

## Rubric for Professional Learning—Summative Assessment

		Exceptional	Proficient	Developing	Unsatisfactory
<b>Knowledge and Understanding</b>		<b>In discussions and in course assignments, the candidate has ...</b>			
	Knowledge of Content	Provided examples demonstrating a high level of knowledge of key concepts, facts, terms, and definitions, that were informed by best available research and practice	Used theory, research, and practice to demonstrate knowledge of key concepts, facts, terms and definitions	Used theory, research, or practice to demonstrate knowledge of some of the key concepts, facts, terms, and definitions	Demonstrated limited knowledge of the key concepts, facts, terms, and definitions
	Quality of Content	Articulated a comprehensive knowledge and understanding of ideas, issues, relationships, and questions	Expressed a clear understanding of ideas, issues, relationships, and questions	Expressed an adequate understanding of ideas, issues, relationships, and questions	Expressed a limited understanding of ideas, issues, relationships, and questions
	Extension to Evidence -Based Sources	Crafted information that is evidence-based and data-driven multiple sources have been consulted to gather information and form a solid understanding of content	Documented evidence and consulted scholarly sources to demonstrate a good understanding of content	Indicated an awareness of evidence and scholarly sources related to the course, but information was not always effectively integrated	Based understanding mainly on personal experiences and/or anecdotal information and rarely referenced scholarly sources
<b>Thinking</b>		<b>In discussions and in course assignments, the candidate has ...</b>			
	Relevance of Ideas	Embraced new ideas and connected theory to practice by effectively supporting thinking with anecdotal and scholarly evidence, when appropriate	Acknowledged new ideas and expressed opinions that were clearly linked to theory and practice	Acknowledged new ideas and stated opinions that were sometimes linked to theory and practice	Showed limited ability to generate new ideas and rarely linked opinions to theory and practice
	Analysis of Ideas	Thoroughly analyzed own and others' assumptions and carefully evaluated the relevance of contexts when presenting ideas	Identified own and others' assumptions and several relevant contexts when presenting ideas	Questioned others' assumptions more than their own and identified some relevant contexts when presenting their ideas	Demonstrated a limited awareness of present assumptions and identified few contexts when presenting their ideas
	Exploration of Ideas	Engaged in insightful examination of course content and provided new ideas and information to consider	Accurately interpreted course content and provided some new ideas and information to consider	Accurately interpreted course content but provided few if any new ideas or information	Inaccurately or incompletely interpreted course content and provided limited or no new ideas to consider

<b>Communication</b>		<b>In discussions and in course assignments, the candidate has ...</b>			
	Participation and Timeliness	Communicated frequently and in an engaged manner to further professional learning and foster a collaborative and inclusive community of learners; read and authored multiple posts and demonstrated thoughtfulness in responses	Maintained regular communication to help foster a collaborative and inclusive community of learners; read and authored a number of posts and demonstrated care in responses	Communicated as required and usually helped foster a collaborative and inclusive community of learners; read and authored a few posts and demonstrated some care in responses	Communicated infrequently and was rarely engaged with the other candidates
	Contribution to Learning Community	Successfully communicated for a given audience and always conveyed a sense of purpose, making few grammatical or stylistic errors	Effectively communicated for a given audience and usually conveyed a sense of purpose, making only minor grammatical or stylistic errors	Appropriately communicated for a given audience and generally conveyed a sense of purpose but made some grammatical or stylistic errors that sometimes interfered with communication	Demonstrated limited communication skills where purpose and audience may have been unclear; made grammatical or stylistic errors that made understanding challenging
<b>Application</b>		<b>In discussions and in course assignments, the candidate has ...</b>			
	Connection to Practice	Demonstrated practical and theoretical evidence of changing ideas, questions, growth, and new understanding related to course content	Effectively used course information to integrate new ideas and questions into theory or practice	Appropriately used information from the course to clarify understanding of theory or practice	Correctly identified information from the course content but rarely connected them to theory or personal practice
	Professional Growth	Made insightful connections beyond the course by drawing on personal experiences and professional readings	Made meaningful connections to the course by drawing on personal experiences and professional readings	Begun to document connections made between the course content, and personal or professional experiences	Had difficulty applying course concepts introduced to personal or professional experiences

Descriptor	Letter Grade	Criteria Description
		Candidate achieved ...
Exceptional	A+	<ul style="list-style-type: none"> <li>• <b>Exceptional participation</b> in progress evaluations</li> <li>• All criteria at the Exceptional level</li> </ul>
Proficient	A	<ul style="list-style-type: none"> <li>• <b>Acceptable participation</b> in progress evaluations and/or</li> <li>• 7 or more criteria at the Exceptional level with 3 or less at the Proficient level</li> <li>• No criteria can be at the Developing or Unsatisfactory level</li> </ul>
Developing	B+	<ul style="list-style-type: none"> <li>• No more than <b>1 Unsatisfactory participation</b> in progress evaluations and/or</li> <li>• 7 or more criteria at the Proficient level or above, with 3 or less at the Developing level</li> <li>• No more than one criterion can be at the Unsatisfactory level</li> </ul>
Unsatisfactory	US	<ul style="list-style-type: none"> <li>• Full or partial assignment resubmission is required as the work does not meet A+, A or B+ expectations and is considered <b>Incomplete</b></li> <li>• This is a temporary designation, and failure to resubmit as required will result in a mark of Fail</li> </ul>
Fail	F	<ul style="list-style-type: none"> <li>• Any criteria achieved that do not meet A+, A, or B+ requirements</li> </ul>

Revised May 31, 2022