homework be graded?
What purpose does homework serve?
How can teachers assign homework that meets the needs of middle school students?
What can teachers do when students don’t turn in their homework?
What goes into a student’s grade?
Do grades motivate learners?
Should responsibility be part of a student grade?
Should a student ever earn an F?
How should extra credit affect a student grade?

**Link to Course Objective:** Students will develop a unit plan for middle level curriculum, instruction, and assessment

**Link to Wisconsin Teacher Standards:**

3. Teachers understand that children learn differently.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

**Assessment Rubric:** “Individual WIKI” rubric
Session 6: Current Trends and Best Practice of Middle Level Teachers

F2F, Saturday, July 21, 2012: 9:00 A.M. – 3:00 P.M.

Topic 1: Social/emotional issues

Reading:

- *Day One and Beyond*, Chapter 9, Pages 132 - 149

Activity:

Discuss:

- Bullying and cyberbullying
- Drug/alcohol/tobacco abuse
- Emotional issues: cutting, eating disorders, etc.
- Use/misuse of social media: Facebook, twitter, etc.
- Other social and emotional issues

Link to Course Objective: Students will define and describe middle level learner characteristics and development

Link to Wisconsin Teacher Standards:

2. Teachers know how children grow.
10. Teachers are connected with other teachers and the community.

Assessment Rubric: Formative Assessment
**Topic 2: Middle Level Teacher Panel**

**Activity:**

1. Middle level teacher panel
   - Teachers will address their adolescent needs and how middle school meets/doesn’t meet these needs

2. Discuss
   - Needs and characteristics of young adolescents:
     - physical
     - intellectual
     - emotional
     - social

**Link to Course Objective:** Students will define and describe middle level learner characteristics and development

**Link to Wisconsin Teacher Standards:**

2. Teachers know how children grow.
10. Teachers are connected with other teachers and the community.

**Assessment Rubric:** Formative Assessment
**Topic 3: Flip Teaching Presentations**

**Activity:**

The instructor will present flip teaching lessons that she constructed. Then, students will present their Flip Teaching lesson/unit plans for constructing an actual flip teaching lesson.

**Link to Course Objective:** Students will develop a unit plan for middle level curriculum, instruction, and assessment

**Link to Wisconsin Teacher Standards:**

3. Teachers understand that children learn differently.
4. Teachers know how to teach.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.

**Assessment Rubric:** Formative Assessment
Sessions 7 and 8: Current Trends and Best Practice of Middle Level Teachers (4-credit option)

Online, 7/23/12 - 7/29/12
Online, 7/30/12 - 8/5/12

Reading: None

Videos: None

Website: None

Activity:

Add the fifth page to your individual WIKI: “Action Research or Professional Development Plan”

Topic Development for Action Research or Professional Development Plan
(Required for the 3 + 1 Variable Credit Option)

Purpose:
The purpose of developing a topic for either action research or a professional development plan is to provide an opportunity for the student to research further into the middle level learner, while providing a practical side for future work on an action research thesis or a professional development plan.

Task:
Choose a topic related to the middle level learner, research that topic, and develop a research question.

Requirements:
Choose one topic related to the middle level learner. The topic must be approved by the course instructor. Research the topic by finding three related articles from research journals. Briefly summarize each journal article (one page or less). Include an APA citation for the article. The summary should include the research question, short description of the methodology, and the researchers’ findings. From this very brief review of the related literature, develop a research question appropriate for either action research or a professional development plan. Use APA 6th edition.
Format:
Introduction: Briefly describe the rationale for the choice of topic
Literature Review: Article Summaries
Closing: Conclude with a possible research question based on the short literature review

**Link to Course Objective:** Students will research current trends and best practices of middle level teachers.

**Link to Wisconsin Teacher Standards:**

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

**Assessment Rubric:** Formative Assessment
Required Texts:


General Course Expectations:

- Word-processed work is expected unless otherwise indicated.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided.
- APA style should be used for documentation of references. [http://library.stritch.edu/research/researchGuides/APAStyleGuide6.pdf](http://library.stritch.edu/research/researchGuides/APAStyleGuide6.pdf)
- It is expected that work will be turned in on the assigned date. If there is a problem, please contact the instructor.
- Academic integrity is expected. Refer to the university Graduate Handbook or Graduate Catalog.
- Cardinal Stritch University and this instructor wish to positively affirm and state the intent to comply with the Rehabilitation Act and the Americans with Disabilities Act and their regulations to the extent applicable to Cardinal Stritch University. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor so that appropriated arrangements can be made.
Grading and Assignments:

All written assignments should employ APA, 6th Edition, where appropriate. A user-friendly guide is available on the Cardinal Stritch University library website.

Each of the above graded assignments will be evaluated using a rubric. The final course grade will be determined by combining final scores from each of the graded assignments as weighted above. Letter grades will be assigned using the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Possible Rubric Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2, Topic 3: “Characteristics of Middle Level Learners” WIKI Page</td>
<td>15%</td>
<td>15</td>
</tr>
<tr>
<td>Session 3, Topic 3: “Classroom Management and Middle Level Learners” WIKI Page</td>
<td>15%</td>
<td>15</td>
</tr>
<tr>
<td>Session 4, Topic 3: “Flip Teaching Lesson in the Middle Level Classroom”</td>
<td>15%</td>
<td>15</td>
</tr>
<tr>
<td>Session 5, Topic 3: “Assessment, Grading and Homework in the Middle Level Classroom” WIKI Page</td>
<td>15%</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Board Posts and Responses</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Individual Journal Entries</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Grading Scheme:

Final grades will be awarded according to the following scale:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A</td>
<td>94 - 95</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>91 - 92</td>
</tr>
<tr>
<td>B</td>
<td>90 - 89</td>
</tr>
<tr>
<td>B-</td>
<td>88 - 89</td>
</tr>
<tr>
<td>C+</td>
<td>84 - 85</td>
</tr>
<tr>
<td>C</td>
<td>81 - 83</td>
</tr>
<tr>
<td>C-</td>
<td>78 - 80</td>
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<tr>
<td>D+</td>
<td>76 - 77</td>
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<tr>
<td>D</td>
<td>73 - 74</td>
</tr>
<tr>
<td>D-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>F</td>
<td>lower than 70</td>
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</tbody>
</table>

Policy on Americans with Disabilities Act:

Cardinal Stritch University and the instructor wish to positively affirm the intent of the Americans with Disabilities Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor so that the appropriate arrangements can be made.

Policy on Academic Integrity:

Students are referred to the University Graduate Handbook or Graduate Catalog for the policy on academic integrity and specifically the policy on material that is plagiarized from the Internet or other students.

Policy on Class Attendance and Participation:

Students in the online program are expected to participate fully in the course, generally devoting 10-15 hours per week participating in the discussion boards, writing journal entries, reading course materials, and completing other course work as assigned. If applicable, students are required to virtually attend the synchronous class meetings as well. Should serious circumstances prevent the student from completing the weekly coursework or from attending the synchronous class meetings, prior arrangements must be made with the instructor.

Absences in either a F2F or online course may result in adjustment or loss of financial aid.

Policy on Late and Missing Assignments:

Assignment completion is assumed. To receive a passing grade on assignments, students must have submitted all work by the final due date and demonstrate insightful reflection and accurate interpretation of the assignments, as well as follow assignment guidelines. Requests for extensions must be made well in advance of the due date and are at the discretion of the instructor.
Writing and Speaking Across the Curriculum:

Writing and/or speaking are embedded in virtually all learner outcomes in the face to face version of the MAT program. For obvious reasons, the online version has a greater emphasis on writing across the curriculum.

Office Hours:

Please contact your instructor via email or by phone for any questions or assistance with course content or materials. Contact information is listed above.

Last Date for Withdrawal from Course:

Students may withdraw prior to 2/3 of the course being completed. For example, a six-week course would require a student to withdraw by the 5th week of the course. Official withdrawal must be requested in writing. The recorded date of the withdrawal is the date when the MAT office receives the request. A “W” grade will be assigned for the course. If a student does not officially withdraw, the instructor can assign a grade of “F” or “WU.”

University Policies and Procedures:

University policies and procedures referenced in this syllabus are found in the Cardinal Stritch University Graduate Handbook or Graduate Catalog. If there is a discrepancy between this syllabus and the handbook or catalog, the university Graduate Handbook or Graduate Catalog will be followed.
Rubrics:

Discussion Board Post and Respond Rubric (reflects all course posts and responses):

<table>
<thead>
<tr>
<th>Content quality of post</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>Possible Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing contains a</td>
<td>Writing addresses</td>
<td>Writing contains partial</td>
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<td></td>
<td>clear, concise and</td>
<td>the initial</td>
<td>explanation regarding the</td>
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<td></td>
<td>convincing</td>
<td>question being</td>
<td>initial question being</td>
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<td></td>
<td>exploration of the</td>
<td>explored but some</td>
<td>explored. The explanation</td>
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<td></td>
<td>initial question</td>
<td>details and</td>
<td>offered is limited or</td>
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<td></td>
<td>being explored.</td>
<td>explanations are</td>
<td>incomplete with no</td>
<td></td>
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<tr>
<td></td>
<td>Explanations given</td>
<td>omitted so the</td>
<td>conveyance of the writer’s</td>
<td></td>
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<tr>
<td></td>
<td>help to illustrate</td>
<td>reader has a limited</td>
<td>ideas. Some ideas</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>the writer’s ideas</td>
<td>view of the writer’s</td>
<td>are supported by the</td>
<td></td>
<td></td>
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<td></td>
<td>and arguments. Uses</td>
<td>ideas. Some ideas</td>
<td>use of course materials and</td>
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<td></td>
<td>course materials and</td>
<td>are supported by</td>
<td>other information to</td>
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<td></td>
<td>other information to</td>
<td>the use of course</td>
<td>support important points.</td>
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<td></td>
<td>support important</td>
<td>materials and other</td>
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<td></td>
<td>points.</td>
<td>information to</td>
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<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
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<table>
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<tr>
<th>Content quality of responses</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Replies to posts</td>
<td>Replies to posts</td>
<td>Replies to posts under</td>
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<td>under discussion by</td>
<td>under discussion</td>
<td>discussion by relying on</td>
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<td></td>
<td>using affirming</td>
<td>by using statements</td>
<td>statements such as ‘I agree</td>
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<td></td>
<td>statements or citing</td>
<td>such as ‘I agree or</td>
<td>or disagree without any</td>
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<td></td>
<td>relevant research or</td>
<td>disagree’ with a</td>
<td>personal explanation. Any</td>
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<td></td>
<td>by asking a new</td>
<td>less than detailed</td>
<td>provided response is</td>
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<td></td>
<td>related question or</td>
<td>personal explanation.</td>
<td>superficial in content</td>
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<td></td>
<td>by making an</td>
<td>At least one of the</td>
<td>and does not cite</td>
</tr>
<tr>
<td></td>
<td>oppositional</td>
<td>required posts</td>
<td>research, ask new</td>
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<tr>
<td></td>
<td>statement supported</td>
<td>contain either a</td>
<td>related questions, or</td>
</tr>
<tr>
<td></td>
<td>by personal</td>
<td>statement citing</td>
<td>poses an oppositional</td>
</tr>
<tr>
<td></td>
<td>experience or by</td>
<td>research or asks a</td>
<td>statement. No evidence any</td>
</tr>
<tr>
<td></td>
<td>related course</td>
<td>new related question,</td>
<td>statement included is</td>
</tr>
<tr>
<td></td>
<td>materials or</td>
<td>or poses an</td>
<td>supported by related</td>
</tr>
<tr>
<td></td>
<td>information.</td>
<td>oppositional</td>
<td>course materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>statement supported</td>
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<td></td>
<td></td>
<td>by personal</td>
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<td>experience.</td>
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<td>At least</td>
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</tbody>
</table>

36
<p>| Connections to professional practice | Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom. | Evidence of some reflective thought pertaining to personal perspectives and professional development. Reflective statements remain centered around what takes place in the classroom. Does not provide details that look at a more global perspective to those ideas related to the building or district. | Reflective thought is personal in nature and does not provide details that would explain how one could gain further knowledge on the topic by seeking out professional advice or expertise. Examples of what happens in the classroom are not explained. The reader is left with the sense the question was vaguely answered by the writer. |
| Contribution to the Online Learning Community | Makes an effort to become part of a learning community by presenting solid and creative posts that enhance everyone’s learning; shows initiative, enthusiasm and love of learning; shows awareness of the needs of the learning community. | Accepts being a part of a learning community by presenting acceptable posts; does a respectable job in supporting everyone’s learning but doesn’t necessarily shows initiative or enthusiasm; doesn’t display particular awareness of the needs of the learning community. | Accepts being a part of a learning community by presenting posts which contain minimal reflections; does a minimal job in supporting everyone’s learning; posts only included the required information with no additional suggestions or posting to help others in the community. |</p>
<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Edits the text with no errors in grammar, capitalization, punctuation, and spelling.</th>
<th>Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling.</th>
<th>Edits the text but errors in grammar, capitalization, punctuation, and spelling distract or impair readability.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Responds to the initial question within the stated timeline. Replies to at least 3 posts per week.</td>
<td>Responds to the initial question after the stated timeline. Replies to at least 3 posts per week.</td>
<td>Does not respond to the initial question or replies to less than 3 posts per week.</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
## Journal Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers provide insight to content topic</strong></td>
<td>Provides comprehensive insight, understanding and reflective thought about the topic.</td>
<td>Provides a moderate amount of insight, understanding and reflective thought about the topic.</td>
<td>Provides only minimal understanding or reflective thought about the topic.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td><strong>Expression of ideas</strong></td>
<td>Explains all ideas clearly and concisely in a logical progression with effective supporting evidence.</td>
<td>Explains most ideas clearly and concisely with supporting evidence.</td>
<td>Incompletely explains ideas and does not effectively use supporting evidence.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td><strong>Connections to Professional Practice</strong></td>
<td>Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom.</td>
<td>Evidence of some reflective thought pertaining to personal perspectives and professional development. Reflective statements remain centered around what takes place in the classroom. Does not provide details that look at a more global perspective to those ideas related to the building or district.</td>
<td>Reflective thought is personal in nature and does not provide details that would explain how one could gain further knowledge on the topic by seeking out professional advice or expertise. Examples of what happens in the classroom are not explained. The reader is left with the sense the question was vaguely answered by the writer.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td><strong>Progress towards personal professional development</strong></td>
<td>The writing shows significant growth or personal development. Evidence of synthesis of experience into goals or plan of action, with implications for the future.</td>
<td>The writing shows increased sensitivity, change of attitude, and awareness of connections between the topic asked and the thoughts and beliefs of the writer.</td>
<td>The writing shows incremental progress with little evidence the writer was either positively or negatively impacted by the topic question.</td>
<td>4</td>
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<tr>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Edits the text with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling.</td>
<td>Edits the text but errors in grammar, capitalization, punctuation, and spelling distract or impair readability.</td>
<td>2</td>
</tr>
<tr>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Responds to the initial question within the stated timeline.</td>
<td>Responds to the initial question after the stated timeline.</td>
<td>Does not respond to the initial question.</td>
<td>2</td>
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<tr>
<td>2 points</td>
<td>1 points</td>
<td>0 points</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>20</td>
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</tbody>
</table>
Individual WIKI Rubric Used For:
- Characteristics of Middle Level Learners
- Classroom Management and Middle Level Learners
- Flip Teaching Lesson/Unit
- Assessment, Grading and Homework in the Middle Level Classroom

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers provide insight to</strong></td>
<td>Provides comprehensive insight, understanding and reflective thought about the topic.</td>
<td>Provides a moderate amount of insight, understanding and reflective thought about the topic.</td>
<td>Provides only minimal understanding or reflective thought about the topic.</td>
</tr>
<tr>
<td><strong>content topic</strong></td>
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<tr>
<td></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>Relates the content topic to a “real” classroom and “real” students. Goes beyond</td>
<td>Somewhat relates the content topic to a “real” classroom and “real” students. An attempt is made to go beyond merely stating theory. The topic is somewhat connected to student learning.</td>
<td>Does not relate the content topic to a “real” classroom and “real” students. No attempt is made to go beyond merely stating theory. The topic is not connected to student learning.</td>
</tr>
<tr>
<td>to the classroom and student</td>
<td>theoretical statements and connects the topic to student learning in a meaningful way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning**</td>
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</tr>
<tr>
<td></td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Expression of ideas</strong></td>
<td>Explains all ideas clearly and concisely in a logical progression with effective</td>
<td>Explains most ideas clearly and concisely with supporting evidence.</td>
<td>Incompletely explains ideas and does not effectively use supporting evidence.</td>
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<td></td>
<td>supporting evidence.</td>
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<tr>
<td></td>
<td>3 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Edits the text with no errors in grammar,</td>
<td>Edits the text with minor additional editing required</td>
<td>Edits the text but errors in grammar, capitalization,</td>
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<td></td>
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<tr>
<td></td>
<td>capitalization, punctuation, and spelling.</td>
<td>for grammar, capitalization, punctuation, and spelling.</td>
<td>punctuation, and spelling distract or impair readability.</td>
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<tr>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
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<tr>
<td>Points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
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<tr>
<td><strong>Timeliness</strong></td>
<td>Responds to the initial question within the stated timeline.</td>
<td>Responds to the initial question after the stated timeline.</td>
<td>Does not respond to the initial question.</td>
</tr>
<tr>
<td>Points</td>
<td>4 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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