

Module Grading Policy:

Grades will be based on the content, clarity of writing and creativity of work in assignments completed for this portion of the course. The relative portion of the grade assigned to each module component are highlighted: (taken from the 2004 EDHD 435 Syllabus)

Grading Standards:

1. **Participation in discussions (10%)**
2. **Summary of research article (5%)**
3. **Group Classroom Management presentation (15%)**
4. **Behavioral Assessment/Intervention (10%)**
5. **Assessment Mini-assignments and activities (i.e., district/school data analysis, classroom assessments, rubric development etc...) and evaluation, critiquing, and discussion of peer work (10%)**
6. **Assessment Final Project. (15%)**
7. **Assessment Final Reflection (10%)**
8. **Parent involvement brochure (30%)**

The grading rubric below describes participant performance expectations and efforts most valued. Professionalism, completeness, timeliness and quality are all considered in the evaluation process.

Educational Technology Outreach Grading Rubric

Letter Grade	Extent, Quality and Creativity of Work	Completeness of Work	Timelessness of work	Participation in discussions
A+	Exceptional Quality and insight; honors spirit of task; a rare and valuable contribution to understanding	100% complete (or beyond); a model for others to follow; honors spirit of task	100% on time	Insightful, thoughtful and stimulating contributions to discussions; beyond what is normally expected; 100%
A	Convincingly on target with the purpose of the assignment; evidence of growth; learning difficult to refute; worthy contribution to our understanding; reader not distracted by errors in grammar, writing flow, spelling or punctuation	What is missing may not be missed; accurate; a whole product	Almost always on time; rare but forgivable tardiness	Thought provoking discussions; 100% contribution
A-	Fulfills all primary requirements of the assignment; some	A whole product but lacks "the extras"; accurate;	Almost always on time; rare but forgivable	At least 95% contribution to discussions; dialogue

	evidence of growth; learning difficult to refute; contribution to our understanding; reader not distracted by errors in grammar, writing flow, spelling or punctuation	on target with regard to task	tardiness	thoughtful and insightful but lacks vigor or conviction
B+/B	Competent and worthy; provides credible evidence of learning and growth; may not completely honor spirit of task; perhaps an "off-day"; errors of grammar, spelling, punctuation distract the reader	Moderate shortcomings; minor elements missing; affects instructor's ability to see the product as a whole	Late and/or often enough to alarm instructor; not necessarily chronic	Moderate participation with some insightful comments
B-	Passable; only enough to get by; needs more proofreading or writing skills	Sufficient; least you could do and justify	Some tasks could be late	Barely participates in discussion; class contributions add little insightfulness and do not provoke further discussion
C	Undergraduate level/quality; unsophisticated; exhibits little course concept or concepts	Evidence of learning or growth insufficient	Excessively or repeatedly late	Limited participation in discussion; Little if any preparation or thought in dialogue
F	Unacceptable	Difficult to recognize as the assigned task or not turned in at all	Missing/not submitted	Little if any participation in discussions