

Reaction Paper Grading Rubric

	9-10 Points	8 Points	0-7 Points	Grade
Thesis 10 pts.	The thesis is well written and clearly indicates the direction of the essay.	Thesis was present, but was simplistic, confusing, or underdeveloped.	Thesis is confusing or underdeveloped.	
Introduction 10 pts.	The introduction is clear and interesting with excellent information and appeal.	The introduction provided some information and was moderately interesting.	The introduction provided little or no relevant information.	
Conclusion 10 pts.	The conclusion relates back to the thesis and leaves the reader with a final thought.	The conclusion does not contribute well to the thesis or development of the essay.	The conclusion is underdeveloped and not thought out well.	
Evidence 10 pts.	The thesis is supported with relevant, accurate, and substantial evidence. Three Scriptures were used.	The thesis is supported with limited evidence.	There is minimal, irrelevant, or insufficient evidence.	
Analysis 10 pts.	There is effective analysis of the evidence and it addresses all aspects of the thesis.	Adequate analysis is present, but it is simplistic or superficial.	There is little analysis; there is more summary than analysis.	
Organization 10 pts.	Essay has strong structure, logical flow, and a clear progression of ideas.	Essay has weak structure, but an understandable thought process.	The essay was wandering, incoherent, or unorganized with little agreement between ideas.	
Mechanics 10 pts.	There are little to no errors (spelling, punctuation, etc.). Demonstrates a high degree of skill, complexity, and style.	There are some errors, but it does not detract from the overall essay. The writing is competent.	There are errors, or major errors that distract the reader.	
MLA Format (Citations) 10 pts.	All parenthetical citations conform to MLA format.	There are some mistakes in parenthetical citations.	There are several mistakes in parenthetical citations.	
MLA Format (Heading, Margins, etc.) 10 pts.	The heading, margins, etc. conform to MLA format.	There are some mistakes.	There are several mistakes.	
MLA Format (Works Cited) 10 pts.	The 'Works Cited' page conforms to MLA format.	There are some mistakes.	There are several mistakes.	

TOTAL GRADE_____

Reaction Paper Rubric

Jiyuan Zhang



Reaction Paper Rubric:

Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities Blankenship, Rebecca J., Wiltsher, Cheree Y., Moton, Brandon A., 2022-06-24 Faculty learning communities are a fairly new ideology that is gaining traction among educators and institutions. These communities have numerous benefits on professional development such as enhancing educator preparedness and learning. The possibilities of these communities are endless; however, further study is required to understand how these learning communities work and the best practices and challenges they face. Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities shares the experiences and research related to the enhanced professional development received by university faculty and staff participating in a series of collaborative faculty learning communities. The book, using qualitative, quantitative, and mixed methodologies, considers educator experiences as participants in the faculty learning communities, what they learned, and how they applied and implemented best practices in their courses. Covering topics such as curricula, course design, and rubrics, this reference book is ideal for administrators, higher education professionals, program developers, program directors, researchers, academicians, scholars, practitioners, instructors, and students. Effective Teaching Community College of Vermont, 2004-01-31 Throughout this guide, you will find specific strategies for teaching the kind of practical advice that circulates among veteran teachers whenever they gather together. Page i

The Financial Planning Competency Handbook CFP Board, 2013-04-03 Whether you're studying to become a financial planner or a practitioner looking for a comprehensive reference to help serve your clients' needs, this is the ultimate guide. Developed by the Certified Financial Planner Board of Standards, Inc., the Financial Planning Competency Handbook gives you everything you need to meet the daily challenges of your current or future profession. This all-inclusive handbook covers the entire list of nearly 90 vital topics on integrated financial planning, including such major components as General Principles of Finance and Financial Planning, Insurance Planning, Employee Benefits Planning, Investment and Securities Planning, State and Federal Income Tax Planning, Estate Tax, Gift Tax, and Transfer Tax Planning, Retirement Planning, Estate Planning, Principles of Communication, and Counseling. And more.

Becoming a New Instructor Erika Falk, 2012-03-22 Becoming a New Instructor guides new instructors through the planning, preparation, and execution of their first class, whether it is in person or online. Like any good mentor, this book provides clear, simple instructions and makes best practice recommendations. Becoming a New Instructor provides a step-by-step guide to writing a syllabus, a simple explanation for how to calculate grades, and many additional suggestions from an experienced teacher about how to run a class. Chronologically arranged from conceptualizing the class through putting together the syllabus, planning in-class time, running the class, and assigning grades, this book will answer any new instructor's questions. Adjuncts and graduate students charged with teaching a college course will find this succinct guide invaluable. Special Features Include: An entire chapter on teaching online plus Concerns Specific to Online Instructors.

throughout that connect chapter content to online teaching and CMS platforms Examples of best practice checklists sample assignments syllabi and rubrics that guide readers in creating materials for their own courses Guidance specific to the needs of adjuncts and graduate students teaching a course for the first time

CFP Board Financial Planning Competency Handbook CFP Board,2013-04-03 Whether you re studying to become a financial planner preparing for the CFP exam or a practitioner looking for a comprehensive reference to help serve your clients needs this is the ultimate guide Developed by Certified Financial Planner Board of Standards Inc CFP Board the Financial Planning Competency Handbook gives you everything you need to meet the daily challenges of your current or future profession The book comes with access to nearly 400 practice questions online as well as the option to upgrade to a 28 Credit Continuing Education test for CFP professionals based in the United States This all inclusive handbook covers the entire list of nearly 90 vital topics on integrated financial planning including such major components as General Principles of Finance and Financial Planning Insurance Planning Employee Benefits Planning Investment and Securities Planning State and Federal Income Tax Planning Estate Tax Gift Tax and Transfer Tax Planning Retirement Planning Estate Planning Principles of Communication and Counseling And more

Financial Planning Competency Handbook CFP Board,2015-07-09 The official guide for exam success and career excellence Financial Planning Competency Handbook Second Edition is the essential reference for those at any stage of certification and a one stop resource for practitioners looking to better serve their clients This fully updated second edition includes brand new content on connections diagrams new case studies and new instructional videos and a completely new section devoted to the interdisciplinary nature of financial planning You ll gain insights from diverse fields like psychology behavioral finance communication and marriage and family therapy to help you better connect with and guide your clients alongside the detailed financial knowledge you need to perform to the highest expectations as a financial planner This book contains over ninety chapters that are essential for practitioners students and faculty Whether a practitioner student or faculty member this guide is the invaluable reference you need at your fingertips Comprehensive clear and detailed this handbook forms the foundation of the smart financial planner s library Each jurisdiction has its own laws and regulations surrounding financial planning but the information in this book represents the core body of knowledge the profession demands no matter where you practice Financial Planning Competency Handbook Second Edition guides you from student to practitioner and far beyond with the information you need when you need it

Development of Innovative Pedagogical Practices for a Modern Learning Experience Dr. Dennis Koyama,2021-12-20 In the current volume the selected studies have been grouped into three thematic sections presenting readers with a set of distinct but related research on meaningful issues for a modern learning experience The first three chapters present professional and teacher development perspectives and collectively shed light on how to develop maintain and improve pre and in service teacher training and professional development The second set of four chapters provide research findings that describe the results of direct applications of

modern learning elements through course assignments and teaching approaches The final five chapters focus on critical thinking and range in their focus from classroom based studies to full scale curriculum reform The collection of chapters presented in this volume represents the eclectic nature of modern learning experiences and demonstrate its applicability across educational contexts and disciplines The chapters resonate with other educational researchers in search of novel ways of creating facilitating and investigating modern learning experiences **A Guide to Teaching Developmental**

Psychology Elizabeth Brestan Knight, Ember L. Lee, 2009-01-30 Part of the Blackwell Series on Teaching Psychological Science this practical hands on guide shares ideas tips and strategies for effectively teaching lifespan developmental psychology to undergraduates Provides a unique wealth of concrete suggestions and a clear roadmap for successfully teaching developmental psychology Links chapters to major areas of a lifespan development course including Research Methods Teaching Infant Development and Teaching Adolescent Development Offers practical hands on tips for novice teachers and experienced instructors alike Includes sample syllabi and lecture outlines reading quizzes critical thinking assignments and references for helpful videotapes and websites *Best Practices for Teaching Beginnings and Endings in the Psychology Major* Dana S. Dunn, Bernard B. Beins, Maureen A. McCarthy, G. William Hill, IV, 2010-01-12 Introductory and capstone experiences in the undergraduate psychology program are crucial ways to engage students in their major and psychology department impart realistic expectations and prepare them for life beyond college Providing the right orientation and capstone courses in psychology education is increasingly a concern of instructors department chairs program directors and deans and both types of courses have become important sources for gathering pre and post coursework assessment data for degree learning outcomes The strategies presented here have been designed to help educators examine issues around teaching the introductory or careers course and developing a psychology specific orientation program The authors also provide concrete suggestions for building capstone experiences designed to fit the needs of a department its pedagogical philosophy or the educational agenda of the college or university Undergraduate psychology curriculum designers and instructors can benefit from learning innovative and effective strategies for introducing the major to first year students and at graduation for bringing closure reinforcing the overall departmental learning outcomes and helping students apply their disciplinary knowledge in capstone experiences and post graduate life In this collection of articles psychology instructors involved in the improvement of teaching and learning review the research and share their own successes and challenges in the classroom Discussions include effective practices for helping students become acclimated to and engaged in the psychology major application of developmental knowledge and learning communities to course design and use of quality benchmarks to improve introductory and capstone courses Other chapters describe innovations in the design of stand alone courses and offer concrete advice on counseling psychology graduates about how to use what they have learned beyond their higher education experiences *A Complete Guide to Rubrics* Audrey M. Quinlan, 2012 This book takes a developmental

perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

International Perspectives on Improving Student Engagement Enakshi Sengupta,Patrick Blessinger,Milton D. Cox,2020-08-26 As the role and practices of the academic library are evolving so too is the relationship between the library and other areas of the university This volume explores the library s relationship with students including the library based learner creating engaging classroom experiences the library as an extension of the classroom and more

Practical Ideas for Teaching Writing as a Process Carol B. Olson,1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated

Teaching Intensive and Accelerated Courses Raymond J. Wlodkowski,Margery B. Ginsberg,2010-08-09 In this comprehensive resource Raymond J Wlodkowski and Margery B Ginsberg describe how to meet the challenge of teaching intensive and accelerated courses to nontraditional learners and working adults By making motivation and cultural relevance essential to instruction they clearly show what instructors can do to enhance learning in classes that can last from three to six hours Teaching Intensive and Accelerated Courses makes full use of the authors twenty years of experience researching and teaching accelerated courses along with selected strategies from Wlodkowski s classic *Enhancing Adult Motivation to Learn* to offer tried and true practices instructors can use to provide continuously engaging learning

Improving Literacy Instruction With Classroom Research Theresa A. Deeney,2008-11-19 Filled with reflective questions keen insights and helpful resources this engaging book supports both novice and veteran classroom researchers At the heart of all of the research is how best to support engage and extend learners As teachers read the clearly delineated steps they will be energized to confidently engage in their own classroom research Cheryl L Dozier Assistant Professor University at Albany State University of New York Implement classroom research to develop effective practices in literacy instruction Teaching reading skills effectively can be a complex and challenging process for many educators Theresa A Deeney provides a detailed primer that illustrates how to create and implement classroom research projects focused on assessing and strengthening literacy instruction Improving Literacy With Classroom Research presents a comprehensive overview of the classroom research cycle

which involves noticing a problem initiating an inquiry planning for and implementing change analyzing and reflecting on the results and developing an action plan The author includes Guidelines charts tables and information to help educators initiate their own projects Recommendations for collecting and analyzing data Research about five core areas of reading instruction phonemic awareness phonics fluency vocabulary and comprehension Examples of authentic teacher research projects focused on literacy skills and instructional practices This guide shows how to use teacher inquiry and reflection to bring about significant improvements in literacy instruction **Teaching World History: A Resource Book** Heidi Roupp,2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided **Becoming a Nurse Educator: Dialogue for an Engaging Career** CeCelia R. Zorn,Zorn,2010-11-15 Becoming a Nurse Educator Dialogue for an Engaging Career is a practical guide developed to help new and emerging nurse educators in their career development Written in a straight forward manner it presents teaching experiences mixed with theoretical discussion and specific teaching strategies to assist new nursing educators in finding meaning in their career This essential guide contains popular and professional literature nurse educator experiences stories quotes and discussion questions Becoming a Nurse Educator Dialogue for an Engaging Career is a must have resource for any nursing educator and nursing education students **Engaging Ideas** John C. Bean,Dan Melzer,2021-06-03 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 **Rethinking Rubrics in Writing Assessment** Maja Wilson,2006 The conventional wisdom in English education is that rubrics are the best and easiest tools

for assessment But sometimes it s better to be unconventional In *Rethinking Rubrics in Writing Assessment* Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives *Rethinking Rubrics in Writing Assessment* gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open *Rethinking Rubrics in Writing Assessment* and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment

Teaching Communication and Media Studies Jan Fernback, 2014-11-20 Designed for communication media educators and graduate students *Teaching Communication and Media Studies* is a practical and conceptual guide to teaching university courses in communication and media studies Relying on her extensive experience instructing graduate students on the ins and outs of teaching Jan Fernback discusses theoretical and applied topics central to contemporary mediated communication instruction offering instructors at all levels strategies they can use to create a successful classroom experience Fernback also considers the logic design and delivery of courses in communication and media studies while encouraging readers to reflect on their own strategic pedagogical decisions Supplemented with interviews of successful communication instructors and sample exercises this book is a must have resource for all those teaching communication and media studies courses regardless of level of experience

Reel Writing Karla Hardaway, 2006 In this highly praised and innovative approach literature concepts are taught through the medium of film Students are taught to read movies using the same skills needed for reading literature Each unit uses a movie to teach a literary concept Course information such as definitions history cast lists etc is included for each unit Teachers are given various activities for introducing literary concepts Pages are ready to be reproduced to hand out to students or to make overhead transparencies A viewing guide is included for each movie to be filled out as students watch the movie or as a comprehension check at the end of the movie Students complete pre viewing exercises view the film and then respond to the film through quizzes oral assignments group activities and performances or writing assignments Students write individually and in groups They write character sketches short stories film reviews skits essays term papers and poetry songs The method is acclaimed by curriculum developers teachers and students who have experienced the curriculum first hand

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