**Rubric for Professional Learning**

|  | **Excellent** | **Competent** | | **Developing** | | **Beginning** |
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| **Knowledge and Understanding** | On the discussion board and in course assignments the candidate has: | | | | | |
| 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; |
| Articulated a strong 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; |
| 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; |
| **Thinking** | On the discussion board and in course assignments the candidate has: | | | | | |
| 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. | |
| 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. | |
| 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. | |
| **Communication** | On the discussion board and in course assignments the candidate has: | | | | | |
| 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. |
| 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. |
| **Application** | On the discussion board and in course assignments the candidate has: | | | | | |
| 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. |
| 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. | | Began to document connections made between the course content, and personal or professional experiences. | | Had difficulty applying course concepts introduced to personal or professional experiences. |

**Candidates are reminded that, at the end of the course, the following table will be used to determine their final mark.**

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| **A+** | * All criteria at the excellent level. |
| **A** | * 7 or more criteria achieved at the excellent level with 3 or less at the competent level. * No criteria at the beginning or developing level. |
| **B+** | * 7 or more criteria achieved at the competent level or above with 3 or less at the developing level. * No criteria can be at the beginning level |
| **Incomplete** | * Full or partial resubmission of assignment is required as the assignment does not meet the expectations for A+, A or B+. This is a temporary designation and failure to resubmit as required will result in a mark of fail. |
| **Fail** | * Any criteria achieved that do not meet the requirements for A+, A, or B+. |

***For more information regarding CTE’s Assessment and Evaluation procedures, please see the “About this Course” section of your course.***

*Revised on: July 16, 2019*