

**MA in Reading
Advancement to Candidacy – Scoring Rubric**

Standards/Indicators (IRA/NCATE/SoE)	Advanced 3.5 to 4.0	Proficient 2.5 to 3.49	Nearing Proficiency 1.5 to 2.49	Unsatisfactory 1 to 1.49
Written Communication	Written statement of professional goals indicates a very polished, professional level of writing. Ideas are well organized and expressed very effectively.	Written statement of professional goals indicates a proficient level of writing. Ideas are organized adequately and expressed clearly.	Written statement of professional goals indicates some skill but not proficiency as required. Ideas are not organized well nor expressed clearly.	Written statement of professional goals do not indicate a proficient level of writing. Ideas are neither organized adequately nor expressed clearly.
Standard 5. Professional Development. Candidates view professional development as career-long effort and responsibility. As a result, candidates:				
5.2: Continue to pursue the development of professional knowledge and dispositions				
5.3: Work with colleagues to observe, evaluate, and provide feedback on each others practice.				
Positively and constructively provides a statement and evaluation of student’s own goals for professional development.	Written statement indicates insightful and thorough articulation of goals. Goals are highly consistent with intended program outcomes based on IRA standards.	Written statement indicates appropriate, thorough articulation of goals. Goals are consistent with intended program outcomes based on IRA standards. .	Written statement indicates some articulation of goals. Goals are somewhat consistent with intended program outcomes based on IRA standards.	Written statement indicates a lack of articulation of goals. Goals are not consistent with intended program outcomes based on IRA standards.
5.4 Participate in, initiate, implement, and evaluate professional development programs.				
Evidence of goals for continued professional development in the assessment and teaching of reading.	Explicit goals and plans for implementing the goals were clearly described for continued professional development in key areas.	At least two goals were described for continued professional development in key areas. Plans for implementation were mentioned.	At least one goal was described for continued professional development in a key area. No plans for implementation were included.	Goals and plans for implementing the goals missing in the statement.
COMMENTS:				