

EEd 3202: Middle Level Theory
Small Group Presentations

Self Assessment and Assessment of Group:

Please rate yourself in terms of your effort and time spent on the project:

1 Minimal effort expended	2	3 I fulfilled my responsibilities but did not spend any extra time or effort working on the project	4	5 An exceptional amount of time and effort expended
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Describe your contributions to the small group project:

Rate the contributions of others in your group:

1 Minimal: Only 1-2 group members did all the work for this project	2	3 Average: Most people put in average or above average effort	4	5 Excellent: Everyone in the group put forth their best effort
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Comments:

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Assessment by the Audience:

Preparation and Organization

1	2	3	4	5
Group seemed disorganized and unprepared		Organization was generally coherent, only a few confusing or disjointed parts		Excellent organization, easy to follow, obviously prepared

Communication and Presentation

1	2	3	4	5
Presenters displayed a lack of good communication skills		Presentation was weak in only one area		Presenters displayed good communication skills, including effective transitions, proper rate and pitch of voice, good eye contact, etc.

Content and Information

1	2	3	4	5
Information was not very thorough or helpful		The content and information in the presentation was fairly complete and flowed logically		The amount and quality of content or information was exceptional, with an appropriate level of detail

Handout

1	2	3	4	5
Handout was disorganized, won't help in preparing for the exam		Handout was slightly lacking in either the information presented or the organization		Handout was thorough and organized, helpful in preparing for the exam

Classroom Management Model Revision
EEd 3202: Middle Level Theory

Included “old” model with the revision

No=0 points Yes=3 points

Organized and coherent, well-written

1	2	3	4	5
Poor		Adequate		Excellent

Discusses particular developmental needs of middle school students

1	2	3	4	5
Not at all		Somewhat		Fully

Substantial changes, additions, or expansion of old model

1	2	3	4	5
Nearly no changes		Some changes		Key points added or expanded

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**Inquiry Project
Description and Assessment Rubric**

1. Choose a question or topic related to middle level students or education to explore.
2. Develop a plan for gathering information about your topic.
3. Create a handout to distribute to your classmates
4. Create a presentation (20 minutes long) that employs some sort of media or visual aids beyond text. You may use posters, audio clips, video, pictures and images, computer aids, etc.
5. Be as organized, clear, creative, and interesting as possible
6. Create a tool by which your classmates will give you feedback about your presentation. You may use rubrics, checklists, fill-in forms, or whatever other tools you feel are appropriate.

Presentation/Communication (10 pts)

2	4	6	8	10
Presenter's communication strategies were weak. Presenter did not include a non-text based media form.		Presenter's communication strategies were somewhat effective, showing weakness in only 1 or 2 areas. Presenter used media adequately.		Presenter employed good communication strategies including smooth transitions, eye contact, proper rate and pitch of voice, etc. Presenter made effective use of media.

Handout (5 pts)

1	2	3	4	5
Handout was confusing and disorganized or much longer or shorter than necessary		Handout was mostly clear, contained slightly more or less information than necessary		Handout was clear and concise, contained an appropriate amount of information

Information/Content/Organization (10 pts)

2	4	6	8	10
The information presented did not make sense or was highly disorganized. A biased point of view was presented.		The information presented was somewhat incomplete or only one viewpoint was discussed. Presentation was mostly organized with only minor points of confusion.		The information presented was complete and comprehensible, presenter discussed multiple viewpoints where appropriate. Presentation was organized and flowed well.

Assessment instrument (5 pts)

1	2	3	4	5
The assessment instrument was not appropriate to the type of presentation done or was highly limited.		Assessment instrument was sketchy or incomplete or limited in its scope.		Assessment instrument was designed to give quality feedback to presenter. Instrument covered multiple criteria.

Grades: A 36-40
 B 32-35
 C 28-31
 D 24-27

**EIED 3202: Middle Level Theory
Curriculum Analysis Grading Criteria**

Curriculum Selected

1. Name of curriculum, publisher, authors, and grade level included
No-0 points Partially-3 points Fully-5 points

2. Author includes list and description of resources examined
No-0 points Partially-3 points Fully-5 points

Content and Organization

3. Author describes purposes and general content
1 2 3 4 5
Not at all Partially Fully

4. Author describes the assumptions or underlying conceptions—i.e., where is it coming from?
1 2 3 4 5
Not at all Partially Fully

5. Author describes the overall organization of the content and approaches
1 2 3 4 5
Not at all Partially Fully

Implementation

6. Author describes the time, physical, and organizational requirements for properly using the curriculum.
1 2 3 4 5
Not at all Partially Fully

7. Author explains the teacher attitudes, beliefs, and competencies that will be required.
1 2 3 4 5
Not at all Partially Fully

Assessment

8. Author describes the assessment instruments and suggestions included.
1 2 3 4 5
Not at all Partially Fully

Critique

9. Author describes curriculum's strengths and weaknesses
1 2 3 4 5
Not at all Partially Fully

10. Author explains what he or she would be concerned about, if implementing the curriculum, and what he or she would do to use the curriculum effectively.
1 2 3 4 5
Not at all Partially Fully

A = 45-50 B = 40-44 C = 35-39 D = 30-34

EEd 3202: Middle Level Theory
Mini-Unit Grading Criteria

1. Unit is appropriately titled with full name(s) of student(s)	1	2	3	4	5
2. Unit has an appropriate overview that reviews what learning has taken place before this unit and a summary of what this unit will cover and what learning it will lead to.	1	2	3	4	5
3. Unit has a number (3 or more) of solid rationales that explain the reasons this unit is being taught at this level.	1	2	3	4	5
4. Unit includes a number of overall attainable and academically sound goals for students to accomplish.	1	2	3	4	5
5. Unit outlines valid assessment plans to ascertain whether goals of overall unit have been met.	1	2	3	4	5
6. Individual lesson plans will have clearly stated and concrete objective for each day.	1	2	3	4	5
7. Supporting materials (worksheets, etc.) accompany lesson plans.	1	2	3	4	5
8. Lessons use a variety (at least 3) of learning strategies appropriate to adolescent needs.	1	2	3	4	5
9. Each lesson has appropriate and varied means of assessments.	1	2	3	4	5
10. Overall unit is neat and well organized.	1	2	3	4	5

Grading Scale:

A = 45-50

B = 40-44

C = 35-39

D = 30-34

