

**2006 Elementary CORE Academy**  
*Grading Rubric*

The following rubric provides information regarding the grading criteria for the assignments of the 2006 Elementary CORE Academy.

| <b>Criteria</b>   |  |  |  |  |
|---|--|--|--|--|
|   | Exemplary (A)  | On Target (B)  | Adjustments Needed (C)   | Needs Work (I)   |
| <b>Presentation</b><br>(all assignments)  | Three typed pages, 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, and minimally exceeds page requirements.   | Contains mechanical errors yet is understandable. Some problems with organization.   | Poorly organized, contains significant errors in grammar and spelling.   |
| <b>Student Work Reflection</b><br>(Assignment #1)<br>*Must be included in submission. | Concrete (2006) examples of selection, activity planning, student work, and reflection are evident. Student work samples are included with action-focused reflections.   | Descriptions provided of most assignment components. Student samples connect to teacher's reflections but may not be directly focused on classroom practice.                             | Student work examples are absent and instruction examples are shared but not connected to assignment. Does not meet the 3-page length requirement. | Student work missing and/or teacher responses do not align with the assignment instructions.   |
| <b>Assessment Instrument</b><br>(Assignment #2)                                       | Specific formative assessment instrument provided and clearly described with regard to creation and classroom application. Overview, creation process, outcomes and insights are all identified and discussed. | Assessment tool is provided. Overview, creation process, outcomes and insights are all identified and discussed in limited ways. Details of application are defined in a cursory manner. | Assessment instrument is discussed but not provided. Use is shared but not all aspects are discussed clearly or completely.                        | Assessment practices are provided but no real creation or application is evident. Historical assessment practices are shared without attempts for improvement. |
| <b>Self Needs Action Plan</b><br>(Assignment #3)                                      | Development, implementation, and evaluation of an individual professional improvement process is described. Documentation of investment and usefulness is clear.   | Individual improvement plan is described. Connections to professional practice are inferred and/or application to teaching and instruction is limited.                                   | Improvement plan was created but implementation or application seems absent. Action plan is a description of standard teacher practice.            | Activity description is sketchy and limited to what the teacher has done in the past. Improvement and change are not evident.                                  |
| <b>Classroom Application</b><br>(all assignments)                                     | Submitted assignments reflect application to student achievement. Student understanding is identified and is a clear focus of teacher practice.  | Assignments identify student achievement but are not strongly linked to teacher practice or learning.  | Student achievement may be implied in discussions but is only an afterthought.   | Student understanding is not identified.   |