

## PHILOSOPHY PAPER DATA AND RUBRIC AUGUST 2011 – OCTOBER 2013

As candidates matriculate through the teacher education program, they are given the opportunity to develop their philosophy of education and their research and writing skills while taking the Foundations of Education course. The following table represents data from the philosophy paper assessment.

Candidate scores range from a high of 3.38 in the areas of metaphysics and axiology to a low of 1.88 in the area of writing the Conclusion. The unit sees the need to have classroom teachers who write well as a top priority. Therefore, the unit has embedded writing strategies including a writing course and will continue to look for ways to embed more writing strategies into its pedagogy courses.

August 1, 2011 – October 17, 2013 Philosophy Paper Data								
Philosophy Paper Data	Aggregate Score		Disaggregated by Years					
	2011-2013		2011-2012		2012-2013		Fall 2013	
	n	mean	n	mean	n	mean	n	mean
APA Formatting	73	2.66	8	3.13	49	2.61	16	2.56
Quality of Presentation	73	2.63	8	3.25	49	2.69	16	2.13
Metaphysics	73	2.58	8	3.38	49	2.59	16	2.13
Axiology	73	2.49	8	3.38	49	2.51	16	2.00
Epistemology	73	2.51	8	3.13	49	2.57	16	2.00
Christian Worldview	73	2.89	8	3.38	49	2.94	16	2.50
Conclusion	73	2.16	8	2.88	49	2.14	16	1.88
Biblical References & Citations	73	3.14	8	3.25	49	3.24	16	2.75
Scholarly References & Citations	73	2.90	8	2.88	49	3.04	16	2.50
Number of Sources Researched and Cited	73	3.48	8	3.38	49	3.55	16	3.31

Key	
Score	Performance Level
1	Unacceptable
2	Acceptable
3	Competent
4	Exemplary

## ASSESSMENT RUBRIC FOR PHILOSOPHY OF EDUCATION PAPER

CATEGORY	Not Attempted	Unacceptable	Acceptable	Competent	Exemplary
<b>APA Formatting</b>	Did not attempt to format correctly.	The information appears to be disorganized.	Information is organized and meets most of the APA standards, but paragraphs are not well-constructed and there are many mistakes.	Information is organized with well-constructed paragraphs, and meets the APA formatting standards as identified by the ORU School of Education.	Information is very organized with well-constructed paragraphs and subheadings, and meets the APA formatting standards as identified by the ORU School of Education.
<b>Quality of Presentation</b>	Information was excluded or not presented.	Information has little or nothing to do with the main topic.	Information relates to the main topic. No details and/or examples are given.	Information clearly relates to the main topic. It provides 1-2 supporting detail and/or examples.	Information clearly relates to the main topic. It includes several supporting detail and or examples.
<b>Metaphysics</b>	Does not include this topic.	Does not define the characteristics of metaphysics and the positions from different educational views.	Outlines the characteristics and concepts of metaphysics only.	Outlines the characteristics and concepts of metaphysics and positions from the different educational philosophies.	Outlines the characteristics and concepts of metaphysics and positions from the different educational philosophies with defining explanations.
<b>Axiology</b>	Does not include this topic.	Does not define the characteristics of axiology and the positions from different educational views.	Outlines the characteristics and concepts of axiology only.	Outlines the characteristics and concepts of axiology and positions from different educational philosophies.	Outlines the characteristics and concepts of axiology and positions from different educational philosophies with defining explanations.
<b>Epistemology</b>	Does not include this topic.	Does not define the characteristics of epistemology and the positions from different educational views.	Outlines the characteristics and concepts of epistemology only.	Outlines the characteristics and concepts of epistemology and positions from different educational philosophies.	Outlines the characteristics and concepts of epistemology and positions from different educational philosophies with defining explanations.
<b>Christian Worldview</b>	Does not incorporate a Christian worldview.	Does not understand the characteristics of a Christian worldview as the foundation for a Philosophy of Christian Education.	Has an understanding of a Christian worldview but is unable to incorporate this into a Philosophy of Christian Education.	Has an understanding of a Christian worldview and has incorporated its tenants into a Philosophy of Christian Education.	Demonstrates a high level of understanding of a Christian worldview and its tenants related to a Philosophy of Christian Education and is able to contrast this view to other educational philosophies.

<b>Conclusion</b>	No conclusion.	No concluding statements or conclusion is weak; it does not bring cohesiveness of the paper.	Conclusion helps to bring cohesiveness of the paper.	Conclusion demonstrates an understanding of the purpose and cohesiveness of the paper.	Conclusion demonstrates a complete understanding of the purpose of the paper and provides cohesiveness to the different philosophical elements and their relation to a philosophy of education.
<b>Biblical References &amp; Citations</b>	No references/citations	1-3 Biblical references or citations have been used to support statements and positions.	4-6 Biblical references or citations have been used for supporting statements and positions.	7-9 Biblical references or citations have been used for supporting statements and positions.	10 or more Biblical references or citations have been used for supporting statements and positions.
<b>Scholarly References &amp; Citations</b>	No references/citations	1-3 scholarly references or citations have been used to support statements and positions.	4-6 scholarly references or citations have been used for supporting statements and positions.	7-9 scholarly references or citations have been used for supporting statements and positions.	10 or more scholarly references or citations have been used for supporting statements and positions.
<b>Number of Sources Researched and Cited</b>	0	1	2	3	4