

Elementary CORE Academy 2003 Assignment Rubric

The two assignments for

Criteria (Grade)					
	Exemplary (A)	On Target (B)	Adjustments Needed (C)	Needs Work (D)	Unacceptable (F)
Aligned Content	All activities specifically and accurately align to the Core Curriculum. Each standard, objective, and indicator is listed and taught using language and terminology of Core.	Activities are aligned to Core topics and provide specific content on a standard and objective level.	Activities are aligned to the main topics of the Core Curriculum.	The activities are accurate but not tied to the grade level Core Curriculum.	
Aligned to ILO's	Overall objectives of the activity clearly identify targeted ILO's and provide instructional techniques that lead to insight and deep understand by students.	Activities identify specific ILO's that easily connect to the Core Curriculum.	The activities contain ILO's that stretch to make minimal connections to the content.	ILO's are neither referenced nor matched to the grade level and content.	
Active Learning Process (Participant)	All activities engage participants in a variety of learning modes through the use of multiple process skills and instructional strategies.	The presenter engages every teacher in most of the activities through hands-on experiences.	Participants see and hear about activities, but minimal involvement of participants occurs.	Participants are hearing about activities and only seeing demos.	
Active Learning Process (Student/Classroom)	Each activity engages students in a guided environment where they use numerous senses and skills to investigate.	Activities provide students with opportunities to actively experience learning.	Some opportunities are provided for students to discuss and create knowledge new to themselves.	Students are expected to learn a given set of facts for use at a later time.	
"Big Ideas"	Overriding principals are clearly defined and connect the activities.	The big picture is identified and connects to most activities.	Big ideas are present but not clearly connected.	Activities are focused on isolated skills.	
Integration of Curriculum	Activities reflect seamless connections from one curricular content area to another.	Clear and specific connections to multiple content areas are made with most activities.	Subject matter in other curricular areas are referenced but not embedded in the activity.	Inclusion of other curriculum is absent from the activity.	
Assessment	Multiple approaches of informal and formal assessment are provided that measure student learning in a variety of ways.	Assessments measure learning specific to the objective.	Assessments are provided that do not link instructional practice to targeted learning goals.	Assessment ideas are not present or are not matched to the content of the instruction.	
				Total	

Comments: