

Coppin State University
Teacher Education Unit

Scoring Rubric for Written Communication

Student's Name: _____ Program: _____ Date: _____

Applicant Candidate

Please indicate the phase at which the student is completing this requirement.

Phase I: EDUC 202

Phase IIA: REED 401

Phase IIB: Methods Course/s

Phase III: Student Teaching (Case Study/Action Research)

Other: _____

Instructions: Carefully evaluate the written presentation according to the rubric below. Complete an average for each outcome using the number of indicators. **Please record the average score in the space provided.**

Performance Outcomes and Indicators	Exceeds Expectation	Meets Expectation	Needs Improvement	Score
	3	2	1	
EFFECTIVE COMMUNICATOR				
<ul style="list-style-type: none"> ▪ <u>Fluency</u> This Indicator measures the ease and appropriate flow of language to express ideas in writing. 	Even flow of writing with excellent coherence and error free.	Some unevenness of written flow and few errors.	Considerable unevenness in written flow and extensive errors.	
<ul style="list-style-type: none"> ▪ <u>Vocabulary</u> This Indicator measures accuracy, variety, and quality of vocabulary in candidate's written work. 	Rich varied and accurate use of written vocabulary.	Adequate and accurate use of written vocabulary.	Inadequate and inaccurate use of written vocabulary	
<ul style="list-style-type: none"> ▪ <u>Grammar</u> This Indicator measures the use and accuracy of basic structures of grammar in candidate's written work 	High level of accuracy in grammatical usage in candidate's written work.	Adequate level of accuracy in grammatical usage in candidate's written work.	Inadequate level of accuracy in grammatical usage in written work.	
OUTCOME AVERAGE SCORE				
SYSTEMATIC PLANNER				
<ul style="list-style-type: none"> ▪ <u>Coherence/Organization</u> This Indicator measures the degree to which the candidate writes in a coherent, organized, accurate and concise manner. 	All written work is extremely well organized accurate and coherent.	Written work is adequately organized with some inaccuracies.	Written work lacks coherence and is inadequately organized.	
<ul style="list-style-type: none"> ▪ <u>Task Completion</u> This Indicator measures how thoroughly, timely, and accurately the candidate completes the written task 	All written information is presented accurately and in a timely fashion.	Timelines and accuracy of submission of Written information is adequate.	Written information is not presented in a timely or accurate manner.	
OUTCOME AVERAGE SCORE				
INSTRUCTIONAL LEADER				
<ul style="list-style-type: none"> ▪ <u>Classroom Management</u> This Indicator measures how written goals; objectives, rules and assignments reflect good principles of classroom management. 	Class rules, goals, objectives and assignments are always written with clarity and preciseness.	Written classroom rules, goals, objectives and assignments are adequately presented.	Gross inconsistencies in written classroom rules, goals, objectives and assignments.	
OUTCOME AVERAGE SCORE				

“Teacher As A Reflective Facilitator of Learning”

Coppin State University
Teacher Education Unit

Performance Outcomes and Indicators	Exceeds Expectation	Meets Expectation	Needs Improvement	Score
	3	2	1	
REFLECTIVE DECISION MAKER				
<ul style="list-style-type: none"> ▪ <u><i>Ability /willingness to Elaborate or Clarify Ideas</i></u> This Indicator measures the degree to which the candidate maintains written reflections on presentations and utilizes these reflective journals to modify presentations. 	The candidate consistently maintains written reflective journals and consistently uses this feedback to modify presentations.	The candidate has some inconsistencies in maintenance of reflective journals. The reflective information is adequately utilized.	The candidate does not consistently maintain reflective journals and does not utilize this data to modify presentations.	
<ul style="list-style-type: none"> ▪ <u><i>References</i></u> This indicator measures the degree to which the candidate demonstrates the ability to select and use references consistent with respective subjects and/or topics. 	Consistent, appropriate and effective use of references in instructional decision making	Adequate use of references in making instructional decisions.	Inadequate use of references in making instructional decisions.	
OUTCOME AVERAGE SCORE				
EVOLVING PROFESSIONAL				
<ul style="list-style-type: none"> ▪ <u><i>Openness to Questions/Alternative Explanations</i></u> This Indicator measures the use of written documentation in planning and executing professional development elements. 	Attends conferences, consistently reads and prepares written critiques of professional literature, and current research in the field.	Produces an adequate amount of written documentation of professional involvement.	Provides inadequate amount of written documentation as evidence of Professional Development involvement.	
OUTCOME AVERAGE SCORE				

Interpretation of Composite Score

22.0 – 27.0 Points: Exceeds Expectation

16.0 – 21.0 Points: Meets Expectation

9.0 – 15.0 Points: Needs Improvement

Comments:

Signature(s): _____ Date: _____

_____ Date: _____

“Teacher As A Reflective Facilitator of Learning”

Revised spring 2006