| **Written Comprehensive Assessment Rubric Graduate Level** | | | | | |
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| Written COMPS  ASSESSMENT RUBRIC  Graduate Level | **EXEMPLARY LEVEL**  **4** | **ACCOMPLISHED LEVEL**  **3** | **DEVELOPING LEVEL**  **2** | **BEGINNNIG LEVEL**  **1** | **TOTAL POINTS** |
| **FOUNDATIONAL KNOWLEDGE**  ACC1K1: Needs of different groups in a pluralistic society  ACC1K2 Evidence based theories of organizational and educational leadership  ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school.  ACC1K4 National and state education laws and regulations  ACC1K5 Current, legal, regulatory, and ethical issues affecting education  ED1K1 Laws and policies related to assessing individuals with exceptional learning needs  ED1K2 Emerging issues and trends that impact assessment  ED1K4 Models, theories, and philosophies that form the basis of assessment.  ED1K6 Policy and research implications that promote recommended practice sin assessment. | Student demonstrates proficient command of the subject matter in the response. Response shows an impressive level of depth of student’s ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence. | Student exhibits above average usage of subject matter in response. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student’s current level of subject matter knowledge. | The response reveals that the student has a general, fundamental understanding of the course material. There exist areas of some concern in the connections provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area. | Student tries to explain some concepts, but overlooks critical details. Response appears vague or incomplete in various segments. Student presents concepts in isolation, and does not exhibit a logical sequencing of ideas. |  |

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| **APPLICATION OF KNOWLEDGE (CRITICAL THINKING SKILLS)**  Standard 2: skills program Development and Organization  ACC2S3: Improve instructional programs using principles of curriculum development and modifications, and learning theory  ACC4S2: Design and implement research activities to examine the effectiveness of instructional practices | Student demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the response. Student presents a genuine intellectual development of ideas throughout response. | Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Response demonstrates the student’s above average use of relating concepts to make connections. Overall, student provides adequate conclusions. | Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in response. However, student presents a limited perspective on key concepts throughout response. Student appears to have problems applying information in a problem-solving manner. | Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in response. Little to no semblance of critical thinking skills. |  | |

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| **ORGANIZATION OF IDEAS/FORMAT** | Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of response includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished response demonstrates student’s ability to plan and organize research in a logical sequence. | Student explains the majority of points and concepts in the response. Learner demonstrates a good skill level in formatting and organizing material in response. Student presents an above average level of preparedness, with few formatting errors. | Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Response does not have a continuous pattern of logical sequencing. | Response reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. |  |

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| **WRITING SKILL** | Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well- planned research response. Response is error-free and reflects student’s ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal. | Student provides an effective display of good writing and grammar. Response reflects student’s ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Response appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements. | Response reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in response. Student’s writing ability is average, but demonstrates a basic understanding of the subject matter. | Topics, concepts, and ideas are not coherently discussed or expressed in responses. Student’s writing style is weak and needs improvement, along with numerous proofreading errors. Response lacks clarity, consistency, and correctness. Student needs to review and revise response. |  |

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| **RESEARCH SKILL**  ACC3S1: Identify and use the research literature to resolve issues of professional practice.  ACC3S3 use educational research to improve instruction, intervention strategies, and curricular materials. | Student provides sophisticated synthesis of complex body of information in the preparation of response. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least of 7-10 quality references in response. Student incorporates a variety of research resources and methodology in the preparation of response. | Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within response. Response contains less than 7 resources, and presents an average overview of key concepts. | Response provides a basic, but borderline perspective of student’s research abilities. Student has incorporated less than 4 sources, which does not attempt to cover key elements of response. | Student fails to provide an adequate synthesis of research collected for response. The lack of appropriate references or source materials demonstrates the student’s need for additional help or training in this area. Student needs to review and revise the response. The paper is not of acceptable quality for graduate-level work. |  |
| **RESEARCH SKILL ETHICS REFERENCING AND CITING RESEARCH**  ED5S3: Cite all sources of reported information | The work is correctly referenced according to the most recent APA edition guidelines. The writer uses standard English and correct grammar throughout the reflection. | The paper has 1-5 errors in the citations and references. There are some spelling and grammar errors throughout the paper | The paper has numerous errors in citations and references as it is written. There are numerous grammar and spelling errors. | No attempt is made at referencing according to the current APA edition guidelines. |  |
| TOTAL POINTS |  |  |  |  |  |