

# Purposeful Design

## The Components of a Scaffolded Course



# What is Purposeful Design?

Reading:  
Wiggins and McTighe



# What is Purposeful Design?

Purposeful design is the deliberate placement of questions within a lesson and lessons within a course so that the skills build off one another, leading the student towards higher levels of thinking.



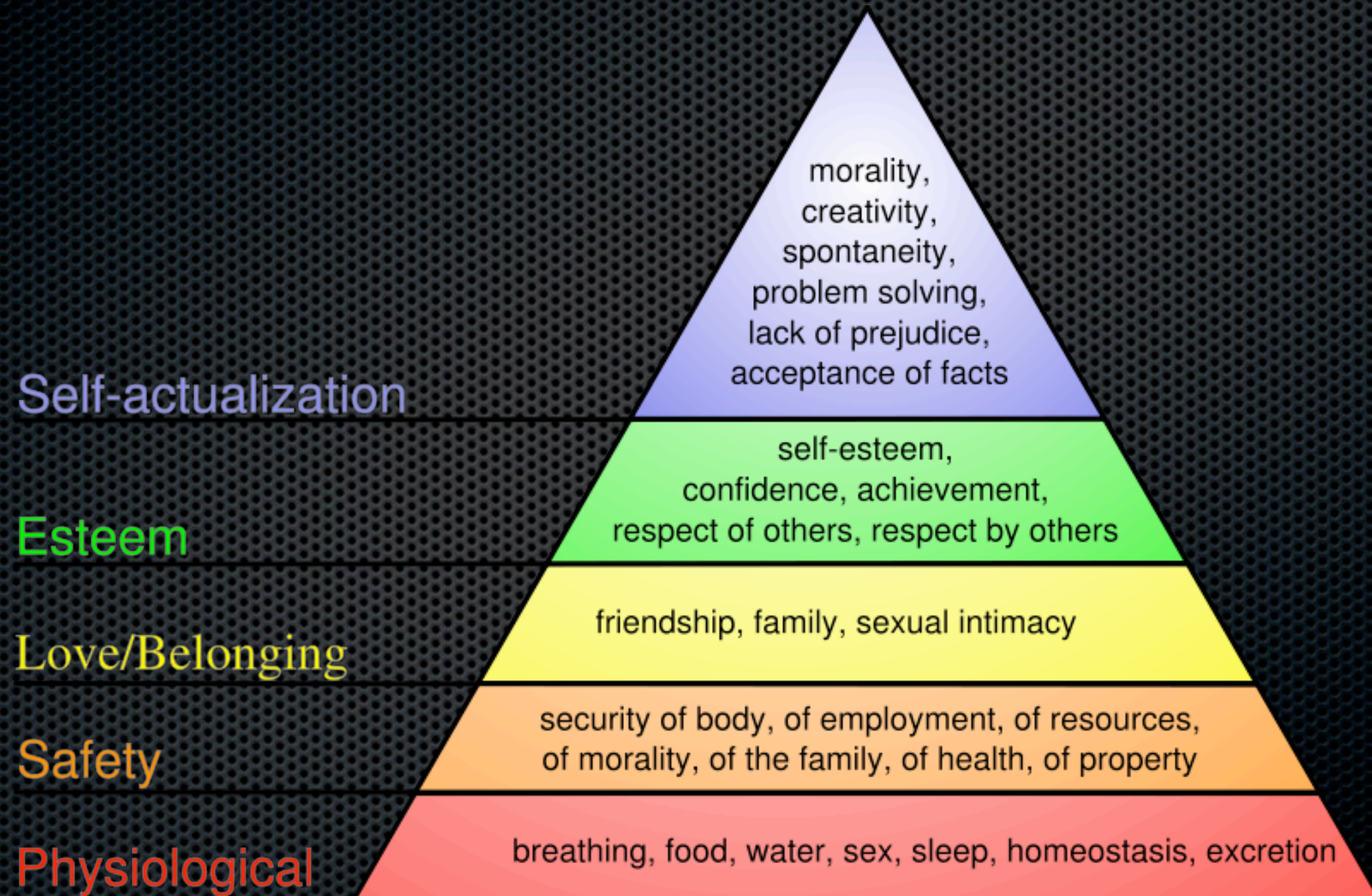
# What Are Higher Levels of Thinking?

Reading:

Maslow, Blooms, Rotter

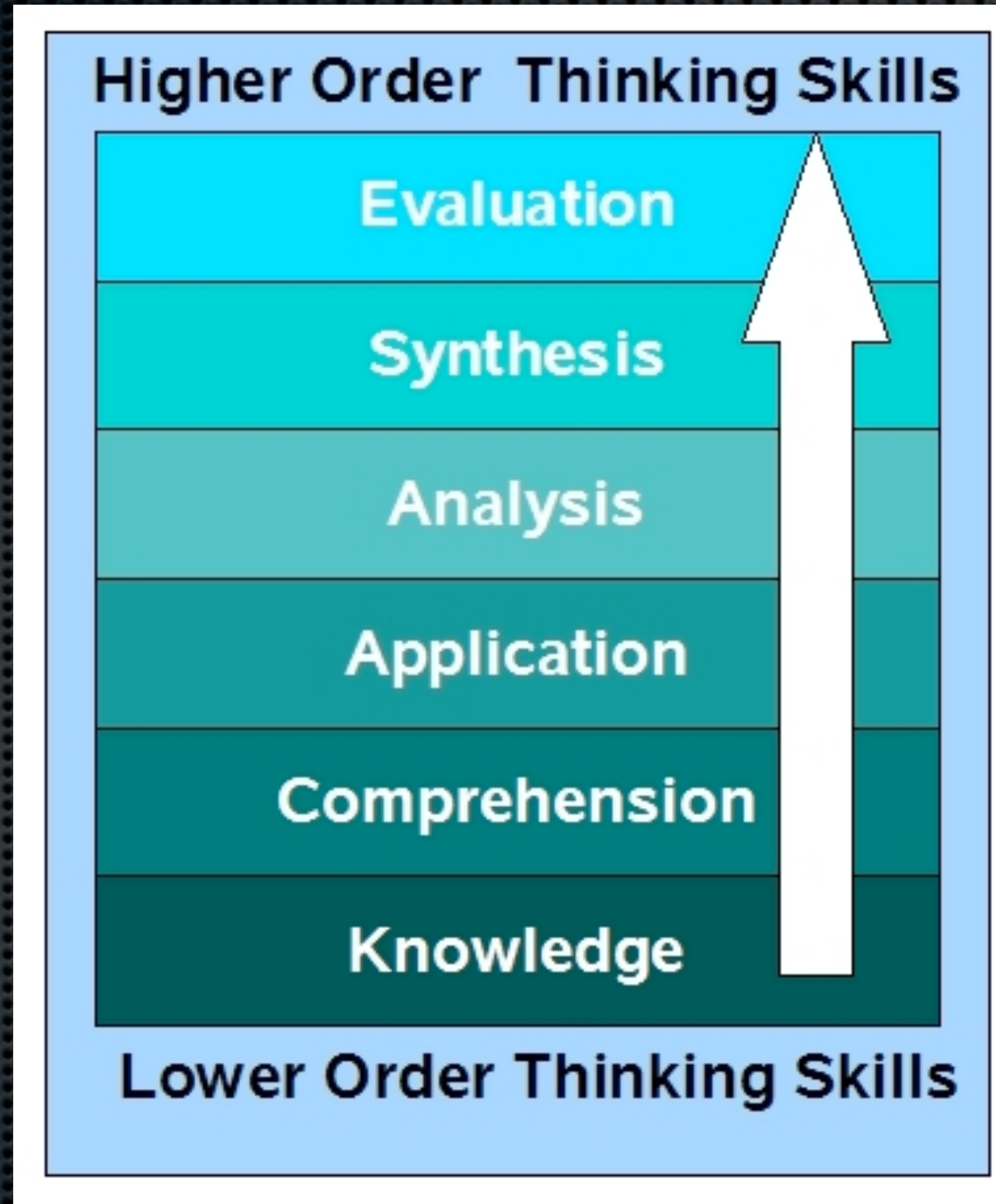


# Maslow's Hierarchy of Needs





# Bloom's Taxonomy





# Bloom's Taxonomy

Figure 1: Locus of Control





# What Are Higher Levels of Thinking?

- ✦ Bloom's Taxonomy (Building to Synthesis, Creation, and Evaluation)
- ✦ Maslow's Hierarchy (Building to self-actualization)
- ✦ Locus of Control (Building towards internal locus of control)
- ✦ Skills that Build of One Another (Basic to advanced)
- ✦ Use State Tests and GLEs as Guide



# Purposeful Design

## Course / Curriculum

### 1. Course Outline

- Chapters/Units
- Assignments, Assessments, and Readings
- Discipline Concepts
- Skills / GLE
- Scaffolding

### 2. Syllabus

- Course Description
- Course Outline
- Grading Policy
- Types of Assignments
- Key to Instructional clues (colors, etc.)



# Communication Arts 10, Semester 1 Outline

Levels of Thinking	Skills (patterns of thinking)	Objectives (thinking tools)	Practice & Assessment
Analysis Application	2.4.1, 2.4.6, 2.4.7, 2.4.5, 3.2.2, 2.1.1, 2.2.1, 3.2.3, 1.1.1, 1.2.1, 3.1.1, 3.2.1, 4.4.1	Chapter 1 Relevancy*  Colloquialism and Tone: 693, 697 Personal Essay- 693, 697  Expository Writing	→ Introduction to course: Understanding Literature & reading, writing, communication project  “Short Assignments” by Anne Lamott page 693  Prompt Analysis Prewriting Practice Expository Essay Prompt
Analysis Synthesis	1.3.2, 2.1.5, 2.2.3, 2.3.1, 2.4.2, 2.4.1, 2.4.4, 2.1.7, 2.4.5, 2.1.3, 2.3.3, 2.2.1, 3.2.1, 4.4.1, 4.1.2	Chapter 2 Foreshadowing- 309, 324, (Act 4; Caesar’s ghost) Repetition & Irony-288, 307 (Act 3) Tragic Flaw-326, 343, (Act 5; Brutus)	Julius Caesar, page 240-357
Application Analysis	1.3.2, 2.1.4, 2.2.4, 2.1.5, 2.3.1, 2.4.2, 3.4.3, 2.4.1, 2.4.6, 2.4.7, 3.4.4, 2.3.4, 2.4.5, 3.4.2, 2.2.1, 2.3.1, 3.2.2, 4.4.1	Chapter 3 Tone: 83,740, 743 Abstract and Concrete: 101, 104  Imagery- 78, 81  Paradox- 523, 526 Symbol- 791, 793 Character- 734, 738  Character- 734, 738	“The Bean Eaters” by Gwendolyn Brooks, page 83 and “The Legend” by Garrett Hongo, page 740  “Dream Variations” by Langston Hughes, page 89 “36. In Late-afternoon light” by Derek Walcott, page 78 The Waking, by Theodore Roethke, page 524 1910 by Pat Mora, page 734 Compose your own poem based tone and imagery skills
			tone and imagery skills compose your own poem based



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Levels of Thinking	Skills (patterns of thinking)	Objectives (thinking tools)	Practice & Assessment
Application Analysis Synthesis	1.3.2, 2.1.4, 2.2.4, 3.2.2, 2.1.5, 2.2.3, 2.3.1, 2.4.1, 2.4.6, 2.4.5, 2.1.3, 2.3.2, 2.1.1, 2.3.1, 3.2.3, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 1.2.1, 1.5.1, 3.1.1, 3.1.2, 3.2.1, 1.3.1, 1.4.1, 4.1.2	Chapter 4 Foreshadowing- 669 Point of View	“Flowers for Algernon” by Daniel Keyes, page 669 (foreshadowing and point of view)
Analysis Synthesis Evaluation	1.2.2, 1.3.2, 2.1.5, 2.3.1, 3.4.3, 2.4.1, 2.4.6, 2.4.7, 3.4.4, 2.3.4, 2.4.5, 2.1.3, 3.4.2,	Chapter 5 Irony of Situation Theme- 218, 222,	“Like the Sun” by R.K. Narayan, page 218
Application Analysis Synthesis	1.3.2, 2.1.4, 2.1.5, 2.3.1, 2.4.2, 3.4.3, 2.4.1, 2.4.7, 3.4.4, 2.1.6, 2.1.7, 2.4.5, 2.1.3, 3.4.2, 2.1.1, 2.2.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 1.1.1, 1.2.1, 1.5.1, 3.1.1, 3.1.2, 3.2.1, 1.3.1, 1.4.1, 4.4.1, 4.1.2, 4.2.1	Chapter 6 Theme	Lord of the Flies

## Key

Reading

Writing

Communication

Skills/Assignments to Add

Skills/Assignments to Add



# Practice

- ✦ Take one of your own courses and put it into the shell outline. Be sure to think about the following things when you do:
  - ✦ How do the skills build off one another?
  - ✦ What are the higher levels of thinking you reach?
  - ✦ How do the GLEs align with your course?



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# Parts of the Syllabus

## 1. Course Description

### Bethel Course Catalog

*Grade Level: 10*

*Credit: Communication Arts 1.0*

*NCAA Approved*

Through reading, writing, listening, speaking, and information retrieval students learn to communicate effectively. They learn cooperative skills and write extensively using analytical scoring guides to increase their writing skills. Students study a variety of literary genre including drama and fiction. Study of Latin/Greek roots, prefixes, and suffixes support vocabulary development. Study skills and test taking strategies are also studied. Required readings for this course are *Julius Caesar* or *A Mid Summer Night's Dream*, *Farewell to Manzanar* or *Night*, and *Lord of the Flies*. Students work toward meeting standard on the Grade Level Expectations in reading and writing for the 10th grade.

### Washington State Essential Academic Learning Requirements

Students will apply thinking skills to analyze and evaluate literature through written and verbal skills.

Students will be able to:

- Demonstrate a clear, working understanding the writing process
- Write in a variety of papers, poems essays, etc. addressing different people and for different purposes
- Analyze, synthesize, and evaluate concepts presented in literature to demonstrate comprehension
- Use written and verbal communication skills to interact with others in a purposeful way; Understand effective communication process



# Parts of the Syllabus

## **2. Course Materials**

The following are required readings for this course. These readings can be found online or checked out from your advisor or your local public library.

- EMC Textbook
- Drama: Julius Caesar
- Non-Fiction: Night
- Fiction: Lord of the Flies



# Parts of the Syllabus

3. Course Outline			
Levels of Thinking	State Standards Met (GLEs)	Literary Concepts Learned	Readings
Analysis Application	2.4.1, 2.4.6, 2.4.7, 2.4.5, 3.2.2, 2.1.1, 2.2.1, 3.2.3, 1.1.1, 1.2.1, 3.1.1, 3.2.1, 4.4.1	<b>Chapter 1</b>  Relevancy*  Colloquialism and Tone: 693, 697  Personal Essay- 693, 697  Expository Writing	→ Introduction to course: Understanding  Literature & reading, writing, communication project  "Short Assignments" by Anne Lamott page 693  Prompt Analysis Prewriting Practice Expository Essay Prompt
Analysis Synthesis	1.3.2, 2.1.5, 2.2.3, 2.3.1, 2.4.2, 2.4.1, 2.4.4, 2.1.7, 2.4.5, 2.1.3, 2.3.3, 2.2.1, 3.2.1, 4.4.1, 4.1.2	<b>Chapter 2</b>  Foreshadowing- 309, 324, (Act 4; Caesar's ghost)  Repetition & Irony-288, 307 (Act 3)  Tragic Flaw-326, 343, (Act 5; Brutus)	Julius Caesar, page 240-357



# Parts of the Syllabus

## 4. Grading Policy

**A (Excellent)** - (90-100%) Consistently scored high; demonstrated exemplary abilities through scores earned on assessments. Student showed outstanding mastery of skills they were expected to learn in this course. Student could teach these skills to another.

**B (Proficient)** - (80-89%) Consistently worked toward mastery of skills they were expected to learn in this course. Occasionally scored high; demonstrated adequate abilities through scores earned on assessments. Student shows proficient mastery of skills they were expected to learn in this course. Student can apply the skills to many contexts.

**C (Standard)** - (70-79%) Demonstrated average abilities through scores earned on assessments. Student showed average mastery of skills they were expected to learn in this course. Student was able to do the skill at least once, but may not be able to apply it to other situations.

**F** - (69% or below) Opted out of opportunities to redo assignments to show mastery of assignments. Failed or scored below average; failed to demonstrate mastery of the skills taught through scores on assessments.

**"Re-do's"** - Any assessments of "poor quality or incomplete status" may be REDONE for higher credit. Students who choose to re-do work that is below the proficient level will need to discuss with their instructor what they plan to do differently in order to improve.

**Practice** – Any assignment that is designed to prepare you for the assessments. These are worth 0% of your final grade.

**Assessment** – Any assignment that assesses or determines the level of understanding you have of the topic, concept, or skill being taught. These are worth the majority of your final grade.



# Parts of the Syllabus

## 5. Assessment methods

Assessments include, but are not limited to:

- Quizzes
- Tests
- Multiple-Choice
- Short Answer
- Extended Response
- Pre and Post Testing
- End-of-Course Required Reading Assessments

Below are the five main question types that you will encounter in Communication Arts.

- 1-point response. These usually have a limited number of correct answers. They are typically a word, phrase, or sentence.
- 2-point response. This is a short response. It is usually one paragraph. This requires an answer to the question, 2 text-based details (i.e. quotes from the story), and an explanation in your own words of what the quotes mean and how they support your answer.
- 4-point response. This is an extended response. It should be an organized, multi-paragraph response. It should include at least 4 text-based details. This is much like a bare-bones essay without the intro and conclusion.
- Writing Tasks. A writing task is worth 20 points and is graded on a 5-step writing process. You must include each of the five steps in order to get credit: prewrite, rough draft, revising, editing, and a final draft.
- Projects. These are other larger assignments, but are more on the creative side. They include brochures, presentations, etc. They have specific rubrics to tell you how they are graded. They are usually worth 15-20 points.



# Parts of the Syllabus

## 6. Instructional Clues

### Direct Instruction:

These boxes indicate areas where skills are being taught or explained. This could include definitions, examples, or resources that will help you to understand the skills being focused on in that unit. This is your online teacher.

### Rubric/Grading:

These boxes indicate information that will tell you how you will be graded on an assessment or question.

### Hint:

These boxes indicate hints or clues that may help you in understanding a concept or answering a question. These are your online classmates explain something that you missed or didn't fully understand.

### Assessment:

Boxes in this color indicate assessments that are worth 100% of your grade.



# Practice

- ✦ Take one of your courses, and put together a syllabus in the new format.
- ✦ Be sure to include:
  - ✦ A general course outline
  - ✦ Course description
  - ✦ Overall course goals



# Purposeful Design

## Lesson / Unit

### 1. Anticipatory Set

- ✦ Prepare their brains
- ✦ Get them interested
- ✦ Layout Expectations
  - ✦ Objective
  - ✦ Directions

### 2. Direct Instruction

- ✦ Teach the skills you are assessing

### 3. Purposeful Practice

- ✦ (80% of work load is practice)
- ✦ Skills build off each other
- ✦ Why am I having them do this?

### 4. Assessment

- ✦ Should measure the student's understanding of the skills in this lesson or unit.
- ✦ Includes clear Rubric



# Setting the Expectations

- ✦ Objective -- What will they do?
- ✦ Directions -- How will they do it?
- ✦ Rubrics -- What is the criterion for success?
- ✦ Assessment -- How will they show what they know?



# Objective

- ✦ What **level of learning** is expected (Blooms, Mazlow, etc.)?
- ✦ What skills or concepts are you teaching?
- ✦ How is it linked to GLEs? (implicit or explicit)



# Objective Examples



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- ✦ To enhance **comprehension** through the interpretation and use of metaphor



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- ✦ To enhance **comprehension** through the interpretation and use of metaphor
- ✦ To **understand** and **use** the concepts of conflict, character, metaphor, and simile



# Objective Examples

- ✦ To **identify** and understand cellular structures and their functions
- ✦ To enhance **comprehension** through the interpretation and use of metaphor
- ✦ To **understand** and **use** the concepts of conflict, character, metaphor, and simile
- ✦ To **apply** the basic principles of simple probability



# Objective Examples



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- ✦ To **compare** alleles on chromosomes to determine whether they are homologous or not homologous chromosome pairs



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# Objective Examples

- ✦ To **compare** alleles on chromosomes to determine whether they are homologous or not homologous chromosome pairs
- ✦ To **analyze** a situation connected to the evolution ferns and **evaluate** its explanation
- ✦ To **Analyze** and **evaluate** a Constitutional issue after researching different perspectives
- ✦ To **synthesize** information gathered throughout American Literature and deliver a coherent expository essay with a clear, well-supported thesis



# Practice

- ✦ Take 3-5 lessons from your curriculum and develop some objectives for them. Be sure to include both:
  - ✦ the learning level
  - ✦ the skills being taught



# Directions

- ✦ How will the students learn the material?
  - ✦ What resources will be provided (readings, etc.)?
  - ✦ What practice will be assigned?
  - ✦ What instruction will be given?
- ✦ How will the skills be assessed?
- ✦ What rubrics will be used to determine proficiency?



# Purposeful Design

## Lesson / Unit

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- ✦ Get them interested
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### 2. Direct Instruction

- ✦ Teach the skills you are assessing

### 3. Purposeful Practice

- ✦ (80% of work load is practice)
- ✦ Skills build off each other
- ✦ Why am I having them do this?

### 4. Assessment

- ✦ Should measure the student's understanding of the skills in this lesson or unit.
- ✦ Includes clear Rubric



# Instruction

- ✦ Resources
- ✦ Definitions
- ✦ Examples
- ✦ Simplified applications of the skill
- ✦ Video
- ✦ Lecture notes or taped lectures



# Examples of Instruction

## Conflict

### Definition:

A **conflict** is a struggle between two forces in a literary work. A struggle that takes place between a character and some outside force is called an *external* conflict. A struggle that takes place within a character is called an *internal* conflict.

### Example:

In the story, *The Little Mermaid*, there are several conflicts

	Description of the Conflict	Type of Conflict
i.	Ariel has a conflict with her father over what she should want in life.	External (It is between two characters)
ii.	Ariel has a conflict over whether she should take Ursula up on her offer to allow her to live on the land.	Internal (It is a conflict Ariel has within herself)
iii.	Ariel has a conflict with the dark haired Vanessa (really Ursula in disguise) to win Prince Eric's heart.	External (It is between two characters)
iv.	King Triton has a conflict (however brief) over whether he should give his trident to Ursula to free his daughter or keep the trident to protect his people.	Internal (It is a conflict that King Triton has within himself)
v.	King Triton and Ursula have an ongoing conflict over power in the sea.	External (It is between two characters)



# Examples of Instruction

## Metaphor and Simile

### Definition:

A **metaphor** is a figure of speech in which one thing is spoken or written about as if it were another. A **simile** is a comparison using like or as. These two figures of speech invite the reader to make a comparison between the two things. The two "things" involved are the writer's actual subject (the *tenor* of the metaphor) and another thing to which it is likened (the *vehicle* of the metaphor).

### Example:

You fight like a girl. (**Simile**)

Tenor = your fighting ability

Vehicle = the fighting ability of a girl

**Meaning = You aren't a good fighter.**

He has the heart of a lion. (**Metaphor**)

Tenor = his heart

Vehicle = a lion's heart

**Meaning = You are brave.**

We have to be as quiet as mice. (**Simile**)

Tenor = being quiet

Vehicle = the quietness of mice

**Meaning = We have to be VERY quiet.**



# Practice

- ✦ Look for an assignment or concept that you get a lot of questions about or tends to be more difficult for students to get.
- ✦ Design some purposeful instruction that may help students with that concept.



# Purposeful Design

## Lesson / Unit

### 1. Anticipatory Set

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- ✦ Teach the skills you are assessing

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- ✦ (80% of work load is practice)
- ✦ Skills build off each other
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### 4. Assessment

- ✦ Should measure the student's understanding of the skills in this lesson or unit.
- ✦ Includes clear Rubric



# Purposeful Practice

- ✦ Should be a simplified application of the skill.
- ✦ Should have a connection with the planned assessment.



# Examples of Purposeful Practice

## Practice:

**1.** Answer the following questions from *The Little Mermaid*: (each question is worth 1 point).

a. Ariel's conflict over her own happiness is an \_\_\_\_\_, because \_\_\_\_\_.

b. The conflict Ariel has trying to communicate with the world while she has lost her voice is \_\_\_\_\_, because \_\_\_\_\_.

**2.** Think of some of the conflicts you have experience in your life. Give an example of two internal conflicts you have gone through and two external conflicts you have gone through. (1 point for each example)

Internal Conflicts	External Conflicts
1. _____	1. _____
2. _____	2. _____



# Examples of Purposeful Practice

## Practice:

**6.** For the following quotes, state whether it is a metaphor or a simile, identify the tenor and vehicle, and paraphrase its meaning. (2 points for each quote)

a. You are as dumb as a doorknob. ( )

Tenor =

Vehicle =

**Meaning** =

b. School is a gateway to adulthood. ( )

Tenor =

Vehicle =

**Meaning** =

c. He slithered into town quietly so no one would notice when he dug his fangs in and slowly poisoned their minds. ( )

Tenor =

Vehicle =

**Meaning** =

d. Finding something in my room is like finding a needle in a haystack. ( )

Tenor =

Vehicle =

**Meaning** =



# Practice

- ✦ Find an assignment that students do not do well on or that requires skills that are more difficult.
- ✦ Develop a practice exercise that utilizes that skill in a very simplistic setting.



# Purposeful Design

## Lesson / Unit

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### 2. Direct Instruction

- ✦ Teach the skills you are assessing

### 3. Purposeful Practice

- ✦ (80% of work load is practice)
- ✦ Skills build off each other
- ✦ Why am I having them do this?

### 4. Assessment

- ✦ Should measure the student's understanding of the skills in this lesson or unit.
- ✦ Includes clear Rubric



# Assessment

- ✦ Should include clear rubric or grading expectations
- ✦ Should be focused and targeted on the skill or skills being taught.



# Example of Assessment

**4. A conflict** is a struggle between two forces in a literary work. A struggle that takes place within a character is called an internal conflict. As you read, determine the internal conflict of the narrator. With what major internal conflict did the narrator struggle? How did she resolve this internal conflict? Use details from the text to support your answer. (2 point response)

**5. A metaphor** is a figure of speech in which one thing is spoken or written about as if it were another. A **simile** is a comparison using like or as. These two figures of speech invite the reader to make a comparison between the two things. The two "things" involved are the writer's actual subject (the *tenor* of the metaphor) and another thing to which it is likened (the *vehicle* of the metaphor).

**a)** As you read, make a chart of the metaphors and similes in the selection. On the left write the tenor for the figure of speech. On the right write the vehicle for the figure of speech. One example has been done for you.

Tenor of the Metaphor	Vehicle of the Metaphor
1. memories	1. things dragged from the sea, shaken, and held to the light
2. <input type="text"/>	2. <input type="text"/>
3. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	4. <input type="text"/>

**b)** Which metaphor expresses the narrator's feeling of belonging to neither the American nor the Vietnamese culture? Refer to the text in your response. (1 point response)

**c)** Which simile expresses the difficulty the narrator had in assuming her drowned sister's name? Refer to the selection in your answer. (1 point response)



# Rubrics

- ✦ What makes an effective rubric?
  - ✦ 3-5 components
  - ✦ use common language
  - ✦ definitions for question types
  - ✦ consistent across classes and disciplines



# Social Studies CBA Rubric

	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Partial</b>	<b>1 Minimal</b>
<b>History EALR 1.2.3</b> <i>Identify and analyze major issues, people, and events in Washington State, U.S., and World History.</i>	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of <b>three (or more) specific artifacts</b> and/or primary sources. Account contains no inaccuracies.	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of <b>two specific artifacts</b> and/or primary sources. Account contains few or no inaccuracies.	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of <b>one specific artifact</b> and/or primary sources. Account contains few or no inaccuracies.	Thesis on a historical question is attempted, without <b>explicit references</b> to artifacts or primary sources to support the thesis OR artifacts and/or primary sources do not support the thesis well.
<b>History EALR 1.1.3b Compare</b> <i>Compare and evaluate competing historical narratives and analyze multiple perspectives.</i>	Accurately describes <b>three (or more) differing published interpretations</b> on the historical question that are relevant to the student's interpretation.	Accurately describes <b>two differing published interpretations</b> on the historical question that are relevant to the student's interpretation.	<b>Refers explicitly to two interpretations</b> of a particular historical event with only <b>partial accuracy</b> .	<b>Refers explicitly to one interpretation</b> of a particular historical event.
<b>Geography EALR: 3.2</b> <i>Analyze how the environment and environmental changes affect people.</i>	Accurately describes interaction between geographic factors AND <b>two of the following</b> : -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question	Accurately describes interaction between geographic factors AND <b>one of the following</b> : -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question	Accurately describes geographic factors AND one or more of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question <b>WITHOUT</b> describing their interaction	Accurately describes geographic factors <b>WITHOUT</b> describing their interaction with any of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question



# Com Arts Essay Rubric

Category	(8) Advanced	(7) Proficient	(6) Meets Standard	(5 or less) Below Standard
<b>Pre-write</b>	<p>Synthesizes ideas from multiple sources to illustrate or explain a concept.</p> <p>Paper is concentrated on a specific thesis.</p> <p>Method of organization deliberately fits the paper's theme.</p>	<p>Shows many ideas were generated.</p> <p>Paper is focused and narrowed to one aspect of topic.</p> <p>Ideas are clearly organized.</p>	<p>Shows adequate ideas were generated.</p> <p>Paper is focused and narrowed to one aspect of topic.</p> <p>Ideas are organized.</p>	<p>Shows few or no ideas generated.</p> <p>Paper is focused and narrowed to one aspect of topic.</p> <p>Ideas are clearly organized.</p>
<b>Rough Draft and Revising</b>	<p>Author has first draft that provides more than enough writing to work with.</p> <p>Author has shown competency in ability to revise work by removing all superfluous information and adding necessary explanation to give a complete picture.</p>	<p>Author has first draft that provides more than enough writing to work with.</p> <p>Author has shown competency in ability to revise work</p>	<p>Author has first draft that provides enough writing to work with.</p> <p>Author has shown ability to revise work</p>	<p>Author has a first draft that is just begun or is missing.</p> <p>Author has limited revising not revised at all.</p>
<b>Editing and Final Copy</b>	<p>Includes all elements required in assignment description and shows evidence of research/synthesis to deepen your understanding of the subject as shown through your evaluation.</p> <p>Final copy is free of errors in grammar, spelling, and punctuation.</p> <p>Author has provided a professional final copy with academic integrity, meaning MLA, APA, or Chicago Manual rules are followed.</p>	<p>Includes all elements required in assignment description and shows evidence of deliberate decision making on the part of the author.</p> <p>Final copy is free of errors in grammar, spelling, and punctuation.</p> <p>Author has provided a clean, professional final copy with a title and by-line.</p>	<p>Includes all required elements in assignment description.</p> <p>Final has few errors in grammar, spelling, and punctuation.</p> <p>Author has provided a clean, professional final copy with a title and by-line.</p>	<p>Is missing more than one of the required elements in assignment description.</p> <p>Final copy has many errors in grammar, spelling, and punctuation.</p> <p>Author has provided a final copy that is unprofessional and/or lacks a title or by-line.</p>



# 4-Point Response Rubric

<b>4 Above Average</b>	<b>3 Average</b>	<b>2 Emerging (re-do)</b>	<b>1 Incomplete</b>
<p>Response includes :</p> <ul style="list-style-type: none"> <li>-well-constructed, organized paragraphs that thoroughly address the questions using logic and reason</li> <li>- 4 specific textual references</li> <li>-Grammatically correct responses that account for spelling and usage rules</li> </ul>	<p>Response includes :</p> <ul style="list-style-type: none"> <li>- organized paragraphs that address the questions using logic and reason</li> <li>- 3 textual references</li> <li>-Grammatically correct responses that account for spelling and usage rules</li> </ul>	<p>Response includes :</p> <ul style="list-style-type: none"> <li>- paragraphs that address the questions using logic and reason</li> <li>- 2 textual references</li> <li>-Response needs to be edited for grammar and spelling</li> </ul>	<p>Response includes :</p> <ul style="list-style-type: none"> <li>-answer is not logically organized</li> <li>- Missing text-based references</li> <li>-Grammar/spelling not accounted for</li> </ul>



# Project Rubric

	<b>9-10 Above Average</b>	<b>7-8 Average</b>	<b>5-6 Emerging (re-do)</b>	<b>4-1 Incomplete</b>
Composition	<ul style="list-style-type: none"> <li>- guide is arranged in a logical way that can easily be understood both as a tour guide for the park and as a tour guide to your life journey.</li> <li>- final product is creative and of professional quality and has correct grammar, spelling, and usage.</li> </ul>	<ul style="list-style-type: none"> <li>- guide is logically arranged to make sense to the reader</li> <li>- final product is of professional quality and has correct grammar, spelling, and usage.</li> </ul>	<ul style="list-style-type: none"> <li>- logical arrangement is lacking in a few places</li> <li>- final product is neat, but lacks a professional appearance or has errors in grammar, spelling, or usage.</li> </ul>	<ul style="list-style-type: none"> <li>- logical arrangement is lacking in most or all of the guide.</li> <li>- final product was thrown together or lacks correct grammar, spelling, or punctuation.</li> </ul>
Allegory	<ul style="list-style-type: none"> <li>-Each stop in your tour is a unique, creative literary symbol</li> <li>- You explain how each stop on your tour represents both something for the park and something about your life.</li> </ul>	<ul style="list-style-type: none"> <li>-Each stop in your tour is a literary symbol</li> <li>- You explain how each stop on your tour represents both something for the park and something about your life.</li> </ul>	<ul style="list-style-type: none"> <li>- Some of the stops in your tour guide are not literary symbols</li> <li>- Your explanations for some of the stop on the tour are incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>- The stops on your tour are not literary symbols.</li> <li>- Your explanations for each location are minimal or non-existent.</li> </ul>



# Science Rubric, part A

Level	Scientific Procedures and Reasoning	Strategies	Scientific Communication/Using Data	Scientific Concepts and Related Content
<b>Novice</b>	Did not use appropriate scientific tools or technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather data (via measuring and observing).	<p>No evidence of a strategy or procedure, or used a strategy that did not bring about successful completion of task investigation.</p> <p>No evidence of scientific reasoning used.</p> <p>There were so many errors in the process of investigation that the task could not be completed.</p>	<p>No explanation, or the explanation could not be understood, or was unrelated to the task investigation.</p> <p>Did not use, or inappropriately used scientific representations and notation (e.g. symbols, diagrams, graphs, tables, etc.).</p> <p>No conclusion stated, or no data recorded.</p>	<p>No use, or mostly inappropriate use, of scientific terminology.</p> <p>No mention or inappropriate references to relevant scientific concepts, principles, or theories (big ideas).</p> <p>Some evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</p>
<b>Apprentice</b>	Attempted to use appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather data (via measuring and observing) but some information was inaccurate or incomplete.	<p>Used a strategy that was somewhat useful, leading to partial completion of the task/investigation.</p> <p>Some evidence of scientific reasoning used.</p> <p>Attempted but could not completely carry out testing a question, recording all data and stating conclusions.</p>	<p>An incomplete explanation or explanation not clearly presented (e.g., out of sequence, missing step).</p> <p>Attempted to use appropriate scientific representations and notations, but were incomplete (e.g., no labels on chart).</p> <p>Conclusions not supported or were only partly supported by data.</p>	<p>Used some relevant scientific terminology.</p> <p>Minimal reference to relevant scientific concepts, principles, or theories (big ideas).</p> <p>Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</p>



# Science Rubric, part B

Level	Scientific Procedures and Reasoning	Strategies	Scientific Communication/Using Data	Scientific Concepts and Related Content
<b>Practitioner</b>	Effectively used some appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data, with only minor errors.	<p>Used a strategy that led to completion of the investigation/task.</p> <p>Recorded all data.</p> <p>Used effective scientific reasoning.</p> <p>Framed or used testable questions, conducted experiment, and supported results with data.</p>	<p>A clear explanation was presented.</p> <p>Effectively used scientific representations and notations to organize and display information.</p> <p>Appropriately used data to support conclusions.</p>	<p>Appropriately used scientific terminology.</p> <p>Provided evidence of understanding of relevant scientific concepts, principles or theories (big ideas).</p> <p>Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</p>
<b>Expert</b>	Accurately and proficiently used all appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data.	<p>Used a sophisticated strategy and revised strategy where appropriate to complete the task.</p> <p>Employed refined and complex reasoning and demonstrated understanding of cause and effect.</p> <p>Applied scientific method accurately: (framed testable questions, designed experiment, gathered and recorded data, analyzed data, and verified results).</p>	<p>Provided clear, effective explanation detailing how the task was carried out. The reader does not need to infer how and why decisions were made.</p> <p>Precisely and appropriately used multiple scientific representations and notations to organize and display information.</p> <p>Interpretation of data supported conclusions, and raised new questions or was applied to new contexts.</p> <p>Disagreements with data resolved when appropriate.</p>	<p>Precisely and appropriately used scientific terminology.</p> <p>Provided evidence of in-depth, sophisticated understanding of relevant scientific concepts, principles or theories (big ideas).</p> <p>Revised prior misconceptions when appropriate.</p> <p>Observable characteristics and properties of objects, organisms, and/or materials used went beyond the task investigation to make other connections or extend thinking.</p>



# Practice

- ✦ Find an assessment that students typically do poorly on or that you'd consider a more complex assessment.
- ✦ Create a rubric that clarifies what the expectations are for that assessment.



# Assessment

- ✦ Go back through one of your courses and rebuilt it using the resources we went over today.
- ✦ The steps we've gone through as well as this powerpoint are on the Advisor Resources page
  - ✦ [boa.bethelsd.org/boaar](http://boa.bethelsd.org/boaar)