

Literacy Culminating Experience Evaluation Rubric

C&I Required Standards	Distinguished (3)	Proficient (2)	Marginal (1)	Unacceptable (0)
1. Theory into Practice	Demonstrates exceptional ability to explain learning theories and articulate how theories influence practice.	Demonstrates very good/satisfactory ability to explain learning theories and articulate how theories influence practice.	Demonstrates marginal ability to explain learning theories and articulate how theories influence practice.	Ability to explain learning theories and articulate and articulate how theories influence practice does not meet minimum expectations.
2. Professional Philosophy	Extensive evidence of a coherent and consistent philosophy of teaching & learning permeates the portfolio.	Evidence of a coherent and consistent philosophy of teaching & learning appears throughout the portfolio.	Limited evidence of a coherent and consistent philosophy of teaching & learning throughout the portfolio.	Minimal or no evidence of a coherent and consistent philosophy of teaching & learning throughout the portfolio.
3. Research	Substantial evidence of: (a) familiarity with scholarship in the field of literacy, (b) ability to analyze / synthesize research in literacy and articulate implications, and (c) pose, study and solve problems in the teaching and learning of literacy.	Evidence of: (a) familiarity with scholarship in the field of literacy, (b) ability to analyze / synthesize research in literacy and articulate implications, and/or (c) pose, study and solve problems in the teaching and learning of literacy.	Limited evidence of: (a) familiarity with scholarship in the field of literacy, (b) ability to analyze / synthesize research in literacy and articulate implications, and/or (c) pose, study and solve problems in the teaching and learning of literacy.	Minimal or no evidence of: (a) familiarity with scholarship in the field of literacy, (b) ability to analyze / synthesize research in literacy and articulate implications, and/or (c) pose, study and solve problems in the teaching and learning of literacy.
4. Content and Pedagogical Knowledge	Demonstrates exceptional understanding of literacy pedagogy and content knowledge.	Demonstrates very good/satisfactory understanding of literacy pedagogy and content knowledge.	Demonstrates marginal understanding of literacy pedagogy and content knowledge.	Understanding of literacy pedagogy and content knowledge does not meet minimum expectations.
5. Professional Standards	Significant and compelling evidence of meeting IRA's Standards for Reading Professionals is apparent throughout the portfolio.	Considerable evidence of meeting IRA's Standards for Reading Professionals is apparent throughout the portfolio.	Limited evidence of meeting IRA's Standards for Reading Professionals is present throughout the portfolio.	Minimal or no evidence of meeting IRA's Standards for Reading Professionals is present throughout the portfolio.
6. Presentation and Format	All required content is accurately and fully addressed. Essay includes a clear, well-sequenced progression of ideas. All points are developed in the appropriate sections of the response. The writing style is exceptionally clear and articulate. Response is virtually free of grammatical and spelling errors. References are clearly cited in APA style.	Required content is accurately addressed with a thorough discussion of key issues. Essay includes a clear, well-sequenced progression of ideas. Points are developed in the appropriate sections of the response. The writing style is clear. Response has a minimum number of grammatical, spelling, and/or APA errors.	Organization and writing meet minimum expectations. Points are generally developed and sequenced in the appropriate sections of the response. In some instances, writing is not clear and ideas are not effectively communicated. Response has a marginal number of grammatical, spelling, and/or APA errors.	All required content is not accurately or thoughtfully addressed and/or not adequately developed. Organization and writing style do not support clear communication. Points are often not developed in a well-sequenced manner. The writing style does not support effective communication and does not meet expectations.

Rubric Scoring Guide

- **PASS:**

Total score ≥ 12 with no score = 0

- **NO PASS TO PASS:**

Total score ≥ 8 and ≤ 12 for NO PASS—

Revise and resubmit on or before the Friday of the last week of instruction

Total score ≥ 12 with no score = 0 for PASS; Total score < 12 for FAIL

- **FAIL:**

Total score < 8 FAIL

Comments