**Course Evaluation and Summative Assessment Rubric**

|  |  | **Mastery** | **High Quality** | **Meets Expectations** | **Developing** |
| --- | --- | --- | --- | --- | --- |
| **Knowledge and Understanding** |  | On the discussion and in course assignments the candidate has… |
| **KU1** | 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. |
| **KU2** | 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. |
| **KU3** | 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 clear 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 and in course assignments the candidate has… |
| **T1** | Embraced new ideas and connected theory to practice by effectively supporting thinking with anecdotal and scholarly evidence, when appropriate. | Accepted new ideas and expressed opinions that were clearly linked to theory and practice. | Acknowledged new ideas and stated opinions that were linked to theory and practice. | Showed limited ability to generate new ideas and rarely linked opinions to theory and practice. |
| **T2** | 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. |
| **T3** | 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. | Interpreted course content and provided few new ideas and information to consider. | Inaccurately or incompletely interpreted course content and provided limited new ideas to consider. |
| **Communication** |  | On the discussion and in course assignments the candidate has… |
| **C1** | 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 posts and demonstrated some care in responses. | Communicated infrequently and was rarely engaged with the other candidates. read and authored few posts with limited care in responses. |
| **C2** | Successfully communicated for a given audience and accurately conveyed a sense of purpose, making few grammatical or stylistic errors. | Effectively communicated for a given audience and demonstrated a sense of purpose, making only minor grammatical or stylistic errors. | Appropriately communicated for a given audience and mostly demonstrated a sense of purpose, making 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 and in course assignments the candidate has… |
| **A1** | 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 and rarely connected them to theory or personal practice. |
| **A2** | 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. | Documented connections made between the course content and personal or professional experiences. | Began applying course concepts introduced to personal or professional experiences. |
| **Synthesis** |  | On the discussion and in course assignments the candidate has… |
| **S1** | Successfully originated and integrated practical, theoretical and anecdotal evidence to effectively demonstrate understanding and further application of course content. | Accurately originated and integrated practical, theoretical and anecdotal evidence to clearly demonstrate understanding and further application of course content.  | Originated and integrated some practical, theoretical and anecdotal evidence to demonstrate some understanding and further application of course content.  | Began to originate and integrate practical, theoretical and anecdotal evidence and began to demonstrate understanding of further application of course content.  |
| **S2** | Designed effective course assignments that could be used to improve teacher practice in real-world application. | Designed meaningful course assignments that could be used in real-world application. | Designed appropriate course assignments that have some real-world application.  | Designed superficial course assignments with little real-world application.  |
| **Annotations** |  | On the reading annotation assignments in Perusall the candidate has scored… |
| **A1** | 19–24 pts | 13–18 pts | 7–12 pts | 0–6 pts |

**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 mastery level
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| **A** | * 10 or more criteria achieved at the mastery level with 3 or less at the high quality level
* no criteria at the meets expectations or developing level
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| **B+** | * nine or more criteria achieved at the high quality level or above with four or less at the meets expectations level
* no criteria can be at the developing level
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| **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.
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| **Fail** | * any criteria achieved that do not meet the requirements for A+, A or B+
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**For more information regarding CTE’s Assessment and Evaluation procedures, see About this Course for your course.**