

ED.S ADVANCEMENT TO CANDIDACY RUBRIC

Rubric Definitions:

24 Exceeds Proficiency for Candidacy 18 Meets expectation for Candidacy

17 Does not meet expected standard for Candidacy

	3	2	1	0
Ed. S Goals & Prof Goals (ELCC 1.2, 1.3, 1.4, 1.5)	--Demonstrates understanding of the prompt --Critical thinking, analysis & reflection present --Professional Goals are well stated and relate to a larger context	--Demonstrates understanding of the prompt --Some strength in critical thinking and analysis of goals --Goals show relationship to one's own experience	--Little or no understanding of the program goals ---Vague professional goals	Does not address goals
Writing Mechanics (ELCC 3.2)	--Writing is clear, descriptive, succinct and reflective --Clear introduction, body, and conclusion --Error free --Clear use of white space	--Writing shows relationship to one's own experience but is not reflective. --Few errors --Most elements of good writing are used	--Writing lacks organization --Very little connection to prompt --No introduction or summary --Multiple errors	Poor writing skills and mechanics
Change Agent (ELCC 6.1, 6.2, 6.3)	--Demonstrates understanding of change and being a change agent. --Excellent example of being a change agent	--Shows some strength in critical analysis about change. --Gives an example of being a change agent.	--Addresses one but not both change agent and understanding of change	--Does not address change
Global Learners (ELCC 5.1, 5.2, 5.3)	--Shows strength in critical thinking and analysis in issues of diversity. --Gives examples of participation with global learners	Some understanding of issues of diversity and some examples of participation with global learners.	Addresses one but not both global learners and issues of diversity	Does not address diversity and participation with global learners
Work Sample on Instructional Leadership (ELCC 2.4, 7.1, 7.2, 7.3, 7.4)	--Excellent work sample demonstrating advanced knowledge and understanding of instructional leadership or --Excellent work sample demonstrating an in-depth examination of current issues that impact the field of educational leadership --Writing is reflective.	--Work sample demonstrates knowledge and understanding of instructional leadership issues. --Some strength in critical thinking and analysis of issues.	--Work sample demonstrates some knowledge of instructional leadership issues. --No strength in critical thinking or analysis of current issues in the field of leadership	--No work sample on Instructional Leadership or current issues in field of educational leadership
Work Sample on Leadership Dispositions (ELCC 5.1, 5.2, 5.3)	--Work sample validates excellent understanding and use of all three dispositions (acts fairly, acts with integrity, and acts in an ethical manner)	--Work sample shows evidence of two dispositions	--Evidence of at least one disposition in work sample	--No work sample on leadership dispositions
Student Achievement (ELCC2.0, 2.1, 2.2, 2.3)	--Work sample validates candidate's personal practice impacts student achievement to a great degree.	--Work sample somewhat validates how candidate's personal practice impacts student achievement	--Work sample shows little impact on student achievement	--Work sample validating personal practice impacts student achievement.
Professional Growth Plan (ELCC 2.4)	--Professional Growth Plan is well thought out and correlates with Ed. S. program	--Professional Growth Plan is adequate and shows some correlation with Ed. S. program.	--Professional Growth Plan is vague and does not correlate with Ed. S. program goals	--No Professional Growth Plan.

