

# Grading Rubric for Philosophy Paper – Portfolio II

Revised  
4/11/14

Name Kendra Date: \_\_\_\_\_

36/40

You will write a 5-page paper using APA style, re-examining your philosophy. The philosophy paper for Portfolio II should be different from the one that was written for Portfolio I, and should describe how your personal philosophy has evolved since submission of Portfolio I. Your evolving philosophy should be based on your experiences, textbooks, research, field observations, reflections, course readings, and discussions, as well as other resources. You should examine various philosophies of education, including constructivism, and discuss how these philosophies impact your personal philosophy. The Portfolio II paper should exemplify growth in the understanding and articulation of your philosophy of education. One of the essential questions is: "How does my personal philosophy reflect the tenets of the Education Department's Conceptual Framework?"

| CATEGORY                                        | 1                                                                                                                                                                            | 2                                                                                                                                                                                                            | 3                                                                                                                                                                                                           | 4                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Length of Paper                                 | Less than Three double-spaced pages                                                                                                                                          | Three double-spaced pages                                                                                                                                                                                    | Four double-spaced pages                                                                                                                                                                                    | Five or more double-spaced pages                                                                                                                                                                               |
| Introduction                                    | There is no clear introduction to the purpose of the paper or its structure.                                                                                                 | The introduction states the purpose, but does not adequately preview the structure of the paper and does not engage the reader.                                                                              | The introduction clearly states the purpose of the paper, previews the structure of the paper, but does not engage the reader.                                                                              | The introduction is inviting, encourages the reader to learn more about the candidate's philosophy, and clearly states the main points and the purpose of the paper.                                           |
| Coverage of Teaching Dimensions                 | Information includes very few, if any, of the knowledge, skills, and dispositions of effective teachers; articulates few best practices of effective teachers                | Information includes few of the knowledge, skills, and dispositions of effective teachers; articulates some best practices of effective teachers                                                             | Information includes some of the knowledge, skills, and dispositions of effective teachers; clearly articulates several best practices of effective teachers                                                | Information includes thorough delineation of the knowledge, skills, and dispositions of effective teachers; clearly articulates many best practices of effective teachers                                      |
| Integration of Experiences, Beliefs, and Values | Does not include examples of personal experiences, values, or beliefs related to dispositions.                                                                               | Offers few examples of experiences, values, and beliefs to illustrate commitment to dispositions. Examples add little to the discussion.                                                                     | Offers examples, values, and beliefs to illustrate the commitment to most dispositions.                                                                                                                     | Offers quality details and examples about personal experiences, values, or beliefs to illustrate support of dispositions                                                                                       |
| Incorporation of Theories and Readings          | Connections between the writer's expression of philosophy and curriculum theory, practice, constructivist theory and readings completed in courses are unclear or unrelated. | There is little connection between the writer's expression of philosophy and curriculum theory, practice, constructivist theory and readings completed in courses. Few points are supported with references. | There is some connection between the writer's expression of philosophy and curriculum theory, practice, constructivist theory and readings completed in courses. Most points are supported with references. | There is a strong connection between the writer's expression of philosophy and curriculum theory, practice, constructivist theory and readings completed in courses. All points are supported with references. |

# Philosophy Paper Grading Rubric

**John Baldacchino, Herner Saeverot**



## **Philosophy Paper Grading Rubric:**

Writing Philosophy Papers Zachary Seech, Andrew Kania, 2024-08-28 This sixth edition of *Writing Philosophy Papers* updates and expands one of the most popular guides to philosophical writing assignments for undergraduate students. Written in a clear straightforward style the book covers everything from time management to the difference between i.e. and e.g. The heart of the book is devoted to how to write a thesis defense paper with chapters on the structure of a strong paper, the process of writing and revising, matters of style and usage, and scholarly citation. This advice is illustrated with concrete examples throughout, including a complete thesis defense paper written and formatted according to the book's recommendations. The book also covers how to take good notes from various kinds of philosophical sources, how to write other commonly assigned kinds of papers, and how to study for and take a philosophy exam. A chapter on doing philosophical research contains practical advice on how to discover and access the most helpful sources for a philosophical research paper or annotated bibliography. Because virtually every philosophy assignment requires a basic grasp of arguments, the book ends with a chapter introducing some basic concepts and skills for reasoning well. The heart of the sixth edition has been revised and restructured to lead students even more clearly through the process of drafting, revising, and formatting a thesis defense paper. This new edition also includes an updated, completely revised and expanded chapter on citing sources, giving equal consideration to print and online sources; an updated, completely revised and expanded chapter on doing philosophical research, focused on how to find the most helpful sources for completing a philosophical research paper or annotated bibliography; updated, revised and greatly expanded advice on writing style and usage; a completely revised and expanded treatment of good reasoning, with a new discussion of inductive and abductive reasoning; and new advice on how to take good notes and how to study for and take philosophy exams.

Introduction to Rubrics Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal, clarity, and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include Expanded discussion on use of rubrics for grading. Grading on line with rubrics. Wider coverage of rubric types, e.g. holistic rating scales. Rubric construction in student affairs. Pros and cons of working with ready-made rubrics. Using rubrics to improve your teaching and for SoTL. Use of rubrics in program assessment case study. Application of rubrics in the arts for study abroad, service learning, and students' independent learning. Up-dated literature review.

Writing To Reason Brian David Mogck, 2008-03-17 *Writing to Reason* presents the principles of writing a clear and well-argued philosophy paper in an easily referenced, numerical format which facilitates efficient grading and clearer communication between instructors and students. Points out the most common problems students have achieving these objectives. Increases efficiencies for instructors in

grading papers Presents students with clearer information objectivity and transparency about their graded results Facilitates clearer communication between instructors and students

The Bloomsbury Handbook of Continental Philosophy of Education John Baldacchino, Herner Saeverot, 2024-07-11 This handbook is the first reference work to explore and define what continental philosophy of education is or could be and what its boundaries are serving as a point of entry for those who need an overview of the ideas in the field The book includes 34 chapters written by leading scholars based in Belgium Canada China Croatia Cyprus Denmark Finland Germany Hong Kong Iceland Ireland Israel Lithuania the Netherlands Norway New Zealand Sweden Taiwan the UK and the USA It is subdivided into three sections covering the metaphysics ethics and aesthetics of education and the chapters focus on philosophical concepts such as otherness empathy and personhood and problems including political influences on education and the limits of education The contributors discuss a range of continental thinkers and look at how their work has influenced the wider field of philosophy of education

The Philosophy Skills Book Stephen J. Finn, Chris Case, Bob Underwood, Jesse Zuck, 2012-03-08 The Philosophy Skills Book will help you to master the core skills you need to succeed in your study of Philosophy Taking you through a series of exercises that will help you practise and perfect your reading and writing of Philosophy this book covers such topics as Finding arguments and drawing conclusions Finding and resolving inconsistencies Brainstorming and planning your essays Summarizing and defending your argument Using quotations Avoiding common errors Whether you want to get your studies off to a flying start or improve your final grade The Philosophy Skills Book will help you develop the skills you need to be a better Philosopher

**Teaching and Learning in a Concept-Based Nursing Curriculum** Ignatavicius, Donna D. Ignatavicius, 2017-09 Resource added for the Nursing Associate Degree 105431 Practical Nursing 315431 and Nursing Assistant 305431 programs

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Effective Grading Barbara E. Walvoord, Virginia Johnson Anderson, 2011-01-13 The second edition of Effective Grading the book that has become a classic in the field provides a proven hands on guide for evaluating student work and offers an in depth examination of the link between teaching and grading Authors Barbara E Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that when integrated with course objectives provides rich information about student learning as well as being a tool for learning itself The authors show how the grading process can be used for broader assessment objectives such as curriculum and institutional assessment This thoroughly revised and updated edition includes a wealth of new material including Expanded integration of the use of technology and online teaching A sample syllabus with goals outcomes and criteria for student work New developments in assessment for grant funded projects Additional information on grading group work portfolios and service learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education using classroom work

for program assessments and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities including community colleges When the first edition of Effective Grading came out it quickly became the go to book on evaluating student learning This second edition especially with its extension into evaluating the learning goals of departments and general education programs will make it even more valuable for everyone working to improve teaching and learning in higher education L Dee Fink author Creating Significant Learning Experiences Informed by encounters with hundreds of faculty in their workshops these two accomplished teachers assessors and faculty developers have created another essential text Current faculty as well as graduate students who aspire to teach in college will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students classroom work in demonstrating departmental and institutional effectiveness Trudy W Banta author Designing Effective Assessment **The New Nurse Educator** Deborah Dolan Hunt, 2013 Print CourseSmart *The Critic as Amateur* Saikat Majumdar, Aarthi Vadde, 2019-09-19 Can the criticism of literature and culture ever be completely professionalized Does criticism retain an amateur impulse even after it evolves into a highly specialized discipline enshrined in the university The Critic as Amateur brings leading and emerging scholars together to explore the role of amateurism in literary studies While untrained reading has always been central to arenas beyond the academy book clubs libraries used bookstores its role in the making of professional criticism is often disavowed or dismissed This volume the first on the critic as amateur restores the links between expertise autodidactic learning and hobbyist pleasure by weaving literary criticism in and out of the university Our contributors take criticism to the airwaves through the culture of early cinema the small press the undergraduate classroom and extracurricular writing groups Canonical critics are considered alongside feminist publishers and queer intellectuals The Critic as Amateur is a vital book for readers invested in the disciplinary history of literary studies and the public role of the humanities It is also a crucial resource for anyone interested in how literary criticism becomes a richly diverse yet shared discourse in the 20th and 21st centuries *Educational Assessment of Students* Anthony J. Nitko, 2004 A highly respected book in its field The Educational Assessment of Students 4 e is the most thorough discussion of traditional and alternative assessments of any text explaining giving practical real world examples discussing pros and cons and showing how to construct virtually all of the choices teachers can make in classroom assessment Theories and research findings about the author examines why when and how teachers should use assessment in the classroom Topics include the bases for assessment in the classroom crafting and using classroom assessments and interpreting and using standardized tests With its extensive and valuable appendix set this book is a must have desk reference for teachers and others involved in the field of education Idea-Based Learning Edmund J. Hansen, 2023-07-03 Synthesizing the best current thinking about learning course design and promoting student achievement this is a guide to developing college instruction that has clear purpose is

well integrated into the curriculum and improves student learning in predictable and measurable ways The process involves developing a transparent course blueprint focused on a limited number of key concepts and ideas related tasks and corresponding performance criteria as well as on frequent practice opportunities and early identification of potential learning barriers Idea based Learning takes as its point of departure the big conceptual ideas of a discipline that give structure and unity to a course and even to the curriculum as opposed to a focus on content that can lead to teaching sequences of loosely related topics and aligns with notions of student centered and outcomes based learning environments Adopting a backwards design model it begins with three parallel processes first identifying the material that is crucial for conceptual understanding second articulating a clear rationale for how to choose learning outcomes based on student needs and intellectual readiness and finally aligning the learning outcomes with the instructional requirements of the authentic performance tasks The resulting syllabi ensure cohesion between sections of the same course as well as between courses within a whole curriculum assuring the progressive development of students skills and knowledge Key elements of IBL include Helping students see the big picture Building courses around one or more authentic performance tasks that illuminate the core concepts of the discipline Clearly identifying performance criteria for all tasks Incorporating practice in the competencies that are deemed important for students success By placing the onus of learning on the student liberating faculty to take on the role of learning coaches Designing tasks that help students unlearn simplistic ideas and replace them with improved understandings Edmund Hansen expertly guides the reader through the steps of the process providing examples along the way and concluding with a sample course design document and syllabus that illustrate the principles he propounds *Online Nursing Education: A Collaborative Approach* Melissa Robinson, Henny Breen, 2020-11-09 The increase of online nursing education programs has furthered the need for nursing faculty to have specific preparation for online teaching Drawing from the authors extensive experience teaching online nursing education programs *Online Nursing Education A Collaborative Approach* is unlike any other text It was written and designed for faculty teaching online post licensure students in a nursing education degree program post master s certificate program advanced practice program or other advanced education related degree program This unique text takes a theoretical approach and includes practical examples as well as sample curriculum course design and policies Topics covered include strategies for teaching online learning through writing in an online classroom experiential learning in online programs generational differences in online learning and more practical discussions backed by evaluation studies and qualitative research **Engaging Ideas** John C. Bean, Dan Melzer, 2021-06-09 Use your course s big ideas to accelerate students growth as writers and critical thinkers The newly revised third edition of *Engaging Ideas* delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject

matter You ll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education      **Embracing Chatbots in Higher**

**Education** Alexander M. Sidorkin,2024-03-28 This book explores the integration of AI powered chatbots such as ChatGPT into higher education for instructional and communication purposes The author emphasizes the responsibility of higher education institutions to equip students with advanced skills for writing with AI assistance and prepare them for an increasingly AI driven world Offering numerous practical tips the book demonstrates how universities can increase student success and stem the rising cost of higher education by employing AI tools The chapters discuss streamlining tasks such as grading providing feedback and handling administrative duties to show how educators can be enabled to focus on more meaningful aspects of their work The author also reflects on the philosophical and ethical considerations and potential pitfalls of relying on AI in higher education including concerns about academic integrity and the importance of human input in the learning process The author offers a responsible and informed approach to incorporating the new powerful tools into the academic landscape This volume will be a key resource for higher education faculty and administrators seeking to navigate the complex intersection of AI and writing      *Designing a Motivational Syllabus* Christine Harrington,Melissa

Thomas,2023-07-03 A thoughtfully constructed syllabus can be transformative for your students learning communicating the path they can take to succeed This book demonstrates how rather than being a mundane document to convey policies you can construct your syllabus to be a motivating resource that conveys a clear sense of your course s learning goals how students can achieve those goals and makes evident your teaching philosophy and why you have adopted the teaching strategies you will use such as discussion or group activities Developing or revising a syllabus also presents you with a perfect opportunity to review the learning possibilities for the semester Well designed it can help you stay focused on achieving the learning outcomes as well as determine if the class is on track and whether adjustments to the schedule are needed The authors show how by adopting a welcoming tone and clearly stating learning outcomes your syllabus can engage students by explaining the relevance of your course to their studies create an all important positive first impression of you as

an instructor and guide students through the resources you will be using the assignments ahead as well as clear guidance on how they will be assessed Referred to frequently as the course progresses an effective syllabus will keep students engaged and on task Christine Harrington and Melissa Thomas lead you through all the elements of a syllabus to help you identify how to present key messages and information about your course think through the impressions you want to create and equally importantly suggest how you can use layout and elements such as images and charts to make your syllabus visually appealing and easy to navigate

*Reframing Teacher Education* Julie D. Rainer, 2004-11-10 What is a constructivist teacher and what do they do This collection of essays will answer these questions as well as suggest specific ways to become or rejuvenate oneself using this approach Constructivist teachers walk the talk along seven dimensions learning and development authority and facilitation action and reflection autonomy and community process and content power and empowerment critical thinking and multiple perspectives While these behaviors may at first appear to be opposites the key is achieving balance among them Essays are organized around these themes and the conclusions support interdisciplinary content reflection and life long learning

**The Best of Corwin: Differentiated Instruction** Gayle H. Gregory, 2011-09-21 The definitive guide to differentiated instruction The Best of Corwin series showcases key chapters from critically acclaimed Corwin publications for a powerful compilation of perspectives on important education issues and topics The Best of Corwin Differentiated Instruction features a tapestry of critical information to guide teachers in implementing differentiation Helpful tools include standards based lesson and unit planning templates graphic organizers and brain based research The compilation also provides Strategies for understanding students needs Tips for accommodating various learning styles Curriculum approaches for data driven instruction Ways to use graphic organizers to promote differentiation Guidance in creating a positive learning environment Also included is a chapter that offers an in depth look at middle and high school learners and the need for differentiation to satisfy their developmental needs This practical guide from the best minds in education is a must have for all teachers who need the essential tools to design and implement differentiated instruction

**Shortchanged** Annie Abrams, 2023-04-25 Every year millions of students take Advanced Placement exams hoping to score enough points to earn college credit and save on their tuition bill But are they getting a real college education This book shows how the AP program originally aimed to replicate the liberal arts experience for bright students but over time became a testing behemoth and marker of student status

Assessment Clear and Simple Barbara E. Walvoord, 2010-03-02 The first edition of *Assessment Clear and Simple* quickly became the essential go to guide for anyone who participates in the assessment process in higher education With the increased pressure to perform assessment to demonstrate accountability *Assessment Clear and Simple* is needed more than ever This second edition of the classic resource offers a concise step by step guide that helps make assessment simple cost efficient and useful to an institution It contains effective strategies for meeting the requirements of accreditation agencies legislatures review boards and others while emphasizing and showing how to move from data to

actions that improve student learning This thoroughly revised and updated edition includes many new or expanded features including Illustrative examples drawn from the author s experience consulting with more than 350 institutions A basic no frills assessment plan for departments and for general education Tips on how to integrate portfolios and e portfolios into the assessment process Suggestions for using rubrics and alternatives to rubrics including doing assessment for multidisciplinary work Clear instructions on how to construct a coherent institution wide assessment system and explain it to accreditors Ideas for assigning responsibility for general education assessment Strategies for gathering information about departmental assessment while keeping the departmental workload manageable Information on how to manage assessment in times of budgetary cutbacks Praise for the Second Edition of Assessment Clear and Simple Walvoord s approach to assessment is wonderfully straightforward it is also effective in facilitating faculty engagement in assessment We ve applied a number of her methods to our campus assessment efforts with success This book makes assessment both manageable and useful in improving and enhancing student learning Martha L A Stassen director of assessment University of Massachusetts Amherst and president New England Educational Assessment Network NEEAN Walvoord s work clearly presents the basics for getting started in assessment of student learning while honestly addressing the complexities of assessment when driven by faculty passion for student learning This book is a valuable resource for the novice as well as the developing experts who are leading their institutions in academic assessment Bobbi Allen faculty assessment director Delta College

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