

Education Through the Physical

	Evaluation/Synthesis	Synthesis/Analysis	Analysis/Application	Application/Comprehension/ Knowledge	Knowledge
Key Assessment Areas	Excellent 90 – 100	Very Good 80 – 89	Good 70 – 79	Satisfactory 60 – 69	Unsatisfactory 59 – 50
	Superior preparedness, organization and refinement	Well prepared, thoughtfully organized	Carefully organized activities, prepared with a concerted effort	Improvement necessary in planning to ensure quality, organization needs attention	Limited acceptable work
Professionalism	Outstanding work with very strong evidence of: an insightful and comprehensive grasp of the subject matter; a clear ability to make sound and original critical evaluation of the material given; outstanding capacity for original creative and/or logical thought; an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.	Very good work with strong evidence of: a comprehensive grasp of the subject matter; an ability to make sound critical evaluation of the material given; a good capacity for original, creative, and/or logical thinking; a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.	Above average work with evidence of: a substantial knowledge of the subject matter; a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; some capacity for original, creative, and/or logical thinking; an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.	Generally satisfactory and intellectually adequate work with evidence of: an acceptable basic grasp of the subject material; a fair understanding of the relevant issues; a general familiarity with the relevant literature and techniques; an ability to develop solutions to moderately difficult problems related to the subject material; a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.	Barely acceptable work with evidence of: a familiarity with the subject material; some evidence that analytical skills have been developed; some understanding of relevant issues; some familiarity with the relevant literature and techniques; partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner; basic competence in writing.
Organization	The ASSIGNMENT was well organized with a table of content or similar guide to assist the reader. It provided a well-balanced approach ensuring that appropriate information was included which considered, very well, the elements requested of the experience. Supportive and relevant research was identified and APA style used.	The ASSIGNMENT was organized with a table of content or similar guide to assist the reader. It provided a balanced approach ensuring that appropriate information was included which considered the elements requested of the experience. Supportive research was identified and APA style used.	The ASSIGNMENT was organized with a brief table of content or similar guide to assist the reader. It provided a limited approach, which was confusing in places so that appropriate information was difficult to find and where elements requested of the experience were not visible. Supportive research was identified and APA style used.	The ASSIGNMENT was not well organized with a table of content or similar guide to assist the reader. It provided inappropriate information which did not consider the elements requested of the experience	The ASSIGNMENT was poorly organized with limited content. It provided inappropriate information which did not consider the elements requested of the experience

Education Through the Physical

<p>Content</p>	<p>The information was very inclusive providing an in depth overview and comprehensive understanding of the content. Excellent learning and instructional materials were provided where appropriate through written and other technologies.</p>	<p>The information was inclusive providing an overview and understanding of the content. Learning and instructional materials were provided where appropriate through written and other technologies.</p>	<p>The information was limited providing a partial overview and understanding of the content. Limited learning and instructional materials were provided where appropriate through written and other technologies.</p>	<p>Information was provided, however, it was very limited. A thorough analysis of the content was not clearly evident and little effort was taken to provide a comprehensive understanding of the information and the philosophic interpretation, which evolved.</p>	<p>Limited and non-relevant Information was provided. A limited explanation of content was not clearly evident and little effort was taken to provide a comprehensive understanding of the site and the philosophic interpretation, which evolved.</p>
<p>Creativity</p>	<p>The ASSIGNMENT demonstrated originality and uniqueness. It was obvious by the way the ASSIGNMENT was presented that time, thought, and ingenuity were elements that in many ways contributed to the presentation of the information.</p>	<p>The ASSIGNMENT demonstrated some originality and uniqueness. It was somewhat clear by the way the ASSIGNMENT was presented that time, thought, and ingenuity were elements that contributed to the presentation of the information.</p>	<p>The ASSIGNMENT did not clearly demonstrate originality and uniqueness. It was not clear by the way the ASSIGNMENT was presented that time, thought, and ingenuity were elements that contributed to the presentation of the information.</p>	<p>The ASSIGNMENT did not demonstrate originality and uniqueness. It was obvious that little time, thought, and ingenuity contributed to the presentation of the information.</p>	<p>There was no originality and it was obvious that no time, thought, and ingenuity contributed to the presentation of the information.</p>
<p>Clarity and use of learning experiences, research, resources and instructional materials</p>	<p>The work was clearly articulated and provided the reader with a solid understanding of the ASSIGNMENT and the philosophic orientation. Many and varied learning and research resource materials were provided through written and other technologies.</p> <p>No questions arose related to understanding the information.</p>	<p>The work was clearly articulated and provided the reader with an understanding of the ASSIGNMENT and the philosophic orientation. Learning and research resource materials were provided through written and other technologies.</p> <p>Few questions arose related to understanding the information.</p>	<p>The work provided the reader with a basic understanding of the ASSIGNMENT and the philosophic orientation. Limited learning and research resource materials were provided through written and other technologies.</p> <p>A number of questions arose related to understanding the information.</p>	<p>The work was not clearly articulated and did not provide the reader with a solid understanding of the ASSIGNMENT and the philosophic orientation. Very few specific learning and resource materials were provided through written and other technologies.</p> <p>Many questions arose related to understanding the information.</p>	<p>The work was poorly articulated and did not meet the expectations of the ASSIGNMENT. No specific learning and research resource materials were provided through written and other technologies.</p>

Education Through the Physical

Philosophic Orientation	Where appropriate, the philosophic orientation was very clear, decisive and well defined. The orientation was supported by research and many examples or explanations were provided to accentuate the orientation.	Where appropriate, the philosophic orientation was clear, decisive and well defined. The orientation was supported by some research and examples or explanations were provided to accentuate the orientation.	Where appropriate, the philosophic orientation was difficult to understand and not well defined. The orientation was not very well supported by research and examples or explanations to accentuate the orientation.	Where appropriate, the philosophic orientation was not at all clear, and not well defined. The orientation was not supported by research and examples or to accentuate the orientation.	Where appropriate, a philosophic orientation was not present and not at all defined. The orientation was not supported by research and examples or to accentuate the orientation.
Overall Quality	A dynamic, interactive, creative, and original assignment. This information should be shared	An excellent assignment with minimal refinement needed. I learned a great deal from this	All aspects of a quality assignment were evidenced. Perhaps a few changes throughout	Refinement is needed to improve the quality of this work	Clarification of the assignment's expectations needed. Major refinement is needed to improve the quality of this work

Assessment	General Comments
-------------------	-------------------------

Education Through the Physical

90-100

An outstanding performance with very strong evidence of:

an insightful and comprehensive grasp of the subject matter;
a clear ability to make sound and original critical evaluation of the material given;
outstanding capacity for original creative and/or logical thought;
an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

a comprehensive grasp of the subject matter;
an ability to make sound critical evaluation of the material given;
a good capacity for original, creative, and/or logical thinking;
a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

a substantial knowledge of the subject matter;
a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
some capacity for original, creative, and/or logical thinking;
an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

an acceptable basic grasp of the subject material;
a fair understanding of the relevant issues;
a general familiarity with the relevant literature and techniques;
an ability to develop solutions to moderately difficult problems related to the subject material;
a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

a familiarity with the subject material;
some evidence that analytical skills have been developed;
some understanding of relevant issues;
some familiarity with the relevant literature and techniques;
partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
basic competence in writing.

0-49

Unacceptable performance.

