

D'Youville College, EDU 652 Curriculum Planning, Key Assignment Rubric

| Criteria | Fails to Demonstrate (0) | Emergent (1) | Satisfactory (2) | Excels (3) | Score/Level |
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| Writing Conventions & Effort Assignment Guidelines | Extensive errors or lack of effort apparent; style compromises clarity. | More than five errors; effort low and/or presentation somewhat uneven in quality; style compromises clarity. | Less than five errors and effort in creation obvious; style proves readable. | Generally error free and effort in creation outstanding; a professional style which enhances readability. | |
| Assignment Guidelines Reading, Writing, and Oral Language ACEI: 2.1 | Does not adhere to assignment guidelines. | Attempt to follow required guidelines but more than one guideline not followed. | Follows required format with no more than one guideline not followed | Adheres to all format and required guidelines of the assignment. | |
| Reading, Writing, and Oral Language ACEI: 2.1 ACEI: 2.2 Science | The candidate fails to demonstrate competence in English language arts, ignoring concepts of literacy, language and child development. Student work aligns with ELA standards but will yield “busy” work with no potential to | The candidate demonstrates an unsatisfactory level of competence in English language arts. Topic choices do not represent high level concepts from literacy, language and child development. Choices may result in rote learning and | The candidate demonstrates a satisfactory level of competence in English language arts with topic choices that demonstrate awareness of concepts from literacy, language and child development. Choices should result in learning | The candidate demonstrates an exceptional level of competence in English language arts with topic choices that demonstrate high level concepts from literacy, language and child development. Choices will result in deep learning | |



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| | demonstrate standards-based understandings of reading, writing, speaking, viewing, listening or thinking skills. | skills. Connection to ELA standards unclear. Student work does not provide opportunities for deep and significant learning outcomes. | through reading, writing, speaking, viewing, listening, and thinking practices that meet the standards. Student work aligns with ELA standards and will intended identified student outcomes. | through reading, writing, speaking, viewing, listening, and thinking practices. Student work aligns well with ELA standards and will yield significant inquiry-based projects and/or outcomes. | |
| <p>Science</p> <p>ACEI: 2.2</p> <p>Mathematics</p> <p>ACEI: 2.3</p> | <p>The candidate fails to demonstrate competence in applying standards. Demonstrates poor understanding of fundamental science concepts. Student work will result in “busy” work with no potential to demonstrate applications to personal or social world.</p> | <p>Topic choices call upon limited set of standards. Candidate demonstrates an unsatisfactory understanding of fundamental concepts of physical life and earth/space sciences. Student work is perfunctory and avoids inquiry and/or personal and social applications of</p> | <p>Topic choices call upon at least one set of science standards. Topic choices reflect an understanding of fundamental concepts of physical, life, and earth/space sciences. Student work requires hands-on learning and an attempt is made to connect required</p> | <p>Topic choices call upon and apply a broad range of science standards. Topics reflect exceptional level of understanding and use of fundamental concepts of physical, life, and earth/space sciences. Student work requires inquiry-based lessons and will build student</p> | |



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| | | science. Candidate familiarity with nature of science is unclear. | outcomes to personal and social applications of science. Choices convey connections to nature of science. | understanding of personal and social applications of science. Choices convey the central role of the nature of science. | |
| Social Studies ACEI: 2.4 | The candidate fails to demonstrate competence in applying standards. Demonstrates no understanding of fundamental math concepts. Student work will result in “busy” work with no potential to demonstrate problem solving, reasoning and proof, communication, connections, or representation. | Topic choices call upon limited set of CCSS standards. Candidate demonstrates an unsatisfactory understanding of major concepts and procedures that define number and operations, algebra, geometry, measurement, and/or data analysis. Student work is perfunctory and avoids problem solving, reasoning and proof, communication, connections, or | Topic choices call upon the CCSS mathematics standards. Choices demonstrate knowledge, understanding; and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and/or data analysis. Student work attempts to engage students in problem solving, reasoning and proof, communication, connections, | Candidate’s topic choices call upon a broad range of CCSS mathematics standards. Choices demonstrate an exceptional level of understanding of procedures and operations, algebra, geometry, measurement, and/or data analysis; In doing so they consistently engage techniques of problem solving, reasoning and proof, communication, connections, and | |



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| | | representation. | and representation. | representation in mathematics. | |
| <p>Synthesis in rationale sections and in the reflection paper</p> <p>ACEI: 5.1</p> | <p>The candidate fails to demonstrate competence in applying social studies related standards. Demonstrates no understanding of fundamental social studies concepts. Student work will result in “busy” work with no potential to use inquiry or engage in civic awareness and practices.</p> | <p>Topic choices call upon limited set of standards. Candidate demonstrates an unsatisfactory understanding of major ideas and modes of inquiry from the social studies and other related areas. Student work is perfunctory and avoids engaging students in inquiry-based applications that will allow students to engage in civic and global awareness and practices.</p> | <p>Topic choices call upon social studies and ELA standards. Candidates know, understand, and use the major ideas and modes of inquiry from the social studies and other related areas. Student work attempts to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> | <p>Topic choices call upon and apply a broad range of social studies and ELA standards. Candidates demonstrate complex understandings of topics that will promote critical analyses and cultivate historical habits of mind. Student work requires inquiry-based lessons and will allow students to engage as citizens of a culturally diverse democratic society and interdependent world.</p> | |
| <p>Synthesis in rationale sections and in the reflection paper</p> | <p>Rationale and/or reflection is missing or inadequate to the task. Candidate fails</p> | <p>Rationale sections are incomplete or unsatisfactory to justify reasoning for lessons and</p> | <p>Rationale sections adequately articulate reasoning for lessons and student work</p> | <p>Rationale sections consistently articulate excellent reasoning for lessons and</p> | |



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| <p>ACEI: 5.1</p> | <p>to synthesize relationship between their choices and the overall vision for map.</p> | <p>student work choices. Relationship between choices and the overall vision for map is inadequate. Reflection demonstrates an incomplete understanding of key standards associated with topics. Candidate's synthesis of vision for the arc of instruction is unclear. Effort at reflection on their work and the relationship it shares with established research on curriculum planning is low.</p> | <p>choices and their relationship to the overall vision for map. Reflection demonstrates a satisfactory understanding of key standards associated with topics. Candidate's synthesis of vision for the arc of instruction is may need clarification. Candidate demonstrates reflection on their work and but the relationship it shares with established research on curriculum planning needs improvement.</p> | <p>student work choices and their relationship to the overall vision for map. Reflection demonstrates an exceptional understanding of key standards associated with topics. Candidate's synthesis of vision for the arc of instruction is exceptionally clear and creative. Candidate demonstrates a superlative level of reflection on their work and the relationship it shares with established research on curriculum planning.</p> | |
| | <p>Total Score:</p> | | | | |

