Assessment Rubric for History and Philosophy Post Assignment

CATEGORY	Not Attempted	Unacceptable	Acceptable	Competent	Exemplary
APA Formatting	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 College of Education.	Information is very organized with well-constructed paragraphs and subheadings, and meets the APA formatting standards as identified by the ORU College of Education.
Quality of Presentation	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 5-8 supporting detail and/or examples.	Information clearly relates to the main topic. It includes 10 or more supporting details and or examples.
Metaphysics	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.
Axiology	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.
Epistemology	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.
Nature of the Learner	Does not include this topic.	Does not define the nature of the learner and the concept from different educational views.	Outlines the characteristics and concepts of the nature of the learner only.	Outlines the characteristics and concepts of the nature of the learner and positions from different educational philosophies.	Outlines the characteristics and concepts of the nature of the learner and positions from different educational philosophies with defining explanations.

Nature of Learning	Does not include this topic.	Does not define the nature of learning and the concept from different educational views.	Outlines the characteristics and concepts of the nature of learning only.	Outlines the characteristics and concepts of the nature of learning and positions from different educational philosophies.	Outlines the characteristics and concepts of the nature of learning and positions from different educational philosophies with defining explanations.
Role of the Teacher	Does not include this topic.	Does not define the role of the teacher and the concept from different educational views.	Outlines the characteristics and concepts of the role of the teacher only.	Outlines the characteristics and concepts of the role of the teacher and positions from different educational philosophies.	Outlines the characteristics and concepts of the role of the teacher and positions from different educational philosophies with defining explanations.
Purpose of Schooling	Does not include this topic.	Does not define the purpose of schooling and the concept from different educational views.	Outlines the characteristics and concepts of the purpose of schooling only.	Outlines the characteristics and concepts of the purpose of schooling and positions from different educational philosophies.	Outlines the characteristics and concepts of the purpose of schooling and positions from different educational philosophies with defining explanations.
What Should the School Teach	Does not include this topic.	Does not define what should the school teach and the concept from different educational views.	Outlines the characteristics and concepts of what should the school teach only.	Outlines the characteristics and concepts of what should the school teach and positions from different educational philosophies.	Outlines the characteristics and concepts of what should the school teach and positions from different educational philosophies with defining explanations.
Christian Worldview	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 tenents into a Philosophy of Christian Education.	Demonstrates a high level of understanding of a Christian worldview and its tenents related to a Philosophy of Christian Education and is able to contrast this view to other educational philosophies.
Conclusion	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.

Biblical References & Citations	No references/citations	1-5 Biblical references or citations have been used to support statements and positions.	6-10 Biblical references or citations have been used for supporting statements and positions.	11-15 Biblical references or citations have been used for supporting statements and positions.	16 or more Biblical references or citations have been used for supporting statements and positions.
Scholarly References & Citations	No references/citations	1-10 scholarly references or citations have been used to support statements and positions.	11-15 scholarly references or citations have been used for supporting statements and positions.	17-20 scholarly references or citations have been used for supporting statements and positions.	21 or more scholarly references or citations have been used for supporting statements and positions.
Number of Sources Researched and Cited	0	1-3	4-6	7-10	11+