MOTIVATING THE UNMOTIVATED: THE PEWBO GRADING RUBRIC

By Scott R. Wilcox

This study is an exploration into the effects of using a rubric to give daily feedback of student progress in the areas of participation, effort, work, behavior and organizational skills. Previous research suggested that a flexible system can be used to clarify learning goals, design instruction that addresses those goals, communicate goals to students, guide feedback on students' progress toward those goals, and judge final products in terms of the degree to which the goals were met (Andrade, 2005). Two students were assessed daily in each of the five categories using a flexible rubric grading system to see if their scores would improve over time. Results show that daily feedback, when used with a rubric, has a positive effect on scores in those categories.

MOTIVATING THE UNMOTIVATED: THE PEWBO GRADING RUBRIC

By

Scott R. Wilcox

A Thesis Submitted
In Partial Fulfillment of the Requirements
For the Degree of

Masters of Science in Education

Special Education

at

The University of Wisconsin Oshkosh
Oshkosh WI 54901-8621 2010

January, 2011

COMMITTEE APPROVAL

Advisor

1/19/11
Date Approved

Member

1/19/2011
Date Approved

Member

1/19/11
Date Approved

PROVOST
AND VICE CHANCELLOR

Advisor

1/21/11
Date Approved

FORMAT APPROVAL

1/19/11
Date Approved

To those who have inspired me to finish my graduate degree, this thesis not only represents the culmination of my master's degree work, but in some ways a benchmark in my life. I will admit, I am a much greater sum than the few parts addressed here, but my journey would not have been complete without the love and guidance of those I mention now.

First, I would like to thank God. As a son, husband, father, musician and educator I have been blessed with many gifts and I owe them all to you. Next to God, the light of my life is my beautiful wife Brenda. Her love has been the beacon in which I trust for guidance, acceptance and inspiration. I would like to thank my children for allowing me to neglect them during this writing process.

Academically, I have been inspired my many educators. I would like to start with Mrs. Beverly Rood, my Jr. High choir teacher. She showed me the beauty that is music and planted the seed that has lasted a lifetime. Next, I would like to thank the late Mr. Bill Mellin, my high school band director. His direction taught me perseverance and patience. Heidi Goodrich Andrade answered my call for help and information and I thank her deeply. I would also like to thank Denise Clark, my graduate degree supervisor, for never giving up on me and inspiring me to advocate for those who can't stand up for themselves. I would like to thank professors Bert Chiang and Stacey Skoning and all other faculty at UW Oshkosh, for showing me the path to finishing my Master's degree.

Table of Contents

Page

LIST OF FIGURES

Page

Chapter 1

Introduction - A Vignette of Focus

Pew bows are the pretty bows that are tied to the pews in a church along the center aisle. At first glance, it would seem, aside from esthetics, they serve no purpose. But on second glance, pew bows perform a very important task. Pew bows show direction. They lead the eye down the aisle, to the altar of the church. In some instances, if the aisle were not decorated with pew bows, the groom may not make it down the aisle at all. Through the use of pew bows, he is both guided to the altar and motivated to complete the task. Pew bows provide a vignette of focus.

Students also need similar tools to help them focus academically. The use of grading constructs, structured outlines, regular feedback, and accountability are tools used by teachers to provide students with focus and direction. These are tools necessary for academic success stretch beyond class work. Other tools for success include momentum, control of internal and external behaviors, and organizational skills.

Can students improve in all areas of academic and social achievement by creating a grading system that is structured in a way that allows varying degrees of success, daily feedback, constant communication, set boundaries for expectations, opportunities for expression of thoughts, ideas and opinions, and scaffolding that works toward independence? Can a structure including the

features described above create a vignette of focus for unmotivated students with emotional/behavioral disorders?

Research Question

For the purposes of this research unmotivated students are students that are defined as lacking motive, ambition or incentive. Students that are unmotivated also are said to be lacking in momentum. In the physical sciences, momentum is "a strength or force that keeps growing" (Neufeldt, 1996, p. 874). Students that are characterized as unmotivated then, have actually lost momentum. This loss of momentum, if not changed, often leads to students that drop out early or who do not graduate. Students who have little academic momentum typically show little confidence and doubt their ability to do well (Strahan, 2008).

Could students deemed unmotivated be lacking basic skills they need to be successful in school and society? Could things change if schools developed a scaffolded grading system that gave students a renewed opportunity for success at levels they can actually achieve? By creating a grading rubric that assesses each student on several skills such as effort (or momentum), participation, work (daily assignments, tests, and quizzes), behavior (in a specific class time) and organization (the ability to keep class things in order and current), the students may begin to practice all the skills necessary to be successful in a regular

education classroom. The P.E.W.B.O. grading rubric is a tracking and assessment tool that assesses students' participation, effort, work, behavior, and organizational skills with daily feedback. Would the daily feedback of the P.E.W.B.O. Rubric grading system improve students' participation, effort, work, behavior, and organization?

Summary of Theoretical Research

The development of the rubric was based on several theories. Bandura's (1986) Social Cognitive Theory stated that observational learning, imitation, and modeling are very important in a child's learning process. In this study, students received daily feedback about their progress using a behavioral rubric tool that assessed them in the areas of participation, effort, work, behavior and organization. The feedback was a structure to communicate or model the appropriate expectations in the classroom. The rubric gave students a visual of appropriate classroom behaviors.

Maehr, Martin, and Midgley's (1991) Goal Theory suggested that the psychological environment of classrooms and schools determined students' perceptions of their goals. By introducing daily feedback into the classroom, students received daily support for their goals in the five categories. Through changing the structure of the environment, student's behaviors were likely to change. A sense of Flow was described as a focused state characterized by full concentration, a change in the awareness of time, feelings of clarity and control, a

merging of action and awareness, and a lack of self-consciousness (Csikszentmihaly, (1990). Theoretically, the introduction of a rubric gave students feelings of clarity and control and it also gave them a sense of awareness that led to action. By introducing daily feedback, students were able to merge their awareness with action and gain a sense of control. More information of how these theories and others apply to the P.E.W.B.O. grading rubric is found in chapter 2.

Definition of Terms

Internal and External Behavior.

Emotional/behavioral disorders generally fit in two basic categories, externalized and internalized behaviors. Externalized behaviors are those that are usually seen as uncontrolled or acting out behaviors and include aggression, arguing, impulsivity, and non-compliance. Internalized behaviors represent an over-controlled inhibitive style of responding that includes behaviors such as withdrawal, loneliness, depression and anxiety (Gresham, Lane, MacMillan & Bocian, 1999).

At-Risk.

The participants in this study were two students considered at-risk. At risk students are those that are likely to fall below academic standards or not graduate (Snow, 2003). At-risk students may act defiant, disrespectful, and aggressive (verbally and physically) and show a disinterest in school learning (Dicinto & Gee, 1999). Although most at-risk student may be unmotivated, not all

unmotivated students are considered at-risk. Dicinto and Gee (1999) suggested that this loss of momentum, if not changed, often led to students that drop out early or those that did not graduate.

Point Systems.

Research suggests that competency-based grading and point systems were the most frequently used grading systems (Hendrickson & Gable, 1999). Point systems allowed students to earn points, fully or in part, for completing coursework such as tests, quizzes, papers, etc. Final grades are then determined by the students' point totals at the end of the semester (Feldman, Alibrandi, & Kropf, 1998). Deci et al. (2001) pointed out that satisfaction was positively related to motivation. In other words, when students felt content, felt they are in approval, or had a liking towards something in the course, they would be inclined to be more motivated. Although rubrics inherently had some elements of a point system included, they were usually used for different purposes.

Scaffolding.

In the short duration of this study, the likelihood of a student progressing far enough to begin the scaffolding portion of the rubric was remote. But in the case that a student may have progressed quickly, the rubric would be scaffolded in a unique way with the goal of returning a student to the general education grading system, which used a point system and usually graded only academic work. The concept of s*caffolding* referred to the systematic sequencing of prompted content, materials, tasks and teacher and peer support to optimize learning (Dickson,

Chard, & Simmons, 1993). Research suggested that scaffolding provides students with the help they need and allowed them to complete a task with assistance before they were able to complete it independently (Pearson, 1996). The goal of scaffolded programs was to give students support until they could apply their new skills and strategies independently. Over time, the level of support was decreased as student's level of independence increased. In a scaffolded program, the responsibility gradually shifted from the teacher to the students (Pearson, 1996). According to Pearson, the goal of scaffolding was to promote a student's gradual independence.

Rubrics.

Stellmack, Konheim-Kalkstein, Manor, Massey, & Schmitz suggested that rubrics *wee* tools for evaluating and providing guidance to student school activities (2009). They significantly enhanced the learning process by providing both students and instructors with a clear understanding of educational goals (Andrade, 2005). Rubrics typically included two elements: a statement of the criteria to be evaluated and a scoring system that was both appropriate and relevant (Peat, 2006). Stellmack, et. al. stated there were two kinds of rubrics, holistic and analytic (2009). Holistic rubrics result in a single score based on the student's success. Analytic rubrics assess in multiple scores over a range of skills. In analytic rubrics, the final score was a total sum of each dimension assessed. One advantage of a holistic rubric is that it could be scored quickly; however the analytic rubric provided more detailed feedback and increased the consistency

between graders (Zimmaro, 2004). For more detailed information on rubrics see chapter 2.

Rubric Categories

Students with significant emotional and behavioral disabilities struggle in general education classes for many reasons. The reasons for their inappropriate behaviors are also varied and many times are things which cannot be controlled or affected at school. But there were five areas which couldn't be manipulated in a school environment and this study focused on those. The P.E.W.B.O. grading rubric addressed five areas found to be important areas for academic success (Figure 6.). These areas include Participation, Effort, Work, Behaviors, and Organizational skills.

Summary

The purpose of the P.E.W.B.O. rubric (Figure 7.) was to assess whether or not daily feedback affected student performance in the five categories of participation, effort, work, behaviors, and organization. The objective of the rubric was to give a structure in which students could see progress through daily scores. With that knowledge, they could modify their behaviors and make positive changes in those categories.

A six week study was conducted to determine whether or not daily feedback of student progress through the use of a rubric improved a student's

performance in the areas of participation, effort, work, behavior, and organizational skills. The study was conducted using a single subject A-B design. The baseline period lasted two weeks and during this time students did not know they were being graded according to the rubric. After two weeks, the students were informed of the rubric and how it was to be scored. The rubric then continued to be used for four more weeks with the student's knowledge. During the intervention period students received daily feedback of their scores and created personal performance goals. For more detailed information regarding research methodology, please refer to chapter three.

Since the grading rubric designed for this study had never been used it was necessary to make sure that it was well defined and justified by showing the direction of previous research. A more thorough discussion of the theoretical foundations of this research project and the previous research on which it was built can be found in chapter two. Chapter three describes in detail the P.E.W.B.O. grading rubric and the methods used in this study to answer the research question. It describes the participants in the study and their general background as well as a description of the setting in which the research takes place. Chapter three also explains the methods used to obtain study data. Included in chapter three are descriptions of the research instrument, setting, participants and implementation. It also includes a description of the techniques used for analyzing the data.

Chapter four presents the data collected during the eight week study. It displays five charts, one for each category of the rubric. The charts track the average scores students one and two earned in their core classes each day of the study. The data displayed in chapter four was interpreted in chapter five. This chapter also explores any implications of the findings.

Chapter 2

Literature Review

A rubric grading system was chosen for this study for its flexibility, and its use of regular feedback. Both flexibility and feedback are deemed important traits of a rubric in the research of Andrade (2005) and Zimmaro (2004). It was the feedback element of the rubric design that was used to try to promote positive behavioral and academic change for the participants in this study.

According to Chapman and Inman (2009), some disadvantages to using a rubric to assess students' academic and behavioral achievement included the idea that rubrics evaluate “doing” and not “understanding” and that rubrics may be too vague. This is why the rubric was not the primary focus of this study. The primary goal of this study was the use of daily feedback and goal setting to continuously assess how much students are learning and how they are progressing in terms of the five variables included in the rubric.

Some experts believed there were some limitations to using rubrics as an assessment tool. Chapman and Inman (2009) believed that rubrics may not convey to students all we wanted them to know and may have limited their imagination. However, a study by Moskal, Barbara, & Leydens (2000), stated that carefully designed analytic, holistic, task specific, and general scoring rubrics had the potential to produce valid and reliable results. Teachers should clearly state the purpose of what they hope to learn about the responding students and the

objectives of how the students displayed these proficiencies. For this study, researcher used the purpose and the objective to guide the development of the scoring rubric.

Rubrics

The etymology of the word "rubric" actually means a red ochre color. The word originated from the 14th century Latin word *rubrika* meaning "red". In medieval times, document headings were penned in red ink. It was also known as a rule of conduct for liturgical service (Merriam-Webster, 2011). More recently, rubrics had become a method of assessment and are currently used as a scoring tool (Moskal, Barbara & Leydens, 2000). As stated above, there are two types of rubrics most commonly used, analytic and holistic (Stellmack, Konheim-Kalkstein, Manor, Massey, & Schmitz, 2009). Stellmack et. al . (2009) purported that regardless of a rubric's format, when used as the basis of evaluating student performance, a rubric should exhibit both reliability and validity. They also define reliability is the consistency of scores across repeated measurements and validity is the extent to which scores truly reflect the underlying variable of interest.

Andrade (2005) has extensively researched the use and effectiveness of rubrics as a grading tool as well as for self and peer assessments. She indicates one of the greatest strengths of a rubric is its flexibility. Her research suggests that rubrics can be used to clarify learning goals, design instruction that addresses those goals, communicate goals to students, guide a teacher's feedback on

students' progress toward those goals, and judge final products in terms of the degree to which goals were met.

Chapman & Inman (2009) suggested disadvantages to rubric grading, such that rubrics evaluate "doing" versus understanding or that rubrics are too vague and have too much dysfunctional detail. They also purported that it may emphasize "test mastery" over "skill mastering". Chapman and Inman continued to suggest that rubrics may not convey all we want students to know and may have limited imagination if students felt compelled to complete the assignment strictly as outlined in the rubric. They suggested rubrics could lead to anxiety if too many criteria were included and reliability could be a factor as more individuals used the rubric and it took time to develop, test, evaluate, and update (2009). However, they also suggested that rubrics had the advantage of providing guidelines and explicit expectations. Rubrics were often aligned with standards, easy to use and gave informative feedback for students. Rubrics could be impartial, allow consistent assessments, document and communicate grading procedures and allowed students to be organized and clarified their thoughts (Chapman & Inman, 2009).

Theoretical Research

S-O-R.

In behavioral psychology, the ideas of stimulus and response, including conditional (controlled) and unconditional (random or not controlled) stimuli,

were most common (Heimlich, & Ardoin, 2008). One commonality in all behavioral theories was the stimulus-organism-response (S-O-R) which was first introduced by Edward C. Tolman who studied rats responses to stimuli by designing an experiment for rats to run through a T-maze. The rats were rewarded with either food in one side of the maze or water in the other. One half of the rats he introduced had electric shock and then he observed their behavior the next time they were released into the maze. He found that the rats who experienced anxiety (electric shock) on their previous visit to the food ran more slowly the second time. Tolman concluded that the stimulus of the shock decreased the rats response or achievement (Tolman & Gleitman 1949).

The findings of the Tolman's experiment have strong bearing on this study in that a student's high level of anxiety could negatively affect their level of achievement. This study attempted to find out whether students who received daily feedback and an organized rubric would improve academically and socially.

Flow Theory.

The central concept in the *Theory of Flow* was that it was an optimal state of intrinsic motivation. It was task-focused state characterized by full concentration, a change in the awareness of time (e.g., time passing quickly), feelings of clarity and control, a merging of action and awareness, and a lack of self-consciousness (Csikszentmihalyi, 1990). Csikszentmihalyi studied students in Montessori schools which children were encouraged to learn on their own while being guided by the teacher. Csikszentmihalyi and Rathunde (1993) stated that

flow was often characterized by a relationship between the challenge given to the students and their individual skills. They found that students who experienced a sense of flow believed their goals were challenging, but still clear and attainable. Students were aware of their personal progress, which means, they were getting regular feedback and their behavior could easily be adjusted. They continued to suggest that in a state of *Flow*, a student's focus was sharp, their concentration was intense and they did not feel self-conscious (2005). In this study, the participants were in a self-contained program. They were not changing environments between subjects and also ate in the same room. In an included classroom it would have been more difficult to achieve a sense of flow.

The structure of the behavioral rubric and the addition of daily feedback gave students a sense of clarity and control over their daily scores. They were aware of their scores in relation to their goals on a daily basis and could have taken action and changed the end result if they so chose. It was this ability to control and change one's future that had the potential to create a sense of flow (Csikszentmihalyi and Rathunde, 2005). Students who succeeded in changing their outcomes became less self-conscious and had the opportunity in this environment to experience flow.

Goal Theory.

The Goal Theory by Maehr, Martin, & Midgley (1991) suggested that the psychological environment of classrooms and schools determined students' perceptions of goals. Research suggested that the ability to set and maintain

appropriate goals and think purposefully was an essential marker of human development (Bandura, 1997; Latham & Locke, 2007; Locke & Latham, 2002). According to Csikszentmihalyi, when students felt they had the skills equal to the task an optimal experience was likely to occur. Montessori students reported about seven percent more flow experience, or about one and a half hours more per week (Csikszentmihalyi, 1990).

Goals affected performance through four mechanisms: (a) both cognitively and behaviorally directing attention and effort toward goal-relevant activities and away from goal-irrelevant activities; (b) energizing, with high goals leading to greater effort than low goals; (c) increasing persistence, with demanding goals prolonging effort; and (d) affecting action indirectly by leading to the arousal, discovery, and utilization of task-relevant knowledge and strategies (Locke & Latham, 2002; Locke, Shaw, Saari, & Latham, 1981; Smith, Locke, & Barry, 1990). Students in this study used goals to increase their effort, organization and behavior scores.

Social Cognitive Theory.

The social cognitive theory purported that observational learning, imitation, and modeling were very important in a child's learning process. The theory integrated a continuous interaction between behaviors, cognitions, and environments. (Bandura, 1986). Bandura (1986) stated that human functioning resulted from a dynamic interplay between personal, behavioral, and environmental influences. The belief that people held about their capabilities

affected the quality of their functioning through four major processes: cognitive, motivational, affective, and decisional (Bandura, 1997). Students in this current study experienced a change in their environment that affected both their cognitions and behaviors in the classroom.

Rubric Category Definitions

Participation.

In a study of 292 college students, Jalongo, Twiest, Gerlack, & Skoner, (1998) discovered that class participation helped students to perform better in school. Across three classes, greater *overall* class participation resulted in better *overall* class performance. This evidenced itself through positive relationships between bonus points awarded (BPs), quiz, exam, and homework scores. Sanacore (2008) defined students that do not participate as reluctant learners who were as individualized in their reluctance to learn as they were in their motivation to learn. According to Protheroe (2004), motivated learners completed tasks, accepted challenges, and were not satisfied with just getting by.

Students' participation and effort greatly depended on their levels of self-efficacy and self-regulation (Strahan, 2008). Students with greater self-efficacy invested a great deal of energy in solving difficult problems, even as the tasks may grew more complex. Students improved self-efficacy through goal setting; regular feedback; participation in engaging learning activities; experimentation with new behaviors, thoughts, and feelings.

Effort .

According to research by Csikszentmihalyi, academic success depended on more than knowing the skills and information. It was also important for students to show effort to be successful (1990). Strahan (2008) called effort motive, ambition or incentive. Dicinto and Gee (1999) called it the ability to accomplish meaningful tasks. As stated previously in the studies by Locke & Latham (2002); Locke, Shaw, Saari, & Latham (1981); Smith, Locke, & Barry (1990) effort was closely tied to our goals. Students in this study experienced an increase in effort through the use of goal setting and daily feedback.

Class Work.

Class work encompassed more than worksheets, tests and quizzes. In a study by Ioannou and Artino (2010) they compared solitary student activities (ie. tests, quizzes, worksheets, etc.) with collaborative learning methods (ie. collaborative assessment, group projects, role-playing activities, small-group discussions) and found that collaborative learning methods had been shown to be more effective in promoting critical thinking and understanding, raising academic achievement, supporting transfer and long-term retention of the learned material, and promoting psychological health, social competence, self-esteem, and positive attitudes toward the learning task. In the study by Putnam, Rynders, Johnson,& Johnson (1989), roughly 30 students with cognitive disabilities were compared to the same number of non-disabled students in the same fifth grade level. The study tested three effects; the difference between instructed versus uninstructed in

collaborative skills, handicapped students versus non-handicapped students and the interaction between these two variables.

Significant differences were found in students that were instructed in collaborative skills than those that were not when students were (a) introduced to specific cooperative skills through explanation and examples; (b) asked to demonstrate specific cooperative skills; (e) were observed by the teacher; and (d) were given feedback and an opportunity to discuss their performance. In these conditions, non-handicapped students interacted more with handicapped students by looking at them, talking with them, and working cooperatively with them (Putnam, Rynders, Johnson,& Johnson, 1989).

Socio-emotional Skills.

In discussing classroom behavior it was more accurate to define it as a student's positive response to the school environment, or socio-emotional skills. Goleman (1996) reported that I.Q. was only a minor predictor of success in life, while emotional and social skills were far better predictors of success and well-being than academic intelligence. Social-emotional learning was defined as the process of acquiring a set of social and emotional skills—self-awareness, self-management, social awareness, relationship skills, and responsible decision making—within the context of a safe, supportive environment that encouraged social, emotional, and cognitive development and provided opportunities for practicing social-emotional skills (Cherniss, Extein, Goleman, & Weissberg, 2006). Socio-emotional learning is important to academic success. Research by

Durlak and Weissberg (2005), found that students who participated in socio-emotional learning programs liked school more, had significantly better attendance records, had higher grade point averages, and ranked at least ten percentile points higher on academic achievement tests.

Organization.

For this research Organization was defined as a systemized plan or structure. Understanding of the development of student's minds helped teachers better understand the development of their organizational skills. Research shows that the frontal lobe of the brain controls executive skills like planning, time management, working memory, self-monitoring, and behavioral regulation, all of which are needed for organization (Barkley, 1998). Bernstein, Atance, Meltzoff & Loftus suggested that from a neurological perspective, the frontal lobe was not fully developed until young adulthood (2007). Boller's research purported that looking at organization as a developmental process broadened our perspective and helped us appreciate the different skill levels teachers saw in their students (2008). According to Csikszentmihalyi & Rathunde, successful classrooms are those in which students experienced a sense of flow (1993). Strahan's research suggested that successful classrooms experienced higher levels of self-efficacy and self-regulation (2008) and looked at organizational and developmental processes that broadened our perspective and helped us appreciate students' different skill levels (Boller, 2008). "When asked to describe characteristics of model students most teachers included traits such as planning, time management,

memory, self-monitoring, paying attention, and controlling behavior and emotions" (Boller, 2008, p. 53).

Boller (2008) suggested that direct instruction in organizational skills, study skills, time management, and behavioral regulation could be interwoven into daily lessons. Research supports that the use of a scaffolded rubric provided individualized support. Boller suggested that organizational skills should be taught as a separate class or as a part of an existing class's curriculum that focused on one skill each week and would provide consistent practice across disciplines. It should provide verbal and visual models of problem solving and organizational steps that help students become more cognizant of the process (2008). "We should not expect our middle school students to manage themselves without external support until we are sure that they have the skills they need. Those skills should be fully supported by both school curriculum and parent support" (Boller, 2008, p. 55).

Chapter 3

Methodology

For this study the researcher utilized a single-subject research design. This design was applied because the sample size was one or a number of individuals were considered as one group (Gay & Airasian, 2003). According to research by McMillan, there are five characteristics of a single-subject design and they include; reliable and repeated measurement, description of conditions, description of baseline and treatment conditions and the manipulation of a single variable (2004).

This study used an A-B design type. In the A-B design type a non-treatment phase is initiated until the behavior in question demonstrates stability. Once the behavior became stable, the treatment phase was initiated. The behavior in question, the dependent variable in the experiment, was measured during both phases and the results for the two phases of the experiment was compared (Wasson, 2003).

Reliable and Repeated Measurement

To ensure a reliable result a rubric was created to assess each category in a detailed manner that was consistent time after time (Figure 7.). The rubric assessment was used during the baseline period and during the intervention period and was used the same way each time. The rubric was carefully designed to take

into consideration both analytic and holistic approaches that produced valid and reliable results. Construct-related evidence is the evidence that supports that an assessment instrument is completely and only measuring the intended construct (Moskal, Barbara, & Leydens, 2000).

To test the reliability of the study, subjects were assessed using a rubric that uses the same specific criteria for both subjects. Both students used the same room for instruction and feedback was given in exactly the same manner. Both students were instructed in the same subjects for the same amount of time on class work and social skills instruction. The subjects were assessed for two weeks without knowledge of the rubric and without daily feedback. Then during the last four weeks students knew the parameters in which they would be assessed and also received daily feedback of their scores.

Validity refers to the degree to which the evidence supports that these interpretations are correct and that the manner in which the interpretations are used is appropriate (American Educational Research Association, American Psychological Association & National Council on Measurement in Education, 1999). Establishing validity is dependent on the purpose of the rubric (Moskal, Barbara, & Leydens, 2000). The study's validity depends on the number of variables changed and also the number or strength of the limitations. In this study only one variable was changed, the student's reception of daily feedback. The rubric was designed to assess student performance in the areas of participation, effort, work, behavior, and organization. As stated by Stellmack et. al. (2009)

whose research suggested that when used as the basis of evaluating student performance, a rubric exhibits both reliability and validity. Andrade's (2005) extensive research suggested that rubrics are effective as a grading tool as well as self and peer assessments. To add to the study's consistency the rubric was designed to be analytic. According to Zimmaro, an analytic rubric provided more detailed feedback and increased the consistency between graders (2004).

Description of Conditions

The study took place in a middle school in the rural Midwest. Fifteen percent of the student population was of ethnicities other than white with the primary ethnic group being of Asian descent. The median income in the community was approximately $51,766 and 7.8% of the population was below the poverty line. The school had approximately 756 students 52% male and 48% female. Twenty-one percent of the school was eligible for either free or reduced lunch, which was six percent less than the state average.

The room in which this research took place was a spacious double room with a bright atmosphere. The room had been supplied with desks and tables as well as study carrels. Student lockers were located within the room to minimize the amount of time the students spent in the halls. Students also had access to a punching bag and exercise equipment within the room as options when students needed an outlet from frustration and anger. The room did not have windows but access to windows was available if it became necessary in certain situations. The

two students were in the same room all day except during lunch times when they were escorted to the lunch room.

The two students participating in this study were chosen because they were the only two students in a self-contained classroom full-time and are regular students of the researcher. They were labeled with an emotional/behavioral disorder. They had not been successful in a regular education environment due to behavioral issues and low academic scores. The participants were labeled at-risk by the school system and their behavior was such that they required a self-contained learning environment. Both students were in the special education program and had emotional/behavioral disabilities that were considered severe. Their behavior was such that they had been placed in a special classroom separate from their peers until their behaviors improved enough to reintroduce them into the general student population. They also have had a history of habitually failing classes. The participants came from middle class backgrounds and had a history of social skill deficits. The participants' identities were completely confidential and were identified by Student 1 and 2.

The current system of grading only assessed their academic skills and did not take into consideration their behavior. They had not received regular positive feedback about their daily progress at that time. The students' behavior was such that they needed an alternative way to be assessed in a scaffolded manner. This allowed them the opportunity to be successful on their own terms and develop academic independence. After the first two weeks, students were informed of the

rubric grading system and a letter was sent home to their parents describing the grading process in detail. Parents were also told that they would receive a weekly update of their child's progress. Parents initialed the letter and sent it back to the school.

Before the research study began the researcher contacted school administrators and requested approval to conduct research at the school. A proposal was submitted to the IRB for approval. After permission was approved the researcher informed all school personnel involved the purpose of the research and the details of how it will be implemented. An informational letter was sent out to parents explaining the details of the study, how their child will be involved, and a notice of their child's anonymity in the research.

Description of Baseline and Treatment

The A-B design was the most appropriate design for the study because after the intervention phase takes place it was impossible to take back the knowledge of the rubric. The students were scored using the rubric during the baseline section of the study without their knowledge, during the intervention, the rubric was explained in detail and goals and expectations were discussed, and lastly, students were given daily feedback during the intervention or treatment phase. The design worked well for this study because the feedback could be withheld and given easily during the baseline and treatment phases.

Manipulation of a Single Variable - Daily Feedback

A rubric was created for this study that conforms to the research previously explored by Andrade (2005). The rubric adhered to her recommendation of a flexible system that could be used to clarify learning goals, design instruction that addresses those goals, communicate goals to students, guide feedback on students' progress toward those goals, and judged final products in terms of the degree to which the goals were met (Andrade, 2005). The P.E.W.B.O. rubric was also based on the work of Strahan (2008), which suggested that the development of self-efficacy and self-regulation strengthen achievement. The rubric was used to assess five separate variables, the students' skills of participation, effort, work, positive behaviors, and organization. Regular daily feedback allowed the students the ability to determine where they were in reference to their personal goals. The goal of the P.E.W.B.O. grading rubric was that it would be used to assess and improve students' academic and social successes.

The independent variable was the daily feedback that took place after each class period. Students were shown their scores for individual classes each period of the day. At this time, the teacher discussed what students could do to improve their scores in the future. Trends also were noted in scores and students were allowed to see their trends daily. Scores were recorded on an Excel spreadsheet that tracks scores for the day, the week, the class and averages for each class and total weekly average.

P.E.W.B.O. Grading Rubric

By implementing a rubric grading system, the students gradually learned the skills they needed to be academically successful. Students were able to improve their non-academic skills and create timelines to achieve their goals. The rubric consisted of five categories including participation, effort, daily work, behaviors and organizational skills. The two participants attended classes in math, English, science, social studies and social skills. The curriculum for these classes was already in use by the district and the class used the same material as in regular education classes but at a modified pace. The participants were scored daily for each class period in the five categories of the P.E.W.B.O. rubric. To ensure the reliability of the research, detailed parameters of how the rubric is scored was evaluated and assessed differently for each category. To see how rubric scores were earned please see the rubric below (Figure 7.). At the end of each week, the summary of scores for each student was mailed to their perspective parent or guardian.

Scores were collected daily for each of the five categories. At the end of the study, scores were charted according to each specific category. For example, the participation showed the average daily participation scores for both students 1 and 2. The chart showed scores during the two week baseline period, a line of demarcation for the intervention, then scores for the final 4 weeks or intervention period of the study.

As students mastered various categories of the rubric and showed that they could maintain that level, that category was eliminated from the rubric. For example, if student 1 scored a perfect score of 4's in participation every day for 3 weeks, that category was eliminated. As long as the student maintained a high level of class participation, the student no longer needed to be graded for that skill. The only skill that remained till the end was the work category. The goal of this type of scaffolding was to eventually have the student graded only on their academic scores, therefore, giving that student an opportunity to be included into the general education population. Due to the short duration of this study, neither student in the study achieved scores high or consistently enough to eliminate a category.

Limitations

Chapman and Inman (2009) proposed some limitations saying that rubrics may evaluate the things students *do* and not what they *understand*. Careful attention was taken so that the rubric's purpose was not too vague. Some researchers believed that rubrics may not convey to students all we want them to know and may limit imagination. These are all factors to consider but can be addressed through the design of a specific rubric and careful attention to feedback and student goals throughout the process. Another limitation of this study was the number of participants. By only having two participants in the study it became easier to monitor the effects of the rubric and make needed adjustments. By the

same token, it was harder to ensure that the same results would apply or be similar in larger groups. Also considered was the geographic location of the study and socioeconomic status of the participants. Students in other locations, such as a heavily populated urban environment, may have reacted differently under such an intervention and this would require further study. The participants in this study attended school in a suburban middle school in the Midwest. They came from middle class families and poverty in this area was low. Areas of higher poverty may have had a different result.

Some environmental limitations may have been the newness of the room and unfamiliar teachers. The students in the study were in a different room than last year and had a new teacher and paraprofessional. Other factors such as temperature, lighting and colors may have also changed for them and may have caused some initial anxiety. Due to the nature of the emotional behavioral spectrum there was no way to know all the behavioral and social limitations that might occur. However, the rubric design was such that variance in behaviors and social issues should not have greatly affected the results.

Data Collection

The data from the P.E.W.B.O. rubric was collected daily and entered into an excel spreadsheet that created a sum of all daily and weekly totals with an average score for each category. In a single-study A-B design, once the behavior becomes stable, the treatment phase is initiated. According to Wasson (2003), the

dependent variable in the experiment is measured during both phases and the results for the two phases of the experiment are compared. Each category in the rubric was measured in this way. Great effort was taken to ensure a high degree of reliability with all scores assessed and was recorded in the same room, under the same environmental circumstances and with the same students each class period of each day. The use of the rubric ensured that students were assessed according to the same consistent standards. The measurement was performed repeatedly in the same way each week using the same criteria during both the baseline portion and the four week intervention period. The variable studied was the effect of daily feedback on students using the rubric. Students received a daily score from 0 to 4 in each category of the rubric for each class during their school day.

The rubric designed for this study included five categories for evaluation; participation, effort, work, behavior and organization. Each category contained specific criterion that needed to be met to achieve various scores. For example; to achieve a participation score of 4 (the highest score available) a student must have showed positive behaviors while in the classroom and be on task 100% of the time. To achieve a zero (the lowest score possible) participation score, the student would not participate in any classroom discussions or tasks and the student's comments or their participation would not be on topic and disruptive to the class.

The baseline occurred the first two weeks of the study. The strength of the research's validity depends of the manipulation of one variable, daily feedback. During this time the rubric was used every day during each core class period of

math, English, science, social studies and social skills. During the baseline period students did not receive any feedback and did not know they were being graded according to the rubric. The students were told they were being graded on daily work alone. After the two week baseline period, the student's scores became more stable. The intervention phase was implemented and students learned of the P.E.W.B.O. rubric and were instructed on how it would be used to assess their progress. After the intervention, students were scored in the same way as they were in the baseline but they received daily feedback. Student's scores were recorded for four weeks during the intervention period.

At the end of the research study, the average daily scores were plotted on a separate chart for each of the five category items. The scores were separated by the criteria being scored. There were five separate charts used to describe the changes in the five categories of participation, effort, work, behavior and organization. Using a chart made it easier to make comparisons and show the increases or decreases in student skills.

Data Analysis

The scores attained during the two week baseline period were compared with the four week period after the intervention to see if the scores change in any way. Once the scores were recorded and the study period was complete, the data acquired was analyzed for changes. If the scores for a category increased on average, then the data would support the notion that the rubric was having some

positive effect on the participants. If the data did not change then the results would have to be assessed as to whether the rubric needed to be changed or more time was required to show a result. If the scores are lower, the assumption would be that the rubric did not work and does not increase a student's chances for academic success.

After the scores were charted the researcher used a free hand method to look for trends in the information. The *Free Hand* method relies on a simple visual inspection of the data (White, 2005). White defines a trend as a line that evenly divides the data so that 50% fall on or above the line and 50% on or below the line. Trendlines, also called lines of *progress* or *celeration* lines are drawn through charted data to summarize the relationship between two variables. The two variables usually represent changes in performance over time but the relationship between any two variables can be summarized with trendlines (White, 2005).

Chapter 4

Results

The data was collected by averaging the daily scores for each student in math, science, English, social studies and social skills classes for each of the five P.E.W.B.O. categories. Those average scores were compiled and a chart was created to track daily average scores in each P.E.W.B.O. category on a scale from zero to four.

In the category of participation student 1 had scores that indicated a slight upward trend with scores that ranged between 2 and 2.5. The intervention was given on September 24th and scores were recorded after that date with the inclusion of daily feedback. In reference to figure 1, Student 1's scores increased gradually over the next four weeks. Student 2 had baseline scores ranging between 2.6 and 2 in a downward trend prior to intervention. After intervention Student 2 had scores that trended upward with a peak score of 3.5.

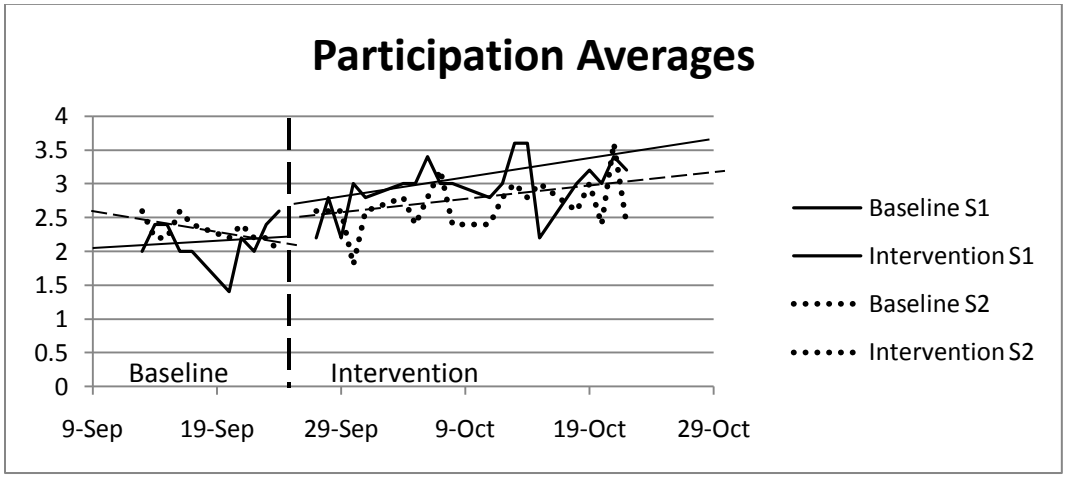

Figure 1. Participation Average Rubrics for Student 1 and 2

In the effort category, Student 1 averages during baseline ranged from 2 to 2.6 with the trend being consistent or slightly upward at approximately an average score of 2.2. After intervention Student 1's scores increased over the next four weeks with a peak of an average daily score of 3.6. Student 2 had very similar baseline average scores with a slight downward trend still averaging approximately 2.2 on effort scores. Student 2's scores also increased in an upward trend with a maximum score of 3 which occurred three times over the four week period.

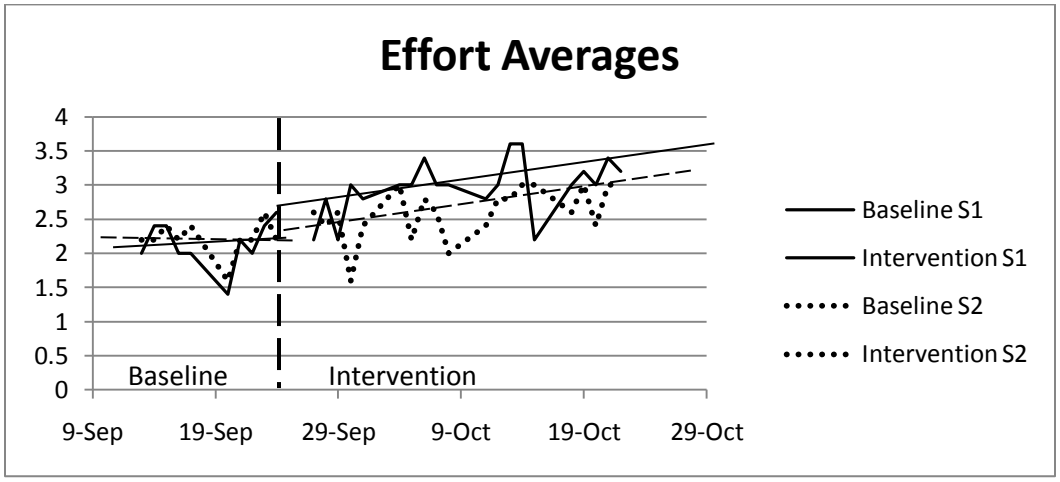

Figure 2. Effort Average Rubrics for Student 1 and 2

For Student 1, work category average scores during baseline ranged from 1.2 to 2.8 with a slight upward trend. After intervention student 1's average scores rose significantly but stayed somewhat consistent at approximately 3.5 or 3.6. Student 2 had average baseline scores ranging from 1.5 to 3 with a gradual trend upward. During the post-intervention period student 2's average scores trended more sharply upward with a maximum average score of a 4.

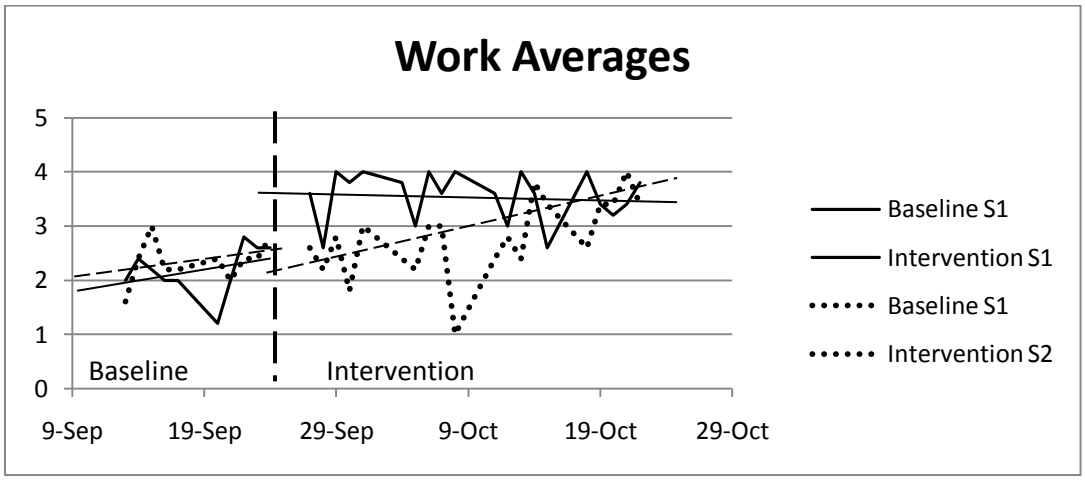

Figure 3. Work Average Rubrics for Student 1 and 2

In the category of behavior Student 1's average scores fluctuated but recorded a low average score of 1.2 and high average score of 2.8 with a gradual upward trend to the date of intervention. After intervention, Student 1's average scores continued to trend upward but still fluctuated a great amount with a low score of .4 and a high score of 3.2. Student 2, during baseline, had a low average score of 1.8 and a high average score of 2.8 with scores trending downward. After intervention Student 1's scores increased to a 3.0 with occasional variances slightly below or slightly above a score of 3 with the student's overall trend reflecting little change in its gradual upward trend. Student 2's scores after intervention trended in an upward direction also with a low score of .4 and a high average score of 3.

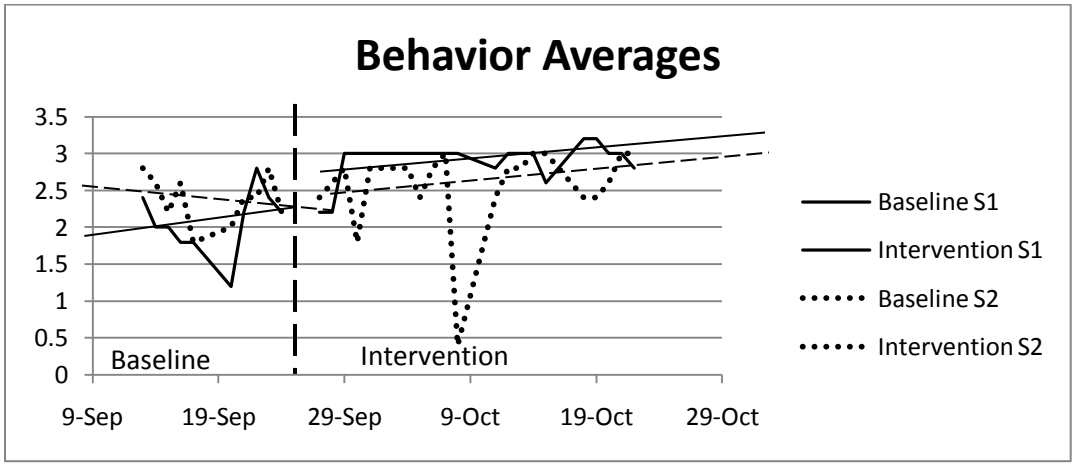

Figure 4. Behavior Average Rubrics for Student 1 and 2

For Student 1, averages in the category of organization during baseline had a low score of 1.4 and a high average score 2.6 with scores trending in a downward direction. Student 2 had a low average score of 2 and a high average score of 2.8. also trending in a downward direction. After intervention Student 1's average scores began to trend in a positive direction with a lowest average score of 2.2 and a high average score of 3.4. Student 2's trends also changed to become positive with a low average score of 2.2 and a high average score of 3.

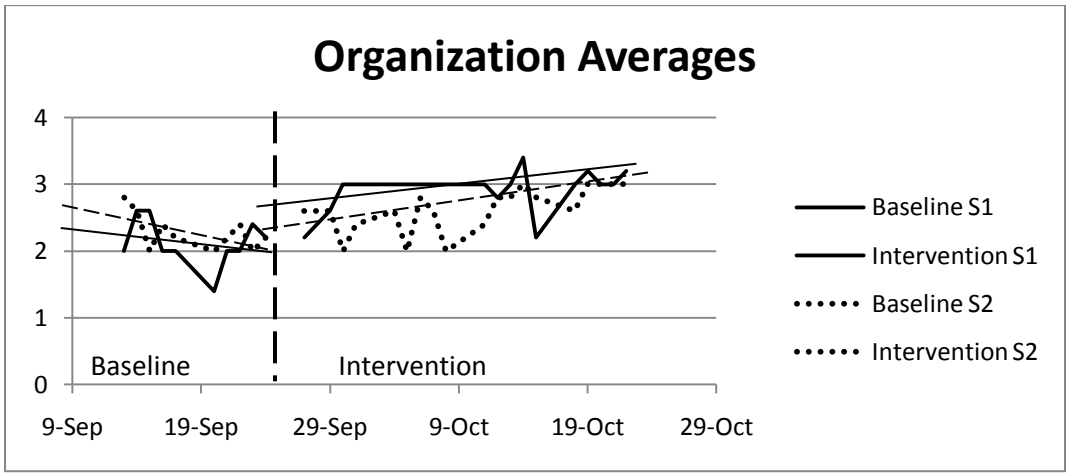

Figure 5. Organization Average Rubrics for Student 1 and 2

Chapter 5

Data Interpretation

The goal of this study was to determine whether the daily feedback students received using the P.E.W.B.O. rubric grading system could improve their participation, effort, work, behavior, and organizational skills. Students were given the first two weeks to get used to their new surroundings and become comfortable with a new teacher and program. The next two weeks, students were assessed using the P.E.W.B.O. grading rubric without their knowledge and without daily feedback from the teacher as to their daily scores. After the two week baseline period, the students were shown the P.E.W.B.O. rubric and told how their daily scores in those five categories would be assessed. They were each given a copy of the rubric to use as a reminder of how to achieve various scores. During the intervention, students were scored daily using the rubric. At the end of each period students were given feedback on their daily score. Students were scored using the rubric and given daily feedback for the next four weeks of the study. After four weeks, all the scores were compiled into daily average scores for each category of the rubric. Those averages were plotted on a separate chart for each category.

Results from the study were mixed in some categories both students made adequate progress and in other categories one student made progress while the other continued to progress at the same rate as during baseline. Results such as

these are due to some of the limitations of this study which will be discussed below.

Discussion

The results of this study are speculative due to the small sample size and its short duration, but they do indicate that there is consistency between the results of this study and those of previous research. In this study students were asked to monitor their own progress and regulate their own behaviors to improve their scores. The process of working together with students to assess themselves is collaborative assessment. A study by Ioannou and Artino (2010) determined that collaborative assessment has been shown to be more effective in promoting critical thinking and understanding, supporting transfer and long-term retention of the learned material, and promoting psychological health, social competence, self-esteem, and positive attitudes toward the learning task. The foundations of many established theories also were used to develop this study such as Bandura's (1986) social cognitive theory in which he determined that human functioning results from a dynamic interplay between personal, behavioral, and environmental influences. This study used personal interplay and a change of environment to positively influence student behaviors.

The results indicated that positive daily feedback through the use of a structured rubric like the P.E.W.B.O. did improve the performance of the two students who participated in this study. Further study will be required to see if

these results could extend to larger groups. In all categories, both students showed improvement, but it is clear that the rate of that change differs greatly between individuals. More research also will be required to determine the proper amount of time needed to improve the performance of larger groups of students. As shown in the data, there are some outliers. Both students had spikes of low and high achievement, but trend lines do not always give an accurate representation of progress. As an example, the daily work average scores of student 1 trend slightly downward however, on closer inspection, daily work averages are significantly higher than during the baseline period. A study with more longevity may be required to see if those scores remain high or begin to decrease at some point.

Some unexpected findings were the differences in the responses to each of the categories by the students studied. For example, Effort averages during baseline were consistent for both students and during intervention their progress was also very similar. In case of Participation and Behavior the baseline trends were opposite for both students yet their progress during intervention was a similar positive increase. In organizational skills, both students were trending downward during baseline and then progressed positively at about the same rate during intervention. There was also a stark difference in the rate of response between student 1 and 2 in the categories of behavior and organization. In both cases student 1 responded positively almost immediately where students 2's progress was more gradual.

Implications

The research suggests that daily feedback of the P.E.W.B.O. rubric grading system improved students' participation, effort, work, behavior, and organization. Schools that wish to improve a student's skills in these areas would benefit from incorporating daily feedback using a behavioral rubric like the P.E.W.B.O. to assess and track student progress. The research raises questions about the differences in the way students respond to daily feedback, some immediately and some more gradually.

The use of a structured rubric to track daily scores in the areas of participation, effort, work, behavior and organization has suggested that it can be used to improve these skills. However, to what extent and for how long that improvement will occur has yet to be determined. The use of rubrics has become common in schools but using a rubric to assess behaviors has not. The research suggests that the combination of the rubric structure and daily feedback of scores can improve student behaviors.

Limitations

This study was limited by several factors; the sample size of the study, the duration of the study and the newness of the teacher and program. The study was limited to 6 weeks due to the researcher's time constraints. After four weeks of intervention students were only beginning to show consistent results. A longer study would be required to verify if the results of this study would be consistent

over time. Additionally, the researcher was new to the school, the students were new to the school program and the program was new to the school. Despite all the changes the students still showed positive progress. It would be interesting to see if this study would be successful in a more established behavioral program with teachers who were established in that program.

The primary limitation of this study was its sample size. There were only two participants in this study. This made it difficult to argue that the results would be generalized to the entire population. Further study with larger sample sizes will be required to positively affirm its results. Another limitation was in the nature of rubrics themselves in that some researchers suggest that rubrics assess what students *do* more than they assess what students *understand*. Another limitation may include school environmental influences or outside influences such as stress at home or in other settings such as group homes or visits to a psychologist or counselor.

Conclusion

Although the findings do not assess student achievement, student work scores did improve which might give just cause for added research in the area of student achievement. The existing research of Jalongo et. al. (1998) suggested that increased student participation resulted in an improvement in academic achievement. In relation to this study, the use of a rubric in combination with

daily feedback did improve student participation, which according to Jalongo et. al., improves academic achievement.

Durlak and Weissberg (2005) studied students who participated in socio-emotional learning programs. Compared to non-program peers, students in socio-emotional learning programs liked school more, had significantly better attendance records and had higher grade point averages. Although this study did not track academic records, students' daily work scores improved. In terms of socio-emotional skills, the study showed that daily feedback through the use of a rubric resulted in positive behavioral change as well. Goleman reported that I.Q. is only a minor predictor of success in life, while emotional and social skills are far better predictors of success and well-being than academic intelligence (Goleman, 1996).

Finally, the study strengthens Boller's (2008) finding that direct instruction in organizational skills, study skills, time management, and behavioral regulation can be interwoven into daily lessons that will broaden a student's perspective and helps them appreciate the different skill levels. The process of goal setting and using daily feedback to monitor or regulate one's self daily also had an impact on the success of this study. The results of this study suggest that daily feedback using a structured rubric such as the P.E.W.B.O. does help students improve in the categorical areas of participation, effort, work, behavior and organization.

Participation	Sharing in classroom activities.
Effort	A student's ambition to be successful that continues to grow.
Class work	All the academic work a student performs in the classroom.
Behavior	Positive responses of an individual to his/her school environment.
Organization	Development and maintenance of a systemized plan or structure.

Figure 6. Definitions of P.E.W.B.O Categories

The P.E.W.B.O. Grading Rubric					
	4	3	2	1	0
Participation	• The student shows positive behaviors when participating in the classroom. • The student remains on Task 100% of the time.	• The student occasionally raises hand to participate in class discussions. • Remains on task at least 50% of time.	• Raises hand to participate, but responses are off-topic. • Remains on task less than 50% of time	• Student does not participate in the class discussion or tasks	• Student does not participate in the class discussion or tasks • Comments and participation is not on topic and disruptive to class.
Effort	• Showing ambition that continues to grow 100% of class time. (uses time wisely, asks questions, work completed on time, took notes neatly.)	• Showing ambition that continues to grow 75% of class time. (uses time wisely, asks questions, work completed on time, took notes neatly.)	• Showing ambition that continues to grow 50% of class time. (uses time wisely, asks questions, work completed on time, took notes neatly.)	• Does not show any ambition. Minimal effort on homework	• Student is off task and asked to leave room/ time out.
Work	• Work is 100% complete • Student passed with an A or above on assignment.	• Work is 100% complete • Student scored 75% or better correct of completed work.	• Work is at least 50% complete • Student scored 75% or better correct of completed work.	• Work not completed • Student can prove to teacher they understand the skill.	• Work not completed • Student does not know the skill.
Behavior	• No neg. physical beh. • No neg. verbal beh. • Cooperates w/ others • Collaborates • Respectful speech	• No neg. physical beh. • No neg. verbal beh. • Positive and respectful during class time	• Student is physically or verbally disruptive to others one time in class. • Positive and respectful during class time	• Student is physically or verbally disruptive to others twice in class. • Not disruptive to others.	• Student is given a time-out or asked to leave the room because of neg. physical or verbal behaviors
Organization	• Has all the correct materials in the classroom when the bell rings (Textbooks, Student Handbook, folder, reading book, writing utensils.)	• Has most of their class materials (including assgn.) but missing reading book or student handbook.	• Student is missing textbook or other materials that can be borrowed from the teacher.	• Student has to go out to locker to get assignment or materials for class.	• Can not find materials needed for class.

Figure 7. P.E.W.B.O. Grading Rubric

APPENDIX A

Weekly Progress Report

Weekly Progress Report

Scott Wilcox
School District Name
Street Address
City, State, Zip Code

Date

Parent Name
Street Address
City, State, Zip Code

Dear Parent:

As discussed earlier in the consent letter you signed your child is participating in a study of how using a grading rubric with daily feedback improves student's performance in school participation, effort, work, behavior and organizational skills. The following is a summary of your child's weekly progress scores in those five categories.

P.E.W.B.O. Grading Rubric
Weekly Report
Student Name

WEEK 1

Monday	**P**	**E**	**W**	**B**	**O**	Total		WK 1	
ILA	3	2	2	3	3	13		P Avg	2.4
MATH	2	2	2	3	3	12		E Avg	2.28
SCI	3	2	0	3	2	10		W Avg	2.28
SOC ST	2	2	2	3	3	12		B Avg	2.4
SOC SK	3	3	2	2	3	13		O Avg	2.4
Avg.	2.6	2.2	1.6	2.8	2.8	60	Daily Total		

Tuesday	**P**	**E**	**W**	**B**	**O**	Total	
ILA	2	2	3	3	2	12	
MATH	2	2	2	2	2	10	
SCI	3	2	2	3	3	13	
SOC ST	2	3	3	3	3	14	
SOC SK	2	2	2	2	3	11	
Avg.	2.2	2.2	2.4	2.6	2.6	60	Daily Total

Wedneday	**P**	**E**	**W**	**B**	**O**	Total	
ILA	3	3	4	3	2	15	
MATH	2	2	2	2	2	10	
SCI	2	3	4	2	2	13	
SOC ST	2	2	3	2	2	11	
SOC SK	2	2	2	2	2	10	
Avg.	2.2	2.4	3	2.2	2	59	Daily Total

Thursday	**P**	**E**	**W**	**B**	**O**	Total	
ILA	3	3	3	3	3	15	
MATH	3	2	3	3	3	14	
SCI	2	2	1	2	2	9	
SOC ST	2	2	2	2	2	10	
SOC SK	3	2	2	3	2	12	
Avg.	2.6	2.2	2.2	2.6	2.4	60	Daily Total

Friday	**P**	**E**	**W**	**B**	**O**	Total	
ILA	2	2	2	1	2	9	
MATH	2	2	2	2	2	10	
SCI	3	3	2	2	2	12	
SOC ST	2	2	2	2	2	10	
SOC SK	3	3	3	2	3	14	
Avg.	2.4	2.4	2.2	1.8	2.2	55	Daily Total

If you have any questions or concerns about your child's weekly progress feel free to contact me at (school phone number and extension).

Sincerely,

Scott Wilcox
Special Education Teacher

APPENDIX B

Informed Consent Form

Informed Consent Form

Motivating the Unmotivated: The P.E.W.B.O. Grading Rubric

Scott Wilcox, a student in the Masters in Special Education Program in the University of Wisconsin Oshkosh, is conducting a study of how using a grading rubric with daily feedback improves student's performance in school participation, effort, work, behavior and organizational skills. We would appreciate your participation in this as it will assist us in making recommendations for improving the academic performance of students with emotional/behavioral disabilities.

As part of this study, we would like to use a grading rubric to assess student's skills in the areas of participation, effort, work, behaviors and organizational skills. To do this, your child's teacher will be grading your child in several areas including academic work. Your child will receive daily feedback on their progress in the five areas mentioned above and will have time each day to ask questions about their progress and create academic goals. We will be sending an update of your child's progress each week via email. If you do not have email, we will send you an update in the mail. Our study will not interfere with your child's education in anyway, in fact, the grading program is the same one that will be used all year to assess your child's progress. At the end of the study you will be given an opportunity to see the results of the study as it pertains to your child.

We do not anticipate that the study will present any added risk to your child, other than the typical stress involved with the daily school routine. But should your child need assistance for any counseling related issues a guidance counselor is on staff and accessible as needed. The information we gather through the assessment process will be kept strictly confidential. At no time will any identifying information be released that will link your child to this study. All information will be recorded according to student number or be listed as student 1, 2 etc. If you should choose to withdraw from the study at any time, you may do so without penalty. The identifying information collected will be kept on file at the school. Once the study is completed, we would be glad to give the results to you. In the meantime, if you have any questions, please ask us or contact: Scott Wilcox, [redacted]

All complaints are kept in confidence. If you have any concerns about your treatment as a participant in this study, please call or write: Chair, Institutional Review Board For Protection of Human Participants, c/o Grants Office, UW Oshkosh, Oshkosh, WI 54901, 920/424-1415

I have received an explanation of the study and agree to participate. I understand that my participation in this study is strictly voluntary.

_____

Student Name Signature Date

_____

Parent Name Signature Date

This research project has been approved by the University of Wisconsin Oshkosh IRB for Protection of Human Participants for a 1-year period, valid until (one year from the IRB approval date).

APPENDIX C

Informational Letter

Informational letter

Dear Parents and/or Guardians,

Welcome to a new school year! Your child will be involved in a new grading process at [redacted] Middle School called the P.E.W.B.O. grading rubric. This is a grading scale that will assess your child's strengths in the areas of class participation, effort, daily class work, behaviors and organizational skills. Each day your child will receive a score from 0 to 4 in each of these 5 categories for each class in his/her day. You child's scores will be recorded and sent home to you each week for you to see how they are doing. If you have any questions about the grading program and how it works please call Mr. Wilcox at [redacted]. Please sign your initials at the bottom of this letter to say that you received it and send it back to school in the attached envelope or send with your child. I look forward to meeting all of you as soon as possible.

Sincerely,

Mr. Scott Wilcox
[redacted]
E/BD Special Education Teacher

Parent initials_____

APPENDIX C

IRB Approval Letter

THE UNIVERSITY OF WISCONSIN
OSHKOSH

August 24, 2010

Mr. Scott Wilcox
[redacted]

Dear Mr. Wilcox:

On behalf of the UW Oshkosh Institutional Review Board for Protection of Human Participants (IRB), I am pleased to inform you that your application has been approved for the following research: Motivating the Unmotivated: The P.E.W.B.O. Grading Rubric.

Your research protocol has been classified as EXEMPT. This means you will not be required to obtain signed consent. However, unless your research involves **only** the collection or study of existing data, documents, or records, you must provide each participant with a summary of your research that contains all of the elements of an Informed Consent document, as described in the IRB application material. Permitting the participant, or parent/legal representative, to make a fully informed decision to participate in a research activity avoids potentially inequitable or coercive conditions of human participation and assures the voluntary nature of participant involvement.

Please note that it is the principal investigator's responsibility to promptly report to the IRB Committee any changes in the research project, whether these changes occur prior to undertaking, or during the research. In addition, if harm or discomfort to anyone becomes apparent during the research, the principal investigator must contact the IRB Committee Chairperson. Harm or discomfort includes, but is not limited to, adverse reactions to psychology experiments, biologics, radioisotopes, labeled drugs, or to medical or other devices used. Please contact me if you have any questions (PH# 920/424-7172 or e-mail: rauscher@uwosh.edu).

Sincerely,

Dr. Frances Rauscher

Dr. Frances Rauscher
IRB Chair

cc: Stacey Skoning
1868

References

American Educational Research Association, American Psychological Association & National Council on Measurement in Education (1999). *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.

Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching, 53*, 27–30.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs NJ: Prentice Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.

Barkley, R. A., (1998). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment.* New York: Guildford Pre**ss.**

Bernstein, D., Atance, C., Meltzoff, A., & Loftus, G. (2007). Hindsight Bias and Developing Theories of Mind. *Child Development, 78*(4), 1374-1394. Retrieved from ERIC database. (EJ769861)

Boller, B. (2008). Teaching Organizational Skills in Middle School: Moving toward Independence. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 81*(4), 169-171. Retrieved from ERIC database. (EJ789456)

Chapman, V., & Inman, M. (2009). A Conundrum: Rubrics or Creativity/Metacognitive Development?. *Education Digest: Essential Readings Condensed for Quick Review, 75*(2), 53-56. Retrieved from ERIC database. (EJ857725)

Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. (2006). Emotional Intelligence: What Does the Research Really Indicate?. *Educational Psychologist, 41*(4), 239-245. Retrieved from ERIC database. (2006-20895-004)

Class work, (2010). In *Merriam-Webster Online Dictionary*. Retrieved June 24, 2010, from http://www.merriam-webster.com/dictionary.

Csikszentmihaly, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper & Row.

Csikszentmihalyi, M., & Rathunde, K. (1993). The measurement of flow in everyday life: toward a theory of emergent motivation. In J.E. Jacobs (Ed.), *Nebraska symposium on motivation: Developmental perspectives on motivation* (pp. 57-97) Lincoln, NE: University of Nebraska Press

Deci, E. L., Ryan, R. M., Gagne, M., Leone, D. R., Usunov, J., Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former eastern block country: A cross-cultural study of self-determination. *Personality and Social PsychologyBulletin, 27*, 930-942.

Dicintio, M., & Gee, S. (1999). Control is the key: Unlocking the motivation of at-risk students. *Psychology in the Schools, 36*(3), 231-237. doi:10.1002/(SICI)1520-6807(199905)36:3<231::AID-PITS6>3.0.CO;2-#.

Dickson, S. V., Chard, D. J., & Simmons, D. C. (1993). An integrated reading/writing curriculum: A focus on scaffolding. LD Forum, 18(4), 12-16.

Durlak, J. A., & Weissberg, R. P. (2005, August). *A major meta-analysis of positive youth development programs.* Invited presentation at the Annual Meeting of the American Psychological Association, Washington, DC.

Feldman, A., Alibrandi, M., and Kropf, A. (1998). Grading with points: The determination of report card grades by high school science teachers. *School Science and Mathematics, 98*, 140-148.

Gay, L. R., and Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications.* Merrill Prentice Hall: Columbus, OH.

Goleman, D. (1996). Emotional Intelligence. Why It Can Matter More than IQ. *Learning, 24*(6), 49-50. Retrieved from ERIC database. (EJ530121)

Gresham, F., Lane, K., MacMillan, D., & Bocian, K. (1999). Social and Academic Profiles of Externalizing and Internalizing Groups: Risk Factors for Emotional and Behavioral Disorders. *Behavioral Disorders*, *24*(3), 231-45. Retrieved from ERIC database. (10198427)

Heimlich, J., & Ardoin, N. (2008). Understanding Behavior to Understand Behavior Change: A Literature Review. *Environmental Education Research*, *14*(3), 215-237. Retrieved from ERIC database. (32964696)

Hendrickson, J. M., and Gable, R. A. (1999). Can everyone make the grade? Some thoughts on student grading and contemporary classrooms. *High School Journal, 82,* 248-254. (2464039)

Ioannou, A., & Artino, A. (2010). Learn more, stress less: Exploring the benefits of collaborative assessment. *College Student Journal*, *44*(1), 189-199. Retrieved from PsycINFO database. (48646440)

Jalongo, M., Tweist, M., Gerlack, G., & Skoner, D. (1998). *The College Learner.* Upper Saddle River, New Jersey: Merrill.

Latham, G. P., & Locke, E. A. (2007). New developments in and directions for goal-setting research. *European Psychologist, 12,* 290–300.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist,57*, 705–717.

Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). Goal setting and task performance: 1969–1980. *Psychological Bulletin, 90,* 125–152.

Maehr, Martin, and C. Midgley. (1991). Enhancing Student Motivation: A Schoolwide Approach. *Educational Psychologist* 26 (3/4): 399–427.

McMillan, J. H. (2004). *Educational Research: Fundamentals for the Consumer, 4th Edition.* Allyn and Bacon: Boston.

Rubric. 2011. In Merriam-Webster Online Dictionary. Retrieved January 14, 2011, from http://www.merriam-webster.com/dictionary/rubric

Moskal, B. & Leydens, J. (2000). Scoring rubric development: validity and reliability. *Practical Assessment, Research & Evaluation, 7*(10). Retrieved June 28, 2010 from http://PAREonline.net/getvn.asp?v=7&n=10.

Neufeldt, V. (Ed.). (1996). *Webster's new world college dictionary*. New York: Macmillan.

Participation, (2010). In *Merriam-Webster Online Dictionary*. Retrieved June 24, 2010, from http://www.merriam-webster.com/dictionary.

Pearson, P.D. (1996). *Reclaiming the center, The first R: Every child's right to read* (pp. 259-274). New York: Teachers College Columbia University

Peat, B. (2006). Integrating writing and research skills: Development and testing of a rubric to measure student outcomes. *Journal of Public Affairs Education, 12,* 295–311.

Protheroe, N. (2004). Research report: Motivating reluctant learners. *Principal 84* (1): 46–48.

Putnam, J., Rynders, J., Johnson, R., & Johnson, D. (1989). Collaborative skill instruction for promoting positive interactions between mentally handicapped and nonhandicapped children. *Exceptional Children*, *55*(6), 550-557. Retrieved from PsycINFO database. (1989-27720-001)

Sanacore, J. (2008). Turning Reluctant Learners into Inspired Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82*(1), 40-44. Retrieved from ERIC database. (34453075)

Smith, K., Locke, E., & Barry, D. (1990). Goal setting, planning and organizational performance: An experimental simulation. *Organizational Behavior and Human Decision Processes, 46*, 118–134.

Snow, D., & Mid-Continent Research for Education and Learning, A. (2003). *Noteworthy Perspectives: Classroom Strategies for Helping At-Risk Students*. Retrieved from ERIC database. (ED482981)

Stellmack, M., Konheim-Kalkstein, Y., Manor, J., Massey, A., & Schmitz, J. (2009). An Assessment of Reliability and Validity of a Rubric for Grading APA-Style Introductions. *Teaching of Psychology, 36*(2), 102-107. Retrieved from ERIC database. (2010-05442-005)

Strahan, D. (2008). Successful Teachers Develop Academic Momentum with Reluctant Students. *Middle School Journal, 39*(5), 4-12. Retrieved from ERIC database. (31705026)

Tolman, E. C., & Gleitman, H. (1949). Studies in learning and motivation: I. Equal reinforcements in both end-boxes, followed by shock in one end-box. *Journal of Experimental Psychology, 39*(6), 810-819. doi:10.1037/h0062845

Unmotivated, *The American Heritage® Dictionary of the English Language,* Retrieved July 11, 2010, from http://www.yourdictionary.com/unmotivated

Wasson, J. B. (2003). Using colored overlays with pupils with severe reading disabilities. *Practical Update 7*(3), 3-6.

White, O. (2005) Trend Lines. In G. Sugai & R. Horner (Eds.) *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy, Volume 3:Educational Applications*. Sage Publications, Thousand Oaks, CA

Zimmaro, D. M. (2004). *Developing grading rubrics.* Retrieved September 29, 2008, from http://www.utexas.edu/ academic/mec/research/pdf/rubricshandout.pdf