

PARTICIPATION	4	3	2	1	POINTS
IN CLASS: GROUP WORK	<ul style="list-style-type: none"> contributed to all activities exceptional command of interrelationships within the subject at the analysis, synthesis and evaluation level 	<ul style="list-style-type: none"> contributed to many course activities adequate command of the subject matter 	<ul style="list-style-type: none"> minimally contributed to course activities limited understanding of the principles and limited application to professional practice 	<ul style="list-style-type: none"> did not contribute to class work 	<ul style="list-style-type: none"> $\text{ } \times 2 = \text{ } \text{ }$ triple points if no presentation required
ATTENDANCE	<ul style="list-style-type: none"> attended all sessions in a timely fashion 	<ul style="list-style-type: none"> attended all sessions arrived late and/or left early 	<ul style="list-style-type: none"> missed one session due to an extreme situation (and did not make it up) arrived late and/or left early frequently 	<ul style="list-style-type: none"> missed more than one session (session equals 21/2 to 3 hours of class time) 	<ul style="list-style-type: none"> $\text{ } \times 1 = \text{ } \text{ }$
JOURNAL ENTRIES	<ul style="list-style-type: none"> completed in-depth approach to issues/problem-solutions in the reflections 	<ul style="list-style-type: none"> completed adequate approach to issues/problem-solutions in the reflections 	<ul style="list-style-type: none"> minimally completed 	<ul style="list-style-type: none"> not completed 	<ul style="list-style-type: none"> $\text{ } \times 2 = \text{ } \text{ }$
PRESENTATION (where applicable)	<ul style="list-style-type: none"> well prepared well organized held interest of audience and made connections to teaching/learning included additional information on topic exceptional command and articulation of interrelationships within the subject 	<ul style="list-style-type: none"> prepared organized held interest of the audience, little connection to teaching/learning included some additional information on topic demonstrated adequate conceptual understanding of the subject 	<ul style="list-style-type: none"> minimally prepared poorly organized information not relevant to the course included no additional information on topic demonstrated little conceptual understanding of the subject 	<ul style="list-style-type: none"> no presentation made 	<ul style="list-style-type: none"> $\text{ } \times 1 = \text{ } \text{ }$
					PARTICIPATION POINTS $\text{ } \text{ } / 24$

APPLICATION	4	3	2	1	POINTS
APPLICATION MAY BE IN THE FORM OF A <ul style="list-style-type: none"> STUDENT INTERVENTION LESSON PLAN OTHER AS DETERMINED BY THE INSTRUCTOR INCLUDES: <ul style="list-style-type: none"> → design → implementation → reflection 	<ul style="list-style-type: none"> Application outcomes very clearly identified NYSLS fully incorporated in application, if applicable specifically related/applied course concepts well written and organized provided and analyzed student work* from varied ability groups (school year sessions and if appropriate) reflections showed ability to critically self-assess identified, analyzed and evaluated crucial strengths, weaknesses, and areas for change/improvement 	<ul style="list-style-type: none"> Application outcomes identified some NYSLs incorporated in application, if applicable course concepts adequately related/applied adequately written and organized provided examples of student work* (school year sessions and if appropriate) reflections adequately identified strengths, weaknesses, & areas for change/improvement 	<ul style="list-style-type: none"> Application outcomes not identified no NYSLs incorporated in application, if applicable course concepts minimally related/applied inadequately written and organizational structure was weak examples of student work* missing (if appropriate) reflections did not include strengths, weaknesses, & areas for change/improvement 	<ul style="list-style-type: none"> not completed 	<ul style="list-style-type: none"> $\text{ } \times 5 = \text{ } \text{ }$
4 Research Articles <ul style="list-style-type: none"> → include a copy of the article if not handed out by the instructor → article reviews should be a reaction to, and analysis of the article 	<ul style="list-style-type: none"> wrote concise summations of articles strongly connected information from articles to teaching/learning strongly connected information from articles to course concepts excellent graduate level writing skills 	<ul style="list-style-type: none"> adequately completed summaries moderately related the information from articles to teaching/learning moderately related information from articles to course concepts graduate level writing skills 	<ul style="list-style-type: none"> wrote only a personal reaction to articles minimally related information to teaching/learning minimally related information from articles to course concepts poor graduate level writing skills 	<ul style="list-style-type: none"> did not complete reviews or only restated article did not relate information in articles to teaching/learning did not relate information from articles to course concepts poor graduate level writing skills 	<ul style="list-style-type: none"> $\text{ } \times 5 = \text{ } \text{ }$
ASSIGNMENTS (OTHER) <ul style="list-style-type: none"> correlated with course concepts 	<ul style="list-style-type: none"> specifically related course concepts to professional practice and NYSLs (where applicable) 	<ul style="list-style-type: none"> course concepts adequately related to professional practice and NYSLs (where applicable) 	<ul style="list-style-type: none"> completed but did not provide connection to course concepts and professional practice and NYSLs (where applicable) 	<ul style="list-style-type: none"> not completed 	<ul style="list-style-type: none"> $\text{ } \times 1 = \text{ } \text{ }$
					APPLICATION POINTS $\text{ } \text{ } / 44$

* Student work means the participant's classroom students' work.

