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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | |  | |  | | --- | | Sample:  **AYA Educational Institute** | | ***Mathematics and Science Class Participation*** |   For period covering Feb-March 2007 | | |
| |  |  | | --- | --- | | Name: | Teacher: Balogun Arinwaka | |
| |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** |  | | **Attendance / Promptness** | Student is **always** prompt and regularly attends classes. | Student is late to class **once every two weeks** and regularly attends classes. | Student is late to class **more than once every two weeks** and regularly attends classes. | Student is late to class **more than once a week** and/or has poor attendance of classes. | \_\_3\_\_ | | **Level Of Engagement In Class** | Student proactively contributes to class by offering ideas and asking questions **more than once** per class. | Student proactively contributes to class by offering ideas and asking questions **once** per class. | Student **rarely** contributes to class by offering ideas and asking questions. | Student **never** contributes to class by offering ideas and asking questions. | \_\_4\_\_ | | **Listening Skills** | Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others. | Student **listens** when others talk, both in groups and in class. | Student **does not** listen when others talk, both in groups and in class. | Student **does not** listen when others talk, both in groups and in class. Student often **interrupts** when others speak. | \_\_4\_\_ | | **Behavior** | Student **almost never** displays disruptive behavior during class. | Student **rarely** displays disruptive behavior during class. | Student **occasionally** displays disruptive behavior during class. | Student **almost always** displays disruptive behavior during class. | \_\_4\_\_ | | **Technology Organization / Use**  ***(AYA Wiki, Google Docs, Zoho Show, Teamspeak, Viddler, etc.)*** | Student **almost always** places their work in the appropriate places and uses technology to enhance participation and understanding | Student **sometimes** places their work in the appropriate places and uses technology to enhance participation and understanding | Student **occasionally** places their work in the appropriate places and uses technology to enhance participation and understanding | Student **rarely** places their work in the appropriate places and uses technology to enhance participation and understanding | \_\_\_\_\_\_ | | **Preparation** | Student is **almost always** prepared for class with assignments and required class materials. | Student is **usually** prepared for class with assignments and required class materials. | Student is **rarely** prepared for class with assignments and required class materials. | Student is **almost never** prepared for class with assignments and required class materials. | \_\_3.5\_\_ | |  |  |  |  | **Average---->** | \_3.7\_ | | |
| **Teacher Comments**:   Ife,  You have been my student for two years. It has been amazing watching you grow more confident of yourself and you have come a long way. You have a whole plethora of reasons to pat yourself on the back. You have superb presentation skills. You have a knack for nutrition science that has manifested itself multiple times throughout your scientific studies in Biophysics. You also have strong understanding of evolutionary biology.  You are also a very big help during times when I am having technical difficulties. You are a people person and I hope that you will take the time to study the principles of good project management, as you have the characteristics of a bread winning entrepreneur.  Organize yourself a little more. You do excellent work and I am always impressed, and sometimes you are a little late with turning your assignments in. I know that you are multi-talented and are involved in a lot, so try to organize yourself just a little more and partition your workload. |
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AYA Time

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| |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** |  | | **Attendance / Promptness** | Student is **always** prompt and regularly attends classes. | Student is late to class **once every two weeks** and regularly attends classes. | Student is late to class **more than once every two weeks** and regularly attends classes. | Student is late to class **more than once a week** and/or has poor attendance of classes. | \_\_3\_\_ | | **Level Of Engagement In Class** | Student proactively contributes to class by offering ideas and asking questions **more than once** per class. | Student proactively contributes to class by offering ideas and asking questions **once** per class. | Student **rarely** contributes to class by offering ideas and asking questions. | Student **never** contributes to class by offering ideas and asking questions. | \_\_4\_\_ | | **Listening Skills** | Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others. | Student **listens** when others talk, both in groups and in class. | Student **does not** listen when others talk, both in groups and in class. | Student **does not** listen when others talk, both in groups and in class. Student often **interrupts** when others speak. | \_\_4\_\_ | | **Behavior** | Student **almost never** displays disruptive behavior during class. | Student **rarely** displays disruptive behavior during class. | Student **occasionally** displays disruptive behavior during class. | Student **almost always** displays disruptive behavior during class. | \_\_4\_\_ | | **Technology Organization / Use**  ***(AYA Wiki, Google Docs, Zoho Show, Teamspeak, Viddler, etc.)*** | Student **almost always** places their work in the appropriate places and uses technology to enhance participation and understanding | Student **sometimes** places their work in the appropriate places and uses technology to enhance participation and understanding | Student **occasionally** places their work in the appropriate places and uses technology to enhance participation and understanding | Student **rarely** places their work in the appropriate places and uses technology to enhance participation and understanding | \_\_\_\_\_\_ | | **Preparation** | Student is **almost always** prepared for class with assignments and required class materials. | Student is **usually** prepared for class with assignments and required class materials. | Student is **rarely** prepared for class with assignments and required class materials. | Student is **almost never** prepared for class with assignments and required class materials. | \_\_3.5\_\_ | |  |  |  |  | **Average---->** | \_3.7\_ | | |

1. Make a list of what you want the students to accomplish through your assignment.
2. Organize your list from most important to least important.
3. Decide on an overall point value for the assignment.
4. Assign each item on your ranked list a percentage value out of 100 percent.
5. Multiply your total point value from step 3 by each item's assigned percentage to arrive at the point value for that item.
6. On a fresh sheet of paper, write the name for each item on your list in order from most to least important. Make sure to leave room in between each category.
7. Assign specific grading criteria for each main category from step six.
8. Distribute or display the rubric to the students when you are explaining the assignment.

### Tips:

1. Definitely know what your categories will be before you make your assignment.

# AYA Educational Institute

# Integrated Algebra and Geometry

# Skills Evaluation for February 1st – April 1st 2007

# Student: Ife Madzimoyo

# Instructor: Balogun Arinwaka

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** | **Score** |
| Introductory information on triangles | Knows what a triangle is. | Remembers that a triangle has 180 degrees. | Can Identify the different types of triangles. | Can calculate unknown angles with two given angles in a triangle and can identify the different types of triangles based on both side lengths and angles. | 4 |
| Triangle Similarity | Can Define Triangle Similarity | Can recognize similar triangles with all information on the triangles provided | Can calculate unknown sides of a triangle using the sides of a similar triangle | Can verbally explain whether or not two triangles are similar with information with limited information provided, and can perform calculations to find unknown sides of similar triangles. | 4 |
| Triangle Congruence | Can Define Triangle Congruence | Can recognize congruent triangles with all information given. | Can calculate unknown sides and angles of a triangles using the sides and angles of a congruent triangle. | Can verbally explain whether or not two triangles are congruent with information with limited information provided, and can perform calculations to find unknown sides and angles of congruent triangles. | 3 |
| The Hypotenuse Theorem | Can recognize the Hypotenuse Theorem. | Can calculate the hypotenuse of a triangle. | Can calculate either the horizontal or the vertical side using the hypotenuse and another one of the sides. | Can use the Hypotenuse theorem in real world applications involving triangles. | 3 |
| Ratios and Proportions | Can define a ratio | Can form a ratio between two quantities. | Can use a ratio to calculate the parts of a whole. | Can use ratios to calculate error, accuracy, and precision in real world problems involving various different quantities, such as moisture content and net weight. | 3 |
| Basic Trigonometry | Can explain what trigonometry is. | Can identify the sine, cosine and tangent functions. | Can calculate trigonometric ratios and use trigonometric ratios to calculate unknown angles. | Can identify the difference between the angle of elevation and the angle of depression, and how the two angles relate to one another in regard to the trigonometric ratios. | 3 |
| **Average Score** | | | | | 3.3 |

 Written by Balogun Arinwaka / AYA Educational Inst. / Last updated 11/08/2006.

# AYA Educational Institute

# Biophysics

# Skills Evaluation for February 1st – April 1st 2007

# Student:

# Instructor: Balogun Arinwaka

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| --- | --- | --- | --- | --- | --- |
|  | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** | **Score** |
| Introduction: What is Biophysics? | Can define biophysics | Can explain the interdisciplinary nature of biophysics. | Can list examples of topics in biophysics | Understands the necessity of biophysics in understanding things in everyday life | 4 |
| The history of the Earth & life on Earth | Knows some things about the Earth’s history | Knows of some prehistoric animals. | Has researched the Big Bang Theory | Can compare various theories on the origin of the universe and can find agreement and disagreement | 4 |
| Evolution and Natural Selection | Knows some things about Evolution | Knows some things about Natural Selection | Can thoroughly explain the process of natural selection in relation to Evolution | Is able to develop an opinion on Evolution and Natural Selection based upon thorough research. | 4 |
| Animal Locomotion | Can define animal locomotion | Can define bipedalism and quadrupedalism | Can identify various different types of animals that are bipedal and quadrupedal, as well as animals that are neither | Can look at body types and approximate locomotive speed with reasonable accuracy based on physiology | 4 |
| The three basic kinematic formulae:   * Distance * Velocity * Acceleration | Can write the formulae | Can plug in values in their proper place in a formula | Can make accurate calculations and accurately use units of measure. | Can use kinematic formulae in applications to everyday life, such as running and walking. | 3 |
| Basic Vector Analysis | Can identify the difference between a vector and a scalar | Can set up a vector in various formats | Can add and subtract vectors | Can use trigonometry to calculate angles | 3 |
| Force | Can define force | Can define various different types of forces and understands the difference between mass and weight | Can use vectors to create a force diagram | Can calculate gravitation using the law of universal gravitation. | 2.8 |
| **Average Score** | | | | | 3.5 |

 Written by Balogun Arinwaka / AYA Educational Inst. / Last updated 11/08/2006.