Originating Course Information

Offering of Education: Phys Actvty & Ed Svc 7193.20: Advanced Independent Study in Physical Education or Adapted Physical Education

Education
Fiscal Unit/Academic Org
Schl of Phys Act & Educ Serv - D1270
Requirement/Elective Designation
Not A General Education course

General Information

Type of Request
Flexibly Scheduled, Off Campus
Term of Offering
Spring 2013 - Regular Academic Term
Level/Career
Graduate
Rationale for proposing this offering
This is a service course offered for the convenience of Columbus City School teachers. The course is offered through the Office of Outreach and Engagement.
Description for this offering
This course is designed to help meet this need for the newly hired consulting teachers and other district personnel wishing to understand the assistance and assessment process.

Attachments

* EDU PAES 7193.20 PD for PAR SP 2013OneTimeSupplement-1.doc: EDU PAES 7193.20 Supplement
  (One Time Form Supplement, Owner: Odum,Sarah A.)

* EDPAES 7193.20 PARConsultantsSP 2013.docx: Syllabus EDU PAES 7193.20
  (Syllabus, Owner: Odum,Sarah A.)

Comments

* per S. Stroot's request (by Odum,Sarah A. on 09/19/2012 12:29 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Odum,Sarah A.</td>
<td>09/19/2012 12:29 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Failla,Mark L</td>
<td>09/19/2012 12:32 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L, Blount,Jackie Marie, Odum,Sarah A, Zircher,Andrew Paul</td>
<td>09/19/2012 12:32 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) _NA – Off Campus_
2. Enrollment Capacity _30_
3. Waitlist Capacity _NA_
4. Final Exam:
   - Yes _X_ No
   - _X_ Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing _NA_
5. Special Instructions or Additional Information
   - Off-Campus course

6. Class Search Title (18 character limit) _PD for PAR for Consulting Teachers II_
7. Display in Class Search:
   - Yes _X_ No
8. Credit Hours _2_
9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [X ] Lecture
   - [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Independent Study
    - [ ] Laboratory
    - [X ] Lecture
    - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [X ] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions  PAR Consulting Teachers Only

13. Permission to Enroll in this course:  □ No Consent needed  □ Department Consent  □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  January 7, 2012

2. Previous quarter(s) of offering and enrollment  NA

3. Expected enrollment for proposed quarter of offering  20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  Columbus City Schools

6. Will course be taught in distance learning format:  □ Yes  □ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td>3 hours per week for 10 weeks</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>PAR Mentor teachers only – CCS registration process</td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>Letter X S/U</td>
<td>Letter X S/U</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>30</td>
<td>Total hours of class meetings:</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
Will be once per week for 3 hours, but will be only every other week

Instructor | Dr. Sandra A. Stroot | Rank | Professor |
Qualifications (explain any difference in rank/qualification from on-campus instructors)
None

Explain differences in teaching arrangements from on-campus offerings
None

Student Services (explain how they will be provided to off-campus students):
Registration | Through the Office of Outreach and Engagement in the College of Education and Human Ecology |
Office Hours | Available before and after class |
Academic Advising | On-line access |

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

- Cover Letter
- Syllabus
- Study Tour Academic Plan
- Study Tour Administrative Plan
- Concurrence Letters / Forms
- GE model curriculum compliance statement
- GE course assessment plan
- Memo of Understanding
- Appeal statement
- Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [ ] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
Begin Component 2

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON  [ ] TUE  [ ] WED  [ ] THR  [ ] FRI  [ ] SAT  [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

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    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After

End Component 2
1. Component (Section) Type (Choose 1):

- [ ] Clinical
- [ ] Field Experience
- [ ] Independent Study
- [ ] Lab
- [ ] Lecture
- [ ] Recitation
- [ ] Seminar
- [ ] Workshop

2. Instruction Mode. (Choose only ONE):

- [ ] Clinic Field Experience
- [ ] Computer taught
- [ ] Distance Learning
- [ ] Flexibly Scheduled
- [ ] In Person
- [ ] Video Taught

3. Meeting Pattern

- [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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</tbody>
</table>

9. Notes: ______________________________________________________________

_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
Supervision Knowledge and Skills For Mentoring P-12 Teachers  
(PD for PAR)  
Second Semester  
Spring, 2013, Fridays  
School of Physical Activity and Educational Services 7193.20 (2 credits)

OSU faculty: Sandra Stroot  
Office Phone: 614-292-8364  
250 PAES Building  
E-mail: Stroot.1@osu.edu  
The Ohio State University  
Columbus, OH 43210

OSU Faculty: Marguerethe Jaede  
Office Phone: 614-365-8600  
Northgate  
E-mail: mjaede@ohioaspire.org  
Columbus City Schools

Rationale for the Course
Recently, the National Education Association and the American Federation of Teachers have endorsed induction programs. In Ohio, state licensure is also now based upon teacher performance, and national initiatives such as the INTASC, Teacher Residency Model, and the National Commission on Teaching for America’s Future (NCTAF) are also supporting the concept of using teacher performance as a measure of teacher quality. States are providing funding opportunities for local districts to develop and implement their own mentoring and assessment program focusing on assisting and/or assessing teacher performance.

Due to the increased focus on formal and informal induction programs and teacher assessment through teacher performance, there is a growing need for professional development opportunities to prepare potential mentors, or consulting teachers, for their role assisting and assessing teachers. This course is designed to help meet this need for the newly hired consulting teachers and other district personnel wishing to understand the assistance and assessment process.

Relationship to Other Courses/Curricula:
This course aligns with the mission of the College of Education and Human Ecology, and current courses offered through the Office of Outreach and Engagement. Courses offered through this office are customized professional development opportunities that are aligned with district-wide efforts at improving teaching and learning in the respective district.

Objectives
1. To engage in ongoing dialogue around the progress of interns and interventions in order to build a shared understanding of expectations, systems of support, and standards.
2. To deepen and refine the ability to engage in productive coaching conversations with interns/interventions.
3. To develop a ‘tool kit’ of observation and assessment tools.
4. To deepen and refine the ability to write PAR progress reports that reflect intern/interventions performance as measured by a common rubric and other observation tools.
The course will be framed around the Ohio Residency and Standards for Teacher Performance. The standards provide the structure for the course, and the opportunities for implementing strategies, which will enhance teacher quality of entry-year teachers.

**Anticipated Weekly Schedule**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Introduction to the PAR Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>● Review evidence of performance</td>
</tr>
<tr>
<td></td>
<td>● Interpretation</td>
</tr>
<tr>
<td></td>
<td>● District-level initiatives – connect and align</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Data Collection – Teacher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>● Understanding developmental stages of teachers and factors that influence teacher development</td>
</tr>
<tr>
<td></td>
<td>● Differentiating conferencing strategies to address intern/intervention needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Developmental Stages of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 8</td>
<td>● Understanding good teacher performance</td>
</tr>
<tr>
<td></td>
<td>● Difficult Conversations</td>
</tr>
<tr>
<td></td>
<td>● Formal Case Study Conversations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Conferencing Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15</td>
<td>● Language of Report Writing</td>
</tr>
<tr>
<td></td>
<td>● Drafting reports on struggling interns/interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Identifying and Addressing Poor Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 22</td>
<td>● Sharing difficult cases with peer mentor</td>
</tr>
<tr>
<td></td>
<td>● Small group discussion</td>
</tr>
<tr>
<td></td>
<td>● Large group sharing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8</td>
<td>● Whole Group: Rigor &amp; Relevance</td>
</tr>
<tr>
<td></td>
<td>● Small Group PLC:</td>
</tr>
</tbody>
</table>

| Session 7          | Mentor of the Mentors |

SP 2013
### Assignments:

**1) Participation**
PAR consultants will engage in weekly conversations to better understand and implement the PAR program. Each session will include large and small group dialogue as it relates to specific aspects of PAR work (e.g., observation/scripting, reports).

**2) Weekly Reflection**
Each week, PAR consultants will complete a written reflection regarding their work with their mentors and/or their professional growth.

**3) Mentoring Artifact**
PAR consultants will share artifacts such as observations notes, draft reports, and oral histories of their mentoring conversations to be used as the topic of dialogue to refine coaching skills and build a community of shared learning and reflective practice.

### Assessment Criteria:
Satisfactory/Unsatisfactory:
Course participants are expected to complete the assignments in a manner that demonstrates mastery of the concepts addressed in each week’s coursework. In order to receive a satisfactory grade for this course, all assignments must be demonstrated at a mastery level.

- Please submit assignments to: Marguerethe Jaede – mjaede@ohioaspire.org
- Please use the following in the email’s subject line – first name_last name_Journal Entry #

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<table>
<thead>
<tr>
<th>March 15</th>
<th>Facilitation of Professional Learning Community for CCS Novice/Intern Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Final sharing of difficult cases</td>
</tr>
<tr>
<td></td>
<td>● Final sharing of PAR Panel Reports</td>
</tr>
<tr>
<td></td>
<td>● Small Group Discussions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 8</th>
<th>PAR Panel Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20</td>
<td>● Discussion of Professional Development Needs – mentor and intern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 9</th>
<th>Planning for the Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL 19</td>
<td>● District-level initiatives – connect and align</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 10</th>
<th>Planning for the Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 26</td>
<td>● Next year – where do we go from here?</td>
</tr>
</tbody>
</table>
Texts/Reading List/Bibliography: Include titles, authors, and publication dates.


Purcell-Gates, V. (2002). “…As soon as she opened her mouth!” : Issues of language, literacy, and power. Chapter 8 in Lisa Delpit (Editor). *The skin that we speak: Thoughts on language and culture in the classroom*. pp. 123-141.


Columbus Education Association, (n.d.b). *Peer assistance and review*. Columbus Public Schools. Columbus, OH: CEA.


**ODS Statement** – (Example statement) Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Grievances and Solving Problems** --According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity** –The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
Off-Campus Field Experiences: The course is designed to be offered in the Columbus Public Schools, as a part of the College of Education’s Outreach and Engagement program, as aligned with the Academic Plan, October, 2000.

Diversity: The course offers participants an opportunity to acquire and apply knowledge, skills and disposition to help all students learn. Specifically, the course content and discussions address various teaching and learning styles, multicultural education, and teaching students in an urban context.

Technology: Course participants will be using computer resources. They all have access to a computer in their office in the Columbus Public Schools. An e-mail account will be generated upon enrollment in courses at The Ohio State University, and will be utilized for communication and sharing information with class participants.

### Rubric for Weekly Journal Assignments

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>5 Excellent Work</th>
<th>4 Good Work</th>
<th>3 Passing Work</th>
<th>2 or less (Unsatisfactory)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer of Knowledge</strong></td>
<td>The weekly assignment demonstrates that the author fully understands the significance of the topic.</td>
<td>The assignment demonstrates that the author, for the most part, understands the significance of the topic.</td>
<td>The assignment demonstrates that the author, to a certain extent, understands the significance of the topic.</td>
<td>The assignment demonstrates that the author does not understand the significance of the topic.</td>
</tr>
<tr>
<td><strong>Depth of Discussion (Content)</strong></td>
<td>In-depth discussion &amp; elaboration in 550-700 word assignment, which establishes a strong relationship</td>
<td>Discussion and elaboration in assignment minimally connects the</td>
<td>Brief discussion and elaboration in assignment minimally connects the concepts and</td>
<td>Cursory discussion and elaboration in assignment minimally connects the concepts and the particular topic and its application in</td>
</tr>
<tr>
<td>Cohesiveness</td>
<td>Ties together information from class with application in the classroom.</td>
<td>For the most part, ties together information with only some disjointedness. Author's writing does demonstrate an understanding of the relationship of the topic to the classroom</td>
<td>Sometimes ties together information. Assignment does not flow. Disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship of the topic to the classroom</td>
<td>Does not tie together information. Assignment does not flow. Author does not demonstrate an understanding of the topic.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Spelling, punctuation, capitalization and sentence structure are correct.</td>
<td>Spelling, punctuation, capitalization and sentence structure contain minor mistakes.</td>
<td>Spelling, punctuation, capitalization and sentence structure contain noticeable mistakes.</td>
<td>Many errors in spelling, punctuation, capitalization and sentence structure.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Word processed, 12 point font, double spaced, and 550 to 700 words</td>
<td>Minor errors in presentation.</td>
<td>Major errors in presentation.</td>
<td>Does not meet presentation criteria.</td>
</tr>
</tbody>
</table>