



**Curriculum & Instruction Program**  
*Signature Assignment for EDCI 505*  
*Historical Synthesis Paper*

**Student Learning Outcome Assessed:**

SLO #2: Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.

**Description of the Signature Assignment**

Candidates write a paper synthesizing how historical and philosophical perspectives inform contemporary trends in curricula, instructional practices, policy, leadership, and institutions.

Example of Directions for Students (actual assignment will vary depending on the course instructor):

Candidates will write an analytical essay of about 15-20 pages in which they synthesize major themes that emerged during this course. At minimum, this essay should draw upon at least 10 of the readings assigned in the course. The point is to synthesize your thinking about an issue that cuts across readings and perspectives, drawing upon authors read in this course (and other authors you have encountered elsewhere) along with your own professional experience. This paper should demonstrate your understanding of how historical and philosophical perspectives inform contemporary trends in educational practice, policy, leadership, and institutions.

**Scoring Rubric:**

	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Meets Some Expectations</b>	<b>1 Does Not Meet Expectations</b>	<b>0 Can't Score</b>	<b>Final Score</b>
<b>1. Overall Impression</b>	Candidate directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The candidate has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to professional practice.	Candidate competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the candidate has learned a great deal in class and from the readings and is able to communicate this knowledge to others.	Candidate attempts to address main question or issue, but fails. The candidate has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Paper does NOT address main question or issue, and it is obvious that candidate has not retained any information from the course.	Nothing was submitted.	

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<b>2. Argument &amp; Clarity of Style</b>	Essay contains a clear and compelling argument. All sentences are grammatically correct and clearly written. No words are misused. Technical terms and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no errors.	An argument is present, but reader must reconstruct it from the text. All sentences are grammatically correct and clearly written. An occasional word is misused. Technical terms and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	Candidate attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context). A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	No attempt is made to articulate an argument. Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.	Nothing was submitted.	
<b>3. Evidence &amp; Counter Evidence</b>	Provides compelling and accurate evidence from readings and lecture that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument. The candidate considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Provides necessary evidence from readings and from lecture to convince reader of most aspects of the main argument, but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. Candidate acknowledges that counter-evidence or alternative interpretations exist, and lists them fully, but does not effectively explain why his/her argument still stands.	Not enough evidence is provided to support candidate's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used. Candidate acknowledges some of the most obvious counter-evidence and alternative explanations, but there is little or no attempt made to respond to them.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplification. There is little or no mention of information from lectures and readings, and no acknowledgement of counter-evidence or alternative interpretations.	Nothing was submitted.	

	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Meets Some Expectations</b>	<b>1 Does Not Meet Expectations</b>	<b>0 Can't Score</b>	<b>Final Score</b>
<b>4. Content Knowledge</b>	Applies numerous examples of philosophical and historical paradigms of education appropriately to contemporary reform movements, curricula, and instructional practices. Examples are imaginative and insightful in their application.	Applies several examples of philosophical and historical paradigms of education appropriately to contemporary reform movements, curricula, and instructional practices. Examples are appropriately applied.	Applies only a couple of examples of philosophical and historical paradigms of education to contemporary reform movements, curricula, and instructional practices. Application is inappropriate or factual errors are made.	Either no examples of philosophical and historical paradigms of education are provided or several factual mistakes are made. The candidate's content knowledge is insufficient to inform their ideas about contemporary reforms or practice.	Nothing was submitted.	

Evaluation of EDCI 505 Signature Assignment

Candidate Name \_\_\_\_\_

Criteria	Score				
Overall Impression	0	1	2	3	4
Argument & Clarity and Style	0	1	2	3	4
Evidence & Counter Evidence	0	1	2	3	4
Content Knowledge	0	1	2	3	4

**Legend**

Total Points	College of Education Assessment Scale Equivalent
14-16	4 (Exceeds Expectations)
12-13	3 (Meets Expectations)
9-11	2 (Meets Some Expectations)
6-9	1 (Does Not Meet Expectations)
0-5	0 (Can't Score)