

Feb 11 2007

ECPY 355

Group Observation Analysis

Rubric

- Student Learning Outcome: Students will create an analysis of group effectiveness and design specific responses for problems as demonstrated by their application of course concepts to a real campus group.

	Exemplary	Competent	Good	Developing	Not yet competent
First paper (25 points)	<input type="checkbox"/> <i>Accurate completion</i> of all requirements of the assignment <input type="checkbox"/> Detailed responses to questions from the assignment providing <i>depth</i> of thought <input type="checkbox"/> <i>Accurately</i> interpreted evidence, behaviors, observations <input type="checkbox"/> No spelling or grammatical errors	<input type="checkbox"/> <i>Accurate completion</i> of most requirements of the assignment <input type="checkbox"/> Detailed responses to most questions from the assignment providing <i>depth</i> of thought <input type="checkbox"/> Somewhat <i>accurate</i> interpretation of evidence, behaviors, observations <input type="checkbox"/> Minimal spelling or grammatical errors	<input type="checkbox"/> <i>Completion</i> of requirements of the assignment <input type="checkbox"/> Little detail in responses to questions from the assignment <input type="checkbox"/> Beginning demonstration of <i>accurate</i> interpretation of evidence, behaviors, observations <input type="checkbox"/> Some spelling and grammatical errors	<input type="checkbox"/> Less than half of the requirements were <i>completed</i> <input type="checkbox"/> <i>Incomplete</i> responses to questions from the assignment <input type="checkbox"/> Demonstrates bias in interpretations of evidence, behaviors, observations <input type="checkbox"/> Excessive spelling and grammatical errors	<input type="checkbox"/> Failure to <i>complete</i> requirements of the assignment <input type="checkbox"/> Responses to questions are superficial and <i>incomplete</i> <input type="checkbox"/> Interpretation of evidence, behaviors, observations superficial or non-existent <input type="checkbox"/> Grammatical and spelling errors excessive and distracting to reader
Second Paper (25 points)	<input type="checkbox"/> <i>Accurate completion</i> of all requirements of the assignment <input type="checkbox"/> Detailed responses to questions from the assignment providing <i>depth</i> of thought <input type="checkbox"/> <i>Accurately</i> interpreted evidence, behaviors, observations <input type="checkbox"/> No spelling or grammatical errors	<input type="checkbox"/> <i>Accurate completion</i> of most requirements of the assignment <input type="checkbox"/> Detailed responses to most questions from the assignment providing <i>depth</i> of thought <input type="checkbox"/> Somewhat <i>accurate</i> interpretation of evidence, behaviors, observations <input type="checkbox"/> Minimal spelling or grammatical errors	<input type="checkbox"/> <i>Completion</i> of requirements of the assignment <input type="checkbox"/> Little detail in responses to questions from the assignment <input type="checkbox"/> Beginning demonstration of <i>accurate</i> interpretation of evidence, behaviors, observations <input type="checkbox"/> Some spelling and grammatical errors	<input type="checkbox"/> Less than half of the requirements were <i>completed</i> <input type="checkbox"/> <i>Incomplete</i> responses to questions from the assignment <input type="checkbox"/> Demonstrates bias in interpretations of evidence, behaviors, observations <input type="checkbox"/> Excessive spelling and grammatical errors	<input type="checkbox"/> Failure to <i>complete</i> requirements of the assignment <input type="checkbox"/> Responses to questions are superficial and <i>incomplete</i> <input type="checkbox"/> Interpretation of evidence, behaviors, observations superficial or non-existent <input type="checkbox"/> Grammatical and spelling errors excessive and distracting to reader
	25-----22.5	22.25-----19.75	19.5-----17.25	17-----14.75	14.5-----0
	25-----22.5	22.25-----19.75	19.5-----17.25	17-----14.75	14.5-----0

Bold=elements of thought

Italics=intellectual standards

1st Paper _____/25 Points

2nd Paper _____/25 Points

Final Paper _____/50 Points

revised 1/8/2010

Final Paper (50 points)	50-----45	44.75-----39.5	39.25-----34.5	34.25-----29.5	29.4-----0				
<p><input type="checkbox"/> Diagnosis includes more than five course connections</p> <p><input type="checkbox"/> Concepts are <i>clearly</i> articulated and <i>accurately</i> explained</p> <p><input type="checkbox"/> More than two strengths and two areas of improvement provided</p> <p><input type="checkbox"/> Exceptionally <i>relevant</i> recommendations for future development are <i>clearly</i> outlined</p> <p><input type="checkbox"/> List of implications and consequences provided showing <i>depth of analysis</i></p> <p><input type="checkbox"/> <i>Accurate and precise</i> explanation of allies selected</p> <p><input type="checkbox"/> Discussed social change model <i>accurately and completely</i></p>	<p><input type="checkbox"/> Diagnosis includes five course connections</p> <p><input type="checkbox"/> Concepts are somewhat <i>clearly</i> articulated and/or <i>accurately explained</i></p> <p><input type="checkbox"/> Two strengths and two areas of improvement provided with some <i>clear</i> support</p> <p><input type="checkbox"/> Recommendations for future development are <i>clearly</i> stated and somewhat <i>relevant</i></p> <p><input type="checkbox"/> List of implications and consequences provided to show some <i>depth of analysis</i></p> <p><input type="checkbox"/> Beginning <i>accurate</i> explanation of allies selected</p> <p><input type="checkbox"/> Discussed social change model mostly <i>accurately and completely</i></p>	<p><input type="checkbox"/> Diagnosis four course connections</p> <p><input type="checkbox"/> Beginnings to use <i>accurate</i> explanations of concepts</p> <p><input type="checkbox"/> One strength and/or one area of improvement provided</p> <p><input type="checkbox"/> Recommendations are somewhat <i>unclearly</i> stated and somewhat <i>relevant</i></p> <p><input type="checkbox"/> Implications and consequences provided</p> <p><input type="checkbox"/> Explanation of allies provided</p> <p><input type="checkbox"/> Beginning <i>accurate</i> explanation of social change model</p>	<p><input type="checkbox"/> Diagnosis contains three course connections</p> <p><input type="checkbox"/> <i>Inaccurately</i> explains some concepts</p> <p><input type="checkbox"/> One strengths or area of improvement provided with no support</p> <p><input type="checkbox"/> Recommendations are somewhat <i>unclear and irrelevant</i></p> <p><input type="checkbox"/> Some implications and consequences provided</p> <p><input type="checkbox"/> <i>Unclear</i> explanation of allies provided</p> <p><input type="checkbox"/> <i>Unclear</i> explanation of social change model</p>	<p><input type="checkbox"/> Diagnosis contains two or fewer course connections</p> <p><input type="checkbox"/> Does not <i>accurately</i> explain any concepts</p> <p><input type="checkbox"/> No strengths or areas of improvement provided</p> <p><input type="checkbox"/> Recommendations were not provided</p> <p><input type="checkbox"/> No evidence of implications and consequences</p> <p><input type="checkbox"/> No explanation of allies provided</p> <p><input type="checkbox"/> No explanation of social change model</p>	<p>Consistently thinks for oneself in a clear, accurate and logical manner</p> <p>Deeply analyzes and evaluates own beliefs on the basis of reason and evidence</p>	<p>Often thinks for oneself in a clear, accurate and logical manner</p> <p>Sometimes analyzes and evaluates own beliefs on the basis of reason and evidence</p>	<p>Can sometimes think for oneself in a clear, accurate and logical manner</p> <p>Attempts to analyze and evaluate own beliefs on the basis of reason and evidence</p>	<p>Difficulty thinking for oneself in a clear, accurate and logical manner</p> <p>Learning to analyze and evaluate own beliefs on the basis of reason and evidence</p>	<p>No demonstration of thinking for oneself in a clear, accurate and logical manner</p> <p>No evidence of analyzing and evaluating own beliefs on the basis of reason and evidence</p>

Bold=elements of thought

Italics=intellectual standards

1st Paper _____ /25 Points

2nd Paper _____ /25 Points

Final Paper _____ /50 Points

revised 1/8/2010

Group Observation Rubric

- Student Learning Outcome: Students will create an analysis of group effectiveness and design specific responses for problems as demonstrated by their application of course concepts to a real campus group.

	Exemplary	Competent	Good	Developing	Not Yet competent
Preliminary Report (50 points)	<input type="checkbox"/> Accurate completion of all requirements of the assignment <input type="checkbox"/> Detailed responses to questions from the assignment providing <i>depth</i> of thought <input type="checkbox"/> Accurately interpreted evidence, behaviors, observations <input type="checkbox"/> No spelling or grammatical errors	<input type="checkbox"/> Accurate completion of most requirements of the assignment <input type="checkbox"/> Detailed responses to most questions from the assignment providing <i>depth</i> of thought <input type="checkbox"/> Somewhat accurate interpretation of evidence, behaviors, observations <input type="checkbox"/> Minimal spelling or grammatical errors	<input type="checkbox"/> Completion of requirements of the assignment <input type="checkbox"/> Little detail in responses to questions from the assignment <input type="checkbox"/> Beginning demonstration of accurate interpretation of evidence, behaviors, observations <input type="checkbox"/> Some spelling and grammatical errors	<input type="checkbox"/> Less than half of the requirements were completed <input type="checkbox"/> Incomplete responses to questions from the assignment <input type="checkbox"/> Demonstrates bias in interpretations of evidence, behaviors, observations <input type="checkbox"/> Excessive spelling and grammatical errors	<input type="checkbox"/> Failure to complete requirements of the assignment <input type="checkbox"/> Responses to questions are superficial and incomplete <input type="checkbox"/> Interpretation of evidence, behaviors, observations superficial or non-existent <input type="checkbox"/> Grammatical and spelling errors excessive and distracting to reader
Final Report (50 points)	50-----45 <input type="checkbox"/> Diagnosis includes more than five course connections or five comprehensive (<i>deep and broad</i>) connections <input type="checkbox"/> Concepts are clearly articulated and accurately explained <input type="checkbox"/> Two or more strengths and areas of improvement provided with <i>depth and breadth</i> of support <input type="checkbox"/> Exceptionally relevant recommendations for future development are clearly outlined <input type="checkbox"/> List of implications and consequences provided showing comprehensive (<i>depth and breadth</i>) analysis of allies selected <input type="checkbox"/> Discussed social change model accurately and completely	44.75-----39.5 <input type="checkbox"/> Diagnosis includes five course connections <input type="checkbox"/> Concepts are somewhat clearly articulated and/or accurately explained <input type="checkbox"/> Two strengths and two areas of improvement provided with some clear support <input type="checkbox"/> Recommendations for future development are clearly stated and somewhat relevant <input type="checkbox"/> List of implications and consequences provided to show thorough (<i>depth</i>) analysis <input type="checkbox"/> Accurate explanation of allies selected <input type="checkbox"/> Discussed social change model mostly accurately and completely	39.25-----34.5 <input type="checkbox"/> Diagnosis contains four course connections <input type="checkbox"/> Beginning to use accurate explanations of concepts <input type="checkbox"/> One strength and/or one area of improvement provided with support <input type="checkbox"/> Recommendations are somewhat unclear/y stated with some relevance <input type="checkbox"/> Implications and consequences provided <input type="checkbox"/> Somewhat clear explanation of allies mentioned <input type="checkbox"/> Beginning accurate explanation of social change model	34.25-----29.5 <input type="checkbox"/> Diagnosis contains three course connections <input type="checkbox"/> Inaccurately explains some concepts <input type="checkbox"/> One strength or area of improvement provided with no support <input type="checkbox"/> Recommendations show a beginning effort to be clear and/or relevant <input type="checkbox"/> Required number of implications and consequences not provided <input type="checkbox"/> Beginning effort to explain allies <input type="checkbox"/> Unclear explanation of social change model	29.4-----0 <input type="checkbox"/> Diagnosis contains two or fewer course connections <input type="checkbox"/> Does not accurately explain any concepts <input type="checkbox"/> No strengths or areas of improvement provided <input type="checkbox"/> Recommendations were not provided <input type="checkbox"/> No evidence of implications and consequences <input type="checkbox"/> No explanation of allies provided <input type="checkbox"/> No explanation of social change model
Intellectual Integrity (not graded)	50-----45 Consistently thinks for oneself in a clear, accurate and logical manner Deeply analyzes and evaluates own beliefs on the basis of reason and evidence	44.75-----39.5 Often thinks for oneself in a clear, accurate and logical manner Sometimes analyzes and evaluates own beliefs on the basis of reason and evidence	39.25-----34.5 Can sometimes think for oneself in a clear, accurate and logical manner Attempts to analyze and evaluate own beliefs on the basis of reason and evidence	34.25-----29.5 Difficulty thinking for oneself in a clear, accurate and logical manner Learning to analyze and evaluate own beliefs on the basis of reason and evidence	29.4-----0 No demonstration of thinking for oneself in a clear, accurate and logical manner No evidence of analyzing and evaluating own beliefs on the basis of reason and evidence