

2004 Elementary CORE Academy
Graduate Credit Grading Rubric

The following rubric provides information regarding the grading criteria for the assignments of the Elementary CORE Academy.

Criteria					
	Exemplary (A)	On Target (B)	Adjustments Needed (C)	Needs Work (D)	Unacceptable (F)
Presentation (all 3 assignments)	Typed, 12-point font, double spaced, correct grammar and spelling. Organized using clear format. Proof reading evident	Typed 12 point font double spaced, some errors in grammar and spelling. Well organized.	Typed with mechanical errors yet is understandable. Some problems with organization.	Contains significant errors in grammar and spelling. Poorly organized	Not understandable and numerous errors in grammar.
Vignette (Assignment #1)	Multiple concrete examples of student interactions are described in a classroom setting accompanied by teacher insights.	Concrete examples are provided of student interaction with limited teacher insights. Meets the 2-page length requirement.	Examples are shared but not clearly connected to an activity. Does not meet the 2-page length requirement.	Instructional thoughts are described but are not set in the context of a classroom activity.	Unrelated educational ideas are described.
New Activity (Assignment #2)	Unique activity plan aligns to Core Curriculum. Fully completes the components of activity plans modeled in the Academy Handbooks. Shows evidence of classroom application and adaptation to learner needs.	Plan addresses components of the modeled activity plans in the Academy Handbook. Shows evidence of possible classroom application. Does not exceed 4 pages.	Activity plan has missing components, yet it has possible applications in the classroom. May have used a different format than the model.	Inconsistent instructional methods and large gaps in the instructional components from the modeled plan.	Unrecognizable as an instructional activity plan.
Professional Practice Reflection (Assignment #3)	Discussion centers on individual teacher application of learning. Specific examples of change, thought, and/or discussion with colleagues evident. Identification of new learning and method of incorporating this learning into instructional practices is made from the Elementary CORE Academy.	Examples of new learning provided and some identification of change in practice is made. Examples are specific to learning from the Elementary CORE Academy.	Examples of learning are listed but limited application of learning is provided.	Contains ideas and thoughts about education but no real self-application or reflection is evident. Discussion centers on participation at an Academy session and not on application of learning.	No examples of teacher learning or application are presented.
Classroom Application (all 3 assignments)	Activities reflect an overall application to student learning. Student understanding is identified and is clearly a focus of teacher learning.	Activities identify student learning but are not strongly linked to teacher practice and learning.	Student learning may be implied in discussions but is only an afterthought.	Student learning is not identified but may be implied.	Student understanding is not identified.

Specific Comments: