

## Written Assignment Requirements

- **This graduate course written assignment consists of four sections. These four sections are detailed on the following page.**
- **This written assignment should be completed AFTER participating in the approved Professional Development Activity.**
- **It is expected that you will spend 12-15 hours after the professional development activity applying what you learned and reflecting on this application.**
- **Each of the four sections of the written assignment will be graded on the same 25-point rubric. There are four sections for a total of 100 points.**
- **The course grading scale is as follows:**
  - 90-100 points = A
  - 80 – 89 points = B
  - 70 – 79 points = C
  - 60 – 69 points = D
  - Less than 60 points = F
- **The course assignment is submitted in two separate parts to the Course Instructor. Sections 1 & 2 will be submitted first. You will then receive feedback from the Course Instructor before submitting Sections 3 & 4.**
- **Assignments are submitted using the online course management system. You will need internet access to use this system.**
- **Students should ALWAYS keep copies of the written assignment, even after it is submitted. It is your responsibility to keep copies of your work.**
- **The course assignment must be completed by December 20, 2013.**
- **You will receive email notification of your course grade within 14 days of submitting your coursework. Transcripts will be available 21 days after submitting coursework.**

## Written Assignment

### Section 1:

#### What did you learn during the presentation?

Summarize what you learned during the professional development activity.

**Please include:**

- What did you already know?
- What did you learn that you are doing right?
- What did you learn that is different from how you currently do things?
- What questions do you still have?

### Section 2:

#### How will you apply what you learned?

This application can be done in a class with students during a lesson or during the curriculum-writing and lesson-planning process. Educators working outside the classroom should apply the learning to their own daily practice.

**Please include:**

- Your current position and a description of the class or school you will be working with.
- What new skill or practice you will try.
- What you expect to happen when you apply this new learning.
- What outcome are you expecting? How will you assess the results?
- What concerns you have about trying this new skill or practice.

**NOTE: You must submit Sections 1 & 2 to the course instructor at this time. You will receive feedback from the course instruction within 3 business days of your submission. DO NOT proceed to Sections 3 & 4 until you have received this feedback.**

### Section 3:

#### What happened when you applied what you learned?

This section is a description of what happened during your application of the learning.

**Please include:**

- What activity did you try? What happened?
- What were the results? How will this affect student achievement?
- How did this help you meet building or district goals?

### Section 4:

#### Summary Reflection

This final reflection will summarize what you have learned and how it will allow you to improve in the future.

**Please include:**

- What did you learn that you will continue to use?
- What did you learn that did not work for you?
- What will you change in the future to continue improving?

## Written Assignment Rubric

CATEGORY	5	4	2	1
<b>Organization</b>	Information is very organized in a well-constructed paragraph or paragraphs.	Information is organized in a well-constructed paragraph or paragraphs.	Information is organized, but paragraph(s) are not well-constructed.	The information appears to be disorganized.
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the topic. It includes details and/or examples.	Information relates to the topic. It provides few supporting details and/or examples.	Information partially relates to the topic. No details and/or examples are given.	Information has little or nothing to do with the topic.
<b>Application of Learning</b>	Information presented shows a clear understanding and application of the Professional Development Topic.	Information presented shows understanding and application of the Professional Development Topic.	Information presented shows a partial understanding and application of the Professional Development Topic.	Information presented shows little or no understanding and application of the Professional Development Topic.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors

➤ **Each section of the written assignment will be graded on the same 25-point rubric. There are four sections for a total of 100 points.**

➤ **The course grading scale is as follows:**

90-100 points = A  
 80 – 89 points = B  
 70 – 79 points = C  
 60 – 69 points = D  
 Less than 60 points = F

## Final Grading Sheet

Student Name: \_\_\_\_\_

Section #1: \_\_\_\_\_ points out of 25 points

Section #2: \_\_\_\_\_ points out of 25 points

Section #3: \_\_\_\_\_ points out of 25 points

Section #4: \_\_\_\_\_ points out of 25 points

Total Points: \_\_\_\_\_ points out of 100 points

**The course grading scale is as follows:**

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70 – 79 points = C  
60 – 69 points = D  
Less than 60 points = F

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