Chapter 3 Sample Exam Question

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose one of the following questions. Be sure to answer ALL parts of the questions you choose for full credit. I will look for organization of thought (how well sentences and ideas logically flow), argument/response structure (how well you prove your knowledge of topic), evidence used (specific research, vocabulary, & knowledge of theories and theorists), and mechanics (clear writing style without spelling or grammatical errors). Your only resource used should be your *Ed Psych* textbook. Your response will be graded with the rubric seen below. Due 2/17/2.

1. Describe, in detail, a hypothetical middle school child. Be sure to include the child’s age, grade, and details about physical development. Then, make reflections about the child in terms of the following theories of development (using examples and citing specific theorists/stages when possible):

* psychosocial development
* cognitive development
* moral development

OR

1. Scenario: Most students in your classroom are in the concrete operational stage of cognitive development.

* What grade might you teach?
* What type of classroom activities would be appropriate for these students? Why? Provide examples in several subject areas.
* Describe one activity that would be developmentally inappropriate for these students, and explain why you consider it inappropriate.

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| CATEGORY | 4 | 3 | 2 | 1 | RATING |
| Addressing the Prompt or Question | Clearly addresses all parts of the writing prompt or question | Addresses most parts of the writing prompt or question | Addresses some parts of the writing prompt or question. | Does not address or only partially addresses the writing prompt or question |  |
| Research-Based Dispositions | Clearly and convincingly incorporates the research cited in course texts as the guiding thesis and throughout the entire response | Incorporates research cited in course texts as the guiding thesis, but not throughout the entire response | Articulates the research cited in course texts, but does not use it to support the response | Does not articulate or incorporate the research cited in course texts in the response |  |
| Argument/Response Structure based on Content Development and Disciplinary Language | Uses appropriate, relevant, and compelling content to develop a coherent response.  Response is written using precise discipline-specific professional language. | Uses appropriate and relevant content to develop a coherent response.  Response is written using discipline-specific language. Some casual language. | Uses appropriate content to develop a response.  Response is written using few examples of discipline-specific language. Many examples of casual language. | Does not use appropriate content to develop a response.  Response does not include discipline-specific language. Many examples of casual language. |  |
| Sources and Evidence Used to Support Argument/Response | Response is clearly and compellingly supported through the use of specific references to the words or ideas of key authors, theorists, and/or anchor texts | Response is clearly supported through the use of references to the words or ideas of key authors, theorists, and/or anchor texts | Response is supported in some instances through the use of references to the words or ideas of key authors, theorists, and/or anchor texts | Response is minimally or unsupported through the use of references to the words or ideas of key authors, theorists, and/or anchor texts |  |
| Language Conventions  (grammar, spelling, punctuation, and overall organization of thought) | Contains few, if any errors in the conventions of the English language and on-demand essay composition | Contains some errors in the conventions of the English language and on-demand essay composition | Contains multiple errors in the conventions of the English language and on-demand essay composition | Contains multiple serious errors in the conventions of the English language and on-demand essay composition in that the errors interfere with the reader’s understanding |  |

**Rating = \_\_\_\_\_\_\_\_ / 20**