

2007 Elementary CORE Academy Grading Rubric

The following rubric provides information regarding the grading criteria for the assignments of the 2007 Elementary CORE Academy.

<i>Criteria</i>				
	Exemplary (A)	On Target (B)	Adjustments Needed (C)	Needs Work (I)
Presentation (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.
Student Work Reflection (Assignment #1) *Must be included in submission.	Concrete (2007) 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.
Mathematical Proficiency Discussion (Assignment #2)	Clear description of mathematical proficiency is provided. Utah Math Core Curriculum updates are discussed clearly in a narrative format. Each of the five strands of mathematical proficiency are identified and discussed with classroom examples provided for each. Instructional insights are individualized to the teacher and classroom.	A description of mathematical proficiency is provided. Utah Math Core Curriculum updates are discussed. Each of the five strands of mathematical proficiency are identified and discussed with some classroom examples. Instructional insights are shared that relate to the classroom.	Mathematical proficiency is discussed. Utah Math Core Curriculum updates are mentioned. The five strands of mathematical proficiency are listed. Instructional insights are absent from the discussion.	Mathematical proficiency is not discussed. Utah Math Core Curriculum updates are absent. Two to three of the five strands of mathematical proficiency are listed.
Self Needs Action Plan (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.
Classroom Application (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.