

Interpersonal Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Interpersonal Communication: Understanding issues and trends in a multicultural non-sexist society; demonstrating sensitive awareness and knowledge of own cultural background and that of others; being skilled in working effectively with individuals from diverse cultural background; exemplary listening and responding skills.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Nature of humankind	Demonstrates a positive and optimistic view of the nature of humankind.	Demonstrates a fairly positive and mostly optimistic view of the nature of humankind.	Demonstrates a slightly positive and somewhat optimistic view of the nature of humankind.	Demonstrates a negative and pessimistic view of the nature of humankind.
Organizational and personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and rather assertively.	Pursues goals with low energy and with prompting from others.	Fails to set goals.
Shared Goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner.	Works toward shared goals in a less than cooperative manner.	Not cooperative in working toward shared goals.
Sensitivity	Interacts with others with deep sensitivity to interpersonal nuances.	Interacts with others with sensitivity to interpersonal nuances.	Interacts with others with some sensitivity to interpersonal nuances.	Interacts with others with no sensitivity to interpersonal nuances.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
<p>Creating a climate of trust and openness in working with others through</p> <ul style="list-style-type: none"> listening and responding 	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses listening and responding skills which are minimally facilitative.	Fails to listen and responds in ways that are destructive of relationships.
<ul style="list-style-type: none"> being congruent in expressing self 	Maximally congruent in expressing oneself.	Congruent in expressing oneself.	Minimally congruent in expressing oneself.	Highly incongruent in expressing oneself.
<ul style="list-style-type: none"> providing encouragement, support, and feedback 	Provides hopeful encouragement, maximum support, and highly constructive feedback.	Provides encouragement, support, and constructive feedback.	Provides some encouragement, minimal support, and minimally constructive feedback.	Provides discouraging, non-supportive, and destructive feedback.
<p>Revealing understanding of a multicultural, non-sexist society by</p> <ul style="list-style-type: none"> responding to individuals 	Responds consistently to individuals as people, not stereotypes.	Responds most of the time to individuals as people, not stereotypes.	Responds more often than not to individuals as people, not stereotypes.	Responds to people stereotypically.
<ul style="list-style-type: none"> displaying sensitivity 	Displays consistently the utmost sensitivity in working with individuals from varied cultural backgrounds.	Displays rather consistently sensitivity in working with individuals from varied cultural backgrounds.	Displays most of the time some degree of sensitivity in working with individuals from varied cultural backgrounds.	Displays consistently a lack of sensitivity in working with individuals from varied cultural backgrounds.

Intrapersonal Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Intrapersonal Communication: Knowing one's philosophy of life; being aware of one's beliefs and values; committing to lifelong learning; possessing ethical standards consistent with professional commitment.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Personal Philosophy	Expresses personal philosophy of life articulately and with strong confidence.	Expresses personal philosophy of life rather articulately and with confidence.	Expresses personal philosophy of life awkwardly and with hesitation.	Is unable to express a personal philosophy of life.
Articulation of beliefs and values	Expresses beliefs and values articulately.	Expresses beliefs and values rather articulately.	Expresses beliefs and values with little articulation.	Expresses beliefs and values inarticulately.
Demonstration of beliefs and values	Lives and expresses beliefs and values in a congruent fashion, e.g., walks the talk.	Lives and expresses beliefs and values in a rather congruent fashion.	Lives and expresses beliefs and values in a incongruent fashion.	Lives and expresses beliefs and values in a highly incongruent fashion.
Lifelong learning	Provides abundant evidence of commitment to lifelong learning.	Provides some evidence of commitment to lifelong learning.	Provides scant evidence of commitment to lifelong learning.	Provides no evidence of a commitment to lifelong learning.
Knowledge about ethical standards of chosen discipline	Possesses extraordinary knowledge about the ethical standards of chosen discipline.	Possesses average knowledge about the ethical standards of chosen discipline.	Possesses minimal knowledge about the ethical standards of chosen discipline.	Possesses little to no knowledge about the ethical standards of chosen discipline.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Practicing the ethical standards of chosen discipline	Acts congruently with and advocates for the ethical standards of chosen discipline.	Acts congruently with the ethical standards of chosen discipline.	Acts within the ethical standards of chosen discipline. Any violations are relatively minor.	Violates ethical standards of chosen profession. Violations are serious.

Leadership Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Leadership: The ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change; using periods of equilibrium for the organization to engage in reflective periods of self-appraisal and reflection; knowledge of and ability to engage in rational leadership activities such as planning, evaluation, implementation, and assessment regarding results.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Balance: Fostering actions toward achievement of vision, mission, and goals	Analyzes a hypothetical situation in which the elements and interactions of vision, mission and goals can be maximized and lead to an inclusive action plan or agenda which is clear, easily translated into work tasks, and evaluated when completed.	Understands and, with minor difficulty, analyzes a hypothetical situation of the exhibiting the inter-relatedness among vision, mission and goals and plan development.	Has some knowledge about the process of analysis and the inter-relatedness of vision, mission and goals. Is unable to translate this relationship into planning, work and evaluative agenda.	Is not able to analyze a hypothetical situation or exhibit an understanding of the interactive nature between vision, mission, and goals or translate them into a coherent action plan or agenda.
Balance: Facilitating group process	Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses within a specified time limit, e.g., 30 minutes.	Is hesitant but able to lead and empower group members in consensual solutions resulting in group satisfaction with agreed responses within a specific time, e.g., 30 minutes.	Requires significant assistance in leading and empowering group members in consensual solutions resulting in group satisfaction with agreed responses after an extended time period.	Is not able to lead or empower a group to develop a consensus which results in the members' commitment/satisfaction regarding their responses within a specified time limit, e.g. 30 minutes, even if extended

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Balance: Utilizing situational, contextual and cultural aspects of organizations effectively	Is able to identify the situational, contextual, and cultural aspects of an organization which are necessary to attain balance and that will lead to improvement in productivity of the individuals and the sub-group and organization.	Has some understanding of the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Has difficulty understanding and identifying the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Is not able to identify or relate any specific organizational context, culture, or situationally unique aspects of organizational balance in any setting. Is not able to identify the contrasting settings or conditions within settings involving stability between chaos and equilibrium.
Change: Understanding change models, processes, and impacts	Articulates and distinguishes the benefits and limitations of change models, processes, and impacts, as well as, the ability to stimulate potential benefits to enhance educational practice and outcomes.	Articulates and distinguishes the benefits and limitations of change models, processes and impacts. Has some difficulty in relating the potential benefits to educational practice and outcomes.	Is limited in ability to articulate and distinguish the benefits and limitations of change models, processes and impacts. Has limited understanding and inability to stimulate the potential benefits that enhance educational practice and outcomes.	Is not able to interpret the benefits and limitations of change models, processes, and impacts.
Change: Understanding the impact of change	Is able to analyze and articulate the impact of change within and outside an organizational system.	With limitations, is able to analyze and articulate the impact of change within and outside of an organizational system.	Has limited understanding and difficulty analyzing and explaining the impact of change within and outside of an organizational system.	Is not able to explain the impact of change, nor articulate the impact of change within and outside an organizational system.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Change: Understanding the dynamics of change and its impact on the human condition	Is able to make informed choices, and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance.	Is generally able to make informed choices and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance.	Has difficulty in making informed choices and synthesizing the potential gains and limits of the dynamics of change and its impact on human conditions and performance.	Is not able to make informed choices, nor compare and contrast the potential gains and limitations of the dynamics of change and its impact on human conditions and performances.
Stability: Understanding the balance between chaos and equilibrium	Is able to distinguish work settings that are balanced between chaos and equilibrium from those that are not. Can write prescriptions or recommendations in which either chaotic or at risk settings can be re-balanced, leading to improved human productivity and satisfaction.	Is generally able to identify the concept of organizational balance in a work setting. Is able to analyze and identify the contrasting settings or conditions involving rebalancing and improved human productivity.	Has little understanding and some difficulty demonstrating the concept of organizational balance in work settings. Has difficulty identifying the contrasting settings or conditions within settings involving stability between chaos and equilibrium.	Is not able to demonstrate an understanding of the concept of organizational balance in work settings. Is not able to identify the contrasting settings or conditions within setting involving stability between chaos and equilibrium.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Stability: Applying traditional management practices	Is able to explain how the management of practices of planning, influencing, and organizing must be implemented and fused to attain the stated purposes of the organization via the goals, missions, and vision activities and statements to create and maintain organizational stability.	Is generally able to explain the relationship of traditional management practices (planning, influencing, organizing and implementation) to the achievement of stated purposes of the organization via the goals, mission and vision activities of organizational stability.	Has some understanding but exhibits significant difficulty in explaining how stipulated goals, missions, visions and purposes can be developed and interrelated in the traditional management practices.	Is not able to demonstrate verbally or visually how stipulated goals, missions or visions and purposes can be developed and interrelated in the traditional management practice of planning, influencing ,and organizing.

Oral Presentation Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Oral Communication: Expressing ideas clearly when communicating orally.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Organization	Presentation is clear, logical and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing	Listener can follow presentation with effort. Some arguments are not clear. Organization seems haphazard.	Logic of arguments is not made clear. Listeners are confused.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is NOT a reading of a paper. Speaker is clearly comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing the him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.	Presentation consistently is too elementary or too sophisticated for the audience. Information is read to audience. Presenter is obviously anxious and cannot be heard.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
<p>Use of Communication Aids (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)</p>	<p>Communication aids enhance the presentation. They are prepared in a professional manner.</p> <ul style="list-style-type: none"> • Font on visuals is large enough to be seen by all. • Information is organized to maximize audience understanding. • Details are minimized so that main points stand out. 	<p>Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.</p>	<p>Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused.</p>	<p>No communication aids are used, or they are so poorly prepared that they detract from the presentation.</p>
<p>Content: Depth of Content</p>	<p>Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Listeners gain insights.</p>	<p>For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.</p>	<p>Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.</p>	<p>No reference is made to literature or theory. Listeners gain no new insights.</p>

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Content: Accuracy of Content	Information (names, facts, etc.) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener, but some information is accurate. The presentation is useful if the listener can determine what information is reliable.	Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information. Listeners may have been misled.
Use of Language: Grammar and Word Choice	Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.	For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	Listeners can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate.	Listeners are so distracted by the presenter's apparent difficulty with grammar and appropriate vocabulary that they cannot focus on the ideas presented.
Use of Language: Freedom from Bias (e.g., Sexism, Racism, Agism, Heterosexism, etc.)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some significant bias. Listeners may be offended.	Oral language and/or body language frequently reflects bias. Some, if not all, listeners will probably be offended.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Personal Appearance	Personal appearance is completely appropriate for the occasion and the audience.	For the most part, personal appearance is appropriate for the occasion and the audience.	Personal appearance is somewhat inappropriate for the occasion and audience.	Personal appearance is inappropriate for the occasion and audience.
Responsiveness to Audience: Verbal Interaction	Highly responsive to audience comments and needs. Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience comments and needs. Most of the time, clarifies, restates, and responds to questions, and summarizes when needed Misses some opportunities for interaction.	Reluctantly interacts with audience. Responds to questions inadequately.	Avoids or discourages active audience participation. Is not responsive to group.
Responsiveness to Audience: Body Language	Body language reflects confidence and ease when interacting with audience.	Body language reflects comfort when interacting with audience.	Body language reflects some discomfort when interacting with audience.	Body language reveals a reluctance to interact with audience.

Technology Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Technology: Understanding the role, applications, and limitations of technology (applied science) in learning and organizational processes.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Role of Technology in Learning	Articulates the effects of technology and particular technological tools on learners' ways of knowing, synthesizing findings in the literature. Develops original theory and/or conduct research on this topic.	Synthesizes findings from the literature about the effects of technology on learners' ways of knowing and the implications for learning of particular technological tools. Is not yet able to develop theory or conduct original research.	Is able to discuss the effects of technology on learners' ways of knowing and the implications for learning of particular technology tools, but often with superficial treatment.	Rarely exhibits an understanding of the effects of technology on learners' ways of knowing and the implications for learning of particular technology tools.
Role of Technology in Educational Practice: Emerging Educational Technology	Analyzes the capabilities and limitations of contemporary and emerging technology resources, synthesizing findings from the literature. Assesses the potential of technological systems and services to enhance educational practice.	Can synthesize from the literature that which is known about the capabilities and limitations of contemporary and emerging technology resources but cannot fully apply knowledge to practical.	Is able to discuss the capabilities and limitations of contemporary and emerging technology resources, but often with superficial treatment.	Rarely exhibits an understanding of capabilities and limitations of contemporary and emerging technology resources.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Role of Technology in Educational Practice: Technology Support	Assesses the extent to which administrative and logistics support is required to implement a technology tool, using what is known in the literature.	Can synthesize from the literature that which is known about the support requirements of implementing particular technology tools but cannot fully apply knowledge to practical applications.	Is able to discuss the support requirements of implementing particular technology tools, but often with superficial treatment.	Rarely exhibits an understanding of support requirements of implementing particular technology tools.
Role of Technology in Educational Practice: Technology Integration	Can distinguish between market and curricular needs in selecting technology tools to enhance educational practice, synthesizing findings in the literature.	Can synthesize from the literature that which is known about the difference between market and curricular needs in selecting technology tools to enhance educational practice but cannot fully apply knowledge to practical applications.	Is able to discuss the difference between market and curricular needs in selecting technology tools to enhance educational practice, but often with superficial treatment.	Rarely exhibits an understanding of the difference between market and curricular needs in selecting technology tools to enhance educational practice.
Role of Technology in Organizational Processes	Uses relevant findings in the literature to make informed choices among technology systems, resources, and services and to identify useful technology tools and resources for managing and communicating organizational information.	Can discuss the literature concerning technology systems, resources, and services that might be useful for managing and communicating organizational information, but cannot fully apply knowledge in practice.	Is acquainted with some technology systems, resources, and services that might be useful for managing and communicating organizational information, but is able to assess their utility in only a superficial manner.	Rarely exhibits an acquaintance with technology systems, resources, and services that might be useful for managing and communicating organizational information.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Integration Between Technology and Social Change: Widespread Use of Technology	Analyzes the effects of widespread use and reliance on technology in organizations and society as a whole, using the literature as a basis.	Is able to articulate the effects of widespread use and reliance on technology in organizations and society as a whole, as described in the literature but cannot fully utilize knowledge in practice.	Demonstrates a cursory knowledge of the effects of widespread use and reliance on technology in organizations and society.	Cannot analyze the effects of widespread use and reliance on technology on organizations and society as a whole.
Integration Between Technology and Social Change: Current Changes in Technology	Uses findings from the literature to analyze the effect of current changes in information technologies on organizations and society.	Can synthesize findings in the literature about current changes in information technologies and the effect those changes have on organizations and society.	Cannot describe the effects that technology changes have on organizations and society, except in a superficial manner.	Does not demonstrate knowledge of current changes in information technologies and the effect those changes have on organizations and society.
Integration Between Technology and Social Change: Ethics and Technology	Knows legal and ethical personal and organizational behaviors regarding the use of technology and information and acts ethically when using information technology. Analyzes instances of technology use in education with regard to legal and ethical principles.	Knows legal and ethical personal and organizational behaviors regarding the use of technology and information and acts ethically when using information and technology. Ability to use knowledge to analyze real-life situations is limited.	Articulates a cursory knowledge of legal and ethical personal and organizational behaviors regarding the use of technology and information. May unwittingly violate ethical principles because of limitations in knowledge.	Does not exhibit understanding or knowledge of legal and ethical personal and organizational behaviors regarding the use of technology and information. May violate ethical principles in practice.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Justice and Technology: Access to Technology	Understands and can theorize about the implications of equal and unequal learner access to technology resources, using information in the literature.	Can synthesize information in the literature regarding the implications of equal and unequal learner access to technology resources.	Articulates a cursory knowledge of the implications of equal and unequal learner access to technology resources.	Never addresses the implications of equal and unequal learner access to technology resources.
Justice and Technology: Technology and Social Justice	Can analyze the role technology plays in furthering or hindering social justice, basing analysis on information in the literature.	Can synthesize information in the literature about the role technology plays in furthering or hindering social justice but cannot fully use information in practical applications.	Articulates a cursory knowledge of the role technology plays in furthering or hindering social justice.	Views technology as neutral, with no social justice implications.

Written Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Written Communication: Expressing ideas clearly in writing.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Content	Even, balanced information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. Reader gains insights.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the thesis. They flow smoothly from one to another and are clearly linked to each other. Reader can follow line of reasoning.	The ideas are arranged logically to support the thesis. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	The writing is not arranged logically. Frequently, ideas fail to make sense together. Reader can figure out what writer probably intends but may not be motivated to do so.	The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest.
Purpose	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.	The purpose is generally unclear.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Voice	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but occasionally pedantic. The communication is generally focused and interesting.	The writing is dull and perfunctory. Though the paper may have some interesting parts, readers find it difficult to maintain interest.	The writing has little personality. The audience quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for the audience and for the purpose (e.g., letter, memo, proposal, application, research summary, report, scholarly communication).	The tone is generally professional. In general, it is appropriate for the audience and purpose.	The tone is not consistently professional or appropriate for the audience and purpose.	The tone is not professional. It is inappropriate for the audience and purpose.
Sentence Structure	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader.	Errors in sentence structure are frequent enough to represent a major distraction to the reader.
Word Choice	Word choice is consistently precise.	Word choice is generally good. The writer goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader. The writer may also use clichés and

				colloquial language.
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Criteria	Exemplary	Proficient	Marginal	Unacceptable
Grammar, Spelling, Mechanics (i.e., Punctuation, Italics, Capitalization, etc.)	The writing is free or almost free of errors.	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading.
In addition, for scholarly communications:				
Use of References	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References to support claims are generally present.	Although occasional references are provided, the writer overrelies on unsubstantiated statements. The reader is confused about the source of the ideas.	References are not cited to support claims.
Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)	APA format is used accurately and consistently.	APA format is used with minor violations.	Format of document reflects incomplete knowledge of APA format.	Format of document is not recognizable as APA.

Evaluation/Assessment Rubric (7-8-00)

Evaluation/Assessment: Understanding concepts and demonstrating skills necessary for delineating, obtaining, and providing information to assist in judging the worth and guiding the improvement of educational programs. Understanding theoretical perspectives, evaluation and assessment models, professional standards, historical trends, and current issues in the fields of program evaluation and educational assessment.

Levels of Achievement:

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Understanding of Theoretical Models and Approaches	Describes and compares a variety of assessment approaches and evaluation models. Explains how and by whom they were developed.	Knows and can discuss various approaches and models of evaluation.	Can discuss theoretical models and approaches in superficial terms.	Has little understanding of theoretical models and approaches.
Understanding of and Commitment to Professional Standards	Evaluation/assessment practice is consistently in accord with professional standards. Advocates for professional standards.	Is knowledgeable about professional standards and their relationship to the field. Practice is generally in harmony with standards.	Possesses some familiarity with professional standards but is not knowledgeable enough to use standards to guide practice.	Does not project an understanding of or commitment to the professional standards of the field.
Understanding of Current Issues in Evaluation/Assessment	Clearly articulates current issues in the areas of program evaluation and educational assessment.	Is able to discuss most current issues in the area of program evaluation and assessment.	Is familiar with some issues related to program evaluation and assessment but is not consistently reliable as a source of information.	Has little understanding or familiarity with current issues and their significance.

Understanding of Current Evaluation/Assessment Issues in Own Emphasis Area	Clearly articulates current assessment/evaluation issues within own professional area.	Is able to discuss most current assessment/evaluation issues related to own professional field.	Is familiar with some issues in own field related to evaluation/assessment but is not consistently reliable as a source of information.	Exhibits little or no understanding of current evaluation/assessment issues in own field.
Initiating, designing, and managing evaluations/assessments in own area	Knows when evaluation is appropriate/inappropriate and can effectively design, and manage an evaluation based on current models, approaches, and standards.	Can usually be counted on to determine when evaluation is appropriate or inappropriate. Has good skills in designing, and managing evaluations.	At times, experiences difficulty carrying out evaluations because cannot consistently identify when evaluation is appropriate/inappropriate. Does not possess some of the skills needed to design, and manage an evaluation effectively.	Does not have the insight or expertise needed to determine when evaluation is appropriate or to design and manage an evaluation.
Collecting Data	Collects reliable and valid data in accord with professional standards using sophisticated data collection procedures.	Collects reliable and valid data in accord with professional standards.	Possesses some understanding of data collection theory and procedures but is not able to consistently apply the knowledge in practice.	Exhibits little or no understanding of how to collect reliable and valid data.

Interpreting and Reporting Findings	Interprets and reports assessment data accurately, clearly, cohesively, and concisely in a manner that is appropriate for the intended audience.	Interprets and reports assessment data accurately. Understands the conditions for reporting findings to intended audiences.	Understands the importance of accurate interpretation and appropriate reports, but is not always able to use this knowledge effectively.	Exhibits scant ability to interpret and report evaluation/assessment findings appropriately.
Recommending decisions and/or making judgments of worth based on data	Develops insightful recommendations based on critical analysis of evidence. Incorporates evaluation/assessment findings into effective decision-making and future projections.	Can develop recommendations based on data and can suggest some projections.	Understands the importance of recommendations and projections but cannot consistently develop useful recommendations in harmony with available data.	Has difficulty making judgments and/or recommendations based on available data.

Foundations Rubric (7-8-00)

Foundations: Developing understanding of education as a social institution; utilizing diverse analytical and interpretive approaches appropriate for the study of education for persons of all ages; understanding the historical, philosophical, social and cultural contexts of education for persons of all ages; developing understanding of diverse philosophical orientations; articulating the orientations in thought that underlie democratic systems of government and their relationships to education; understanding comprehensive knowledge base about adults as learners and how to implement implications within the contexts of their work.

Levels of Achievement:

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Analysis of educational premises	Demonstrates insightful analysis of similarities and differences among fundamental educational premises; clearly articulates the analysis orally and in writing.	Demonstrates good analysis of similarities and differences among fundamental educational premises; analytical ability is evident in writing and orally.	Can identify some similarities and differences among fundamental educational premises; some analytical ability is evident in writing or orally.	Cannot identify similarities or differences among fundamental educational premises; analytical ability is not evident in writing or orally.
Identification of patterns in educational foundations	Clearly identifies patterns in the history, sociology, anthropology, and social contexts of education; provides strong support and evidence to defend ideas.	Identifies many patterns in the history, sociology, anthropology, and social contexts of education; provides appropriate support and evidence to defend ideas.	Identifies some patterns in the history, sociology, anthropology, and social contexts of education; provides some evidence and support to defend ideas.	No evidence that patterns are recognized; student cannot articulate underlying trends related to the context of education.
Critique of policy	Generates critiques of policies affecting	Generates good critiques of policies affecting	Generates adequate critiques of policies	Generates policy critiques that are undeveloped, not

	education in society that are well developed, persuasive, and supported with extensive evidence.	education and society; critiques are supported with adequate evidence.	affecting education and society; evidence to support critiques is minimal.	persuasive and not supported with evidence.
Professional ethics	Clearly articulates a comprehensive understanding of ethical principles related to the specialty; professional behavior is ethical at all times.	Articulates understanding of ethical principles related to the specialty; no violations of ethical practice are evident.	Articulates only minimal understanding of professional ethics; minor violations of ethical practice are addressed when brought to the student's attention.	Cannot articulate an understanding of professional ethics; behavior does not conform to ethical practice.
Connection of educational principles with learning theory	Clearly articulates the connection between the evolution of educational practice and premises of how people learn; makes clear link between personal theory of learning and practice in educational settings.	Articulates a good understanding of the connection between the evolution of educational practice and premises of how people learn; can link personal theory of learning and practice in educational settings.	Can sometimes articulate a connection between educational practice and learning theory; occasionally links personal theory of learning to educational practice.	No evidence that learning theory guides personal practice of education; cannot articulate the link between theory and practice.
Critical thinking	Clearly evidences critical thinking in written and verbal presentations; demonstrates facility with development of critical	Generally evidences critical thinking in written and verbal presentations; demonstrates the ability	Minimal evidence of critical thinking is demonstrated in student's work; occasionally developed	Evidence of critical thinking is lacking in student's work; cannot develop educational experiences that foster

	thinking in others; clearly values critical thinking as an educational goal.	to develop educational experiences that foster critical thinking; understands the importance of critical thinking as an educational goal.	educational experiences that foster critical thinking; minimally understands the importance of critical thinking as an educational goal.	critical thinking; does not articulate the importance of critical thinking as an educational goal.
Creation of learning communities	Creates strong communities where participants share ownership for learning by being involved in goal setting, activity planning, active engagement, and self-analysis.	Creates opportunities for participants to share ownership for learning in many areas including: goal setting, activity planning, active engagement and/or self-analysis.	Allows participants some involvement in learning in one or two areas including: goal setting, activity planning, active engagement and/or self-analysis.	Assumes an authoritarian role in working with groups; no evidence of cooperative learning or active involvement in groups with which student works.