

EDEP 631: Educational Psychology

Secondary Program Standard 5: Adolescent Development

Hawai‘i Teachers Standard 1: Focus on the learner

Hawai‘i Teachers Standard 3: Adapts to learner diversity

Hawai‘i Teachers Standard 6: Designs and provides meaningful learning experiences

Hawai‘i Teachers Standard 7: Uses active student learning strategies

Adolescent Case Study

Performance	Unacceptable	Acceptable	Target	Score
Submission deadline	Paper is submitted late.	Paper is submitted on time.	Paper is submitted on time.	
Description of the student’s biological (or personal), social, and cognitive development and comparison with theories and research on adolescent development and learning.	Case subject and his/her biological (or personal), social, and cognitive development are mentioned, but all required areas of development may not be addressed. Explanation of the extent to which your subject’s development is consistent with theories and research may be incomplete or inaccurate. There may be few reference to points and/or concepts from the course readings or the references may be inaccurately applied.	You provide a fairly clear description of aspects of the student’s social and cognitive development. You also provide a fairly clear description of aspects of either the student’s personal or biological development. You provide a <i>reasonable</i> analysis of the extent to which your case’s development is consistent with theories and research in adolescence. You make some reference to points and/or concepts from the course readings.	In addition to acceptable criteria, the paper demonstrates clear and in depth description and application of concepts with <i>insightful</i> analysis of the extent to which your subject’s development is consistent with theories and research in adolescence. You refer often to points and/or concepts from the course readings.	
Description of subject’s learning experiences, styles and preferences, and how these fit with learning theories and strategies for teaching adolescents.	Subject’s learning experiences, styles and preferences are mentioned. Explanation of the extent to which your subject’s learning is consistent with theories and research on adolescent learning may be incomplete or inaccurate. There may be few reference to points and/or concepts from the course readings or the references may be	Subject’s learning experiences, styles and preferences are described well. Explanation of the extent to which your subject’s learning is consistent with theories and research on adolescent learning is <i>reasonable</i> . You use some references to points and/or concepts from the course readings.	Subject’s learning experiences, styles and preferences are described with <i>insightful</i> explanation of the extent to which your subject’s learning is consistent with theories and research on adolescent learning. You refer often to points and/or concepts from the course readings to support your arguments.	

	inaccurately applied.			
Description of the student's school engagement.	Your description of your subject's school engagement may not be complete. It may be unclear how the subject's engagement is consistent with theories and research or this explanation may be inaccurate. Reference to points and/or concepts from the course readings may be absent, sketchy, incomplete or inaccurate.	You provide a fairly clear description of the subject's school engagement, a <i>reasonable</i> analysis of how the social context influences his/her development and school engagement. You refer to some points and/or concepts from the course readings.	You clearly describe your subject's engagement in school. You provide an <i>insightful</i> analysis of the extent to which his/her engagement is consistent with theories and research. You refer often to points and/or concepts from the course readings.	
Analysis of how the social context influences your subject's development and school engagement	You do not clearly explain how the social context influences your subject's development and school engagement. You may make few references to the course readings and/or these statements may be inaccurate.	You provide a fairly clear description of your case's school engagement. You provide a <i>reasonable</i> analysis of the extent to which his/her engagement is consistent with theories and research. You refer to some points and/or concepts from the course readings.	You clearly describe your subject's engagement in school. You provide an <i>insightful</i> analysis of the extent to which his/her engagement is consistent with theories and research. You refer often to points and/or concepts from the course readings.	
Clarity and organization of writing.	The organization and clarity of writing needs significant improvement. Errors in grammar, spelling, or format distract from the ideas.	The writing is organized, and topics are connected. Minor errors in grammar, spelling, or format may be present. Paper is typed and double-spaced.	The writing is clear and well-organized. Grammar, spelling and format are accurate and show excellent writing skills. Paper is typed and double-spaced.	