

## **Paper Evaluation Form II**

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

Criteria	Level 1	Level 2	Level 3	Level 4	Points
Introduction / Thesis	-weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position [1-2]	-adequate introduction that states topic, thesis and some of the subtopics -thesis is somewhat clear and arguable [2-4]	-proficient introduction that states topic, thesis, and all subtopics in proper order -thesis is a clear and arguable statement of position [4-6]	-exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order -thesis is exceptionally clear, arguable, well developed, and a definitive statement [6-8]	/8
Theoretical Approach / Literature Review	-limited information on scholars' work and limited connections made between the research and existing scholarship. [1-3]	-some aspects of discussion on the questions based on literature review. -somewhat clear and logical development of the research based on the existing scholarship. [3-6]	-well illustration about the questions based on literature review and scholarly debate -well linkage between the research and the literature and a clear development of scholarship based on the existing scholarship. [6-9]	-exceptional discussion on the questions based on literature review and scholarly debate -excellent approach in situating the research within the literature and moving existing scholarship forward. [9-12]	/12
Quality of Information / Evidence	-limited information on topic with lack of research, details or historically accurate evidence [1-3]	-some aspects of paper is researched with some accurate evidence from limited sources [3-6]	-paper is well researched in detail with accurate & critical evidence from a variety of sources [6-9]	-paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from a wide variety of sources [9-12]	/12
Support of Ideas / Analysis	-limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis [1-3]	-some connections made between evidence, subtopics, counterarguments & thesis / topic showing analysis [3-6]	-consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis [6-9]	-exceptionally critical, relevant and consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing excellent analysis [9-12]	/12
Organization / Development of Ideas	-paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs [1-2]	-somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs [2-4]	-clear and logical subtopic order that supports thesis with good transitions b/w paragraphs [4-6]	-exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs [6-8]	/8
Conclusion	-lack of summary of topic, thesis & subtopics with weak concluding ideas [1-2]	-adequate summary of topic, thesis and some subtopics with some final concluding ideas [2-4]	-good summary of topic, thesis and all subtopics with clear concluding ideas [4-6]	-excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader [6-8]	/8
Language Conventions	- inconsistent grammar, spelling and paragraphing throughout paper [1-2]	-paper has some errors in grammar, spelling and paragraphing [2-4]	-paper is clear, with mostly proper grammar, spelling and paragraphing [4-6]	-paper is very concise, clear, with consistently proper grammar, spelling and paragraphing [6-8]	/8
Reference	-inconsistent use of reference with limited details and improper format [1-1.5]	-sometimes inconsistent use of reference with limited details [1.5-3]	-consistent & correct format inserted to validate evidence [3-4.5]	-proper detailed format always used consistently & correctly to validate evidence in paper [4.5-6]	/6
Bibliography	-lack of proper format and limited details with many sources missing or incomplete [1-1.5]	-some errors in Chicago format with most sources shown and a variety of sources [1.5-3]	-mostly proper Chicago format used in alphabetical order with all sources shown and a variety of sources [3-4.5]	-proper, detailed Chicago format always used in alphabetical order with all sources shown and a wide variety of sources [4.5-6]	/6
<b>Total:</b>					<b>/60</b>

# Criteria For Grading A Paper

**Clemens Wendtner**



## Criteria For Grading A Paper:

Evaluation and Testing in Nursing Education Marilyn H. Oermann, Kathleen B. Gaberson, 1996-06 Designated a Doody's Core Title The second edition of *Evaluation and Testing in Nursing Education* helps nursing educators measure and evaluate the level of learning that their students receive and aids them in altering their class plans This award winning book is the only book in nursing education that focuses entirely on evaluation and testing explains how to prepare all types of test items and explores how to assemble administer and analyze tests measurement concepts grading and clinical evaluation Educators will learn the basics of how to plan for classroom testing analyze test results write all types of test items incorporate methods for evaluating critical thinking evaluate written assignments and clinical performance and more In addition new content on development and evaluation of testing and distance education is included Directed toward teachers in nursing education programs and health care agencies graduate students preparing for teaching roles and nurses in clinical practice who teach others this text is an essential resource for all health professionals involved in evaluation measurement and testing This updated edition offers help with the many aspects of being a successful teacher of nursing In the Second Edition New content on development and evaluation of testing and distance education Writing alternate item formats similar to the NCLEX Developing tests that prepare students for licensure and certification Strategies for evaluating different cognitive levels of learning Evaluating written assignments and sample scoring rubrics Up to the minute information on testing in distance education environments with a special focus on internet and on line based testing

*A Guide to Curriculum Planning in English Language Arts* Ellen L. Last, 1989

*Evaluation and Testing in Nursing Education, Sixth Edition* Marilyn H. Oermann, Kathleen B. Gaberson, 2019-12-09 The only text to comprehensively address the assessment of student learning in a wide variety of settings Long considered the gold standard for evaluation and testing in nursing education the sixth edition of this classic text provides expert comprehensive guidance in the assessment of student learning in a wide variety of settings as well as the evaluation of instructor and program effectiveness It presents fundamental measurement and evaluation concepts that will aid nurse educators in the design critique and use of appropriate tests and evaluation tools Important social ethical and legal issues associated with testing and evaluation also are explored including the prevention of cheating and academic policies for testing grading and progression Written by experts in the field of nursing education *Evaluation and Testing in Nursing Education* features practical advice on the development of test blueprints creation of all types of test items including next generation NCLEX style items the assembly administration and scoring of tests test item analyses and interpretation evaluation of higher levels of learning assessment of written assignments and suggestions for creating tests in online courses and programs An entire section is devoted to clinical evaluation processes and methods including the use of simulation for assessment and high stakes evaluation clinical evaluation in distance settings and the use of technology for remote evaluation of clinical performance The text meets the National League for Nursing Certified Nurse Educator

Competency 3 Use Assessment and Evaluation Strategies NEW TO THE SIXTH EDITION Expanded coverage of test item analysis and interpretation Expanded coverage of clinical evaluation processes and methods Guidance on how to work with part time clinical educators and preceptors to ensure that evaluation processes are followed consistently Expanded content on the construction and administration of online tests Tips for adapting test bank items and other item writing resources Guidelines for the design of academic policies for academic integrity testing grading and progression KEY FEATURES Describes how to develop test blueprints and assemble administer write and analyze tests Provides guidelines for the selection of standardized tests for a nursing curriculum Details how to evaluate written assignments with sample scoring rubrics Includes a robust ancillary package Instructor s Manual with sample syllabus course modules learning activities discussion questions assessment strategies and online resources and chapter PowerPoint slides Purchase includes digital access for use on most mobile devices or computers

*Evaluation and Testing in Nursing Education, Fifth Edition* Marilyn H. Oermann, Kathleen B. Gaberson, 2016-11-07 Considered the gold standard for evaluation and testing in nursing education this fifth edition of the classic text helps educators to assess the level of learning achieved in the classroom in clinical settings and online with expanded coverage of essential concepts in assessment evaluation and testing in a wider variety of learning environments It presents new content on evaluation in online programs and testing and features a new chapter on using simulation for assessment and high stakes evaluations Also included is updated information on clinical evaluation and program evaluation along with current research featuring new examples and tools The fifth edition expands content on standardized tests including how to write test items for licensure and certification exam prep and provides new information on developing rubrics for assessing written assignments The fifth edition is distinguished from other texts by its focus on developing a framework that integrates all types of evaluation in a nursing program It addresses how to develop a test blueprint and assemble administer write and analyze tests It provides rubrics for scoring tests and written assignments along with examples Its guidelines for preventing cheating and conducting productive post test discussions are especially helpful to educators Additionally the book explores important social ethical and legal issues associated with testing and evaluation It meets National League for Nursing s Certification Competency 3 Use Assessment and Evaluation Strategies NEW TO THE FIFTH EDITION Expanded coverage of essential concepts in assessment evaluation and testing in classroom and clinical education A new chapter on using simulation for assessment and high stakes evaluation New information on evaluation in online courses programs and testing Expanded content on clinical evaluation and program evaluation Current research and new examples and tools How to write test items that prepare students for licensure and certification exams Expanded coverage on developing rubrics for assessing written assignments KEY FEATURES Describes how to develop a test blueprint and assemble administer write and analyze tests Provides sample grading rubrics Demonstrates strategies for evaluating higher levels of learning Explains how to evaluate written assignments with sample scoring rubrics Includes an Instructor s

Manual with sample syllabus PowerPoint slides and an online course with 17 modules each with student learning activities discussion questions and online resources

**Clinical Teaching Strategies in Nursing, Fifth Edition** Marilyn H. Oermann, Teresa Shellenbarger, Kathleen B. Gaberson, 2017-09-28 Designated a 2013 Core Title and Essential Purchase by Doody's This highly acclaimed text provides a comprehensive framework for planning guiding and evaluating learning activities for undergraduate and graduate nursing students in a wide variety of clinical settings The fifth edition updates this unequalled source of essential information for all faculty members full time part time adjunct and preceptors responsible for clinical teaching It encompasses current trends in health care and nursing education with expanded content on ways to maximize the clinical learning experiences of nursing students use new technologies in clinical teaching teach and evaluate student performance and address ethical and legal issues in clinical teaching Included is new content on establishing and using dedicated education units integrating simulation with clinical education using new technologies for clinical learning teaching and evaluating performance in distance education promoting interprofessional education in clinical settings integrating Quality and Safety Education for Nurses QSEN in clinical courses using standardized patients and developing partnerships with clinical sites Special features include guidelines for developing clinical sites planning learning activities and assignments observing and evaluating students in clinical practice and using preceptors With an arsenal of practical and creative tools to help both experienced and novice nurse educators the text is also a valuable resource for individuals preparing to take the clinical nurse educator CNE exam New to the Fifth Edition Updated with current trends in health care and nursing education New chapter on interprofessional education and clinical teaching from a noted expert Expanded content on maximizing the clinical learning experiences of nursing students Clinical teaching and evaluating students at a distance Use of social media and new technologies for clinical teaching Ethical and legal issues in clinical teaching New content on using dedicated education units Developing partnerships with clinical staff and sites Challenges of student access to electronic health records and electronic documentation of care Strategies to promote student learning about QSEN Use of simulations and integration of simulation with clinical education Latest revisions of the CNE test plan Recommendations for service learning and international clinical learning sites Key Features Delivers a scholarly in depth examination of current trends and issues in clinical education Provides evidence based methods for clinical teaching in nursing education Includes practical exhibits illustrating best practices in clinical teaching and evaluation Highlights content in each chapter related to CNE exam blueprint Offers a vast toolkit for teaching and learning including Instructor's Manual and PowerPoint presentation

**Clinical Teaching Strategies in Nursing, Third Edition** Kathleen B. Gaberson, Marilyn H. Oermann, 2010-03-28 Named a 2013 Doody's Essential Purchase I recommend this book as an introduction to new educators involved in clinical teaching Journal for Nurses in Staff Development This textbook presents a comprehensive framework for planning guiding and evaluating learning activities for undergraduate and graduate nursing students in clinical settings The

book presents clinical teaching strategies that are effective and practical in a rapidly changing health care environment It describes a range of teaching strategies useful for courses in which the teacher is on site with students in courses using preceptors in simulation laboratories and in distance education environments This book represents the cutting edge of educational strategies examining innovative uses of virtual reality game based learning and nontraditional sites for clinical teaching Also discussed are culturally inclusive strategies methods incorporating current technologies and strategies for teaching students with disabilities Key Topics Choosing clinical learning assignments Self directed learning activities Case method case study and grand rounds Clinical Nurse Educator Examination Detailed Test Blueprint core competencies Evaluation strategies and grading for written assignments Ethical and legal issues in clinical teaching Recognizing that clinical settings require different approaches to teaching the contributors present all the tools necessary to help educators meet the challenges of this complex learning environment

**A Laboratory Approach to Writing** Carol Feiser Laque,Phyllis A. Sherwood,1977 Resources in Education ,1979 *Collected Papers of the Mayo Clinic and the Mayo Foundation* Mayo Clinic,1944 *Harbrace College Handbook* Donahue,Mary Lee Donahue,1994 **An Evaluation of an Introductory Course in Teacher Education** John Thomas Parmeter,1970 *Sexuality and Legality* Catharine A. MacKinnon,1981 **Writing the Psychology Paper** Robert J. Sternberg,1977 **Orientation to College Learning** Dianna L. Van Blerkom,1995 This text contains 15 chapters covering major survival and study skills It provides adequate examples to support discussions although it is briefer than similar texts for this type of course The text is extensively class tested exhibiting the authors wide teaching experience and real understanding of students needs *Effective Grading* Barbara E. Walvoord,Virginia Johnson Anderson,1998-02-25 The grading process can yield rich information about student learning Effective Grading enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair time efficient and conducive to learning Classroom assessment of student learning can then contribute to departmental and general education assessment in ways that meet the needs of institutions and accrediting agencies Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation Effective Grading balances assessment theory and hands on advice It offers an in depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards developing assignments to grade managing time spent on grading and providing feedback for students

**Speaker-Audience Communication Handbook** Gregory J. Shepherd,1998-07 *An Introduction to the Teaching of Writing* Stephen Tchudi,Susan Jane Tchudi,1981 **Teaching Writing in Middle and Secondary Schools** Margot Soven,1998 Handbook for English language arts teachers of students in grades 6 12 **The Allyn & Bacon Teaching Assistant's Handbook** Stephen Wilhoit,2003 The Allyn Bacon Teaching Assistant s Handbook A Guide for Graduate Instructors of Writing and Literature is designed to help new and experienced graduate teaching assistants become more

effective teachers scholars and members of the profession The Allyn Bacon Teaching Assistant's Handbook recognizes the unique needs of graduate teaching assistants working in English departments and writing programs As both graduate students and teachers many TAs lead a divided life learning how to balance the demands they face and fill the various roles they play can be difficult if not overwhelming First time TAs face the particularly difficult task of learning how to teach while at the same time learning how to succeed as graduate students Experienced TAs often face the problem of learning how to identify and assume their roles in the profession The Allyn Bacon Teaching Assistant's Handbook is written with both new and experienced TAs in mind It addresses the concerns new TAs face and offers advice and guidance on the basics of teaching for the first time while other advice including the material on professional development gaining administrative experience and preparing for the job market will help more experienced TAs The Handbook offers practical time tested advice that TAs can apply directly to their own classes and lives *Journal of Education for Social Work* ,1999

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