

Ed Studies: Professional Standards Rubric

Expectation 1	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand the professional standards related to their chosen concentration. Examples include <i>Exploring the Professions: Children and Child Care</i> and <i>Introduction to Teaching</i> .	Demonstrates no understanding of the professional standards related to their chosen concentration.	Demonstrates basic knowledge of the professional standards related to their chosen concentration.	Demonstrates a clear understanding of the professional standards related to their chosen concentration.	Demonstrates a complex understanding of the professional standards related to their chosen concentration.
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Ed. Studies: Foundational Knowledge Rubric

Expectation 2	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand the foundational knowledge of the field from either a historical or philosophical perspective, grounding them in their chosen concentration. Examples include <i>Schooling in America</i> and <i>Historical Foundations of American Education</i> .	Demonstrates no foundational knowledge of the field from either a historical or philosophical perspective, grounding them in their chosen concentration.	Demonstrates basic foundational knowledge of the field from either a historical or philosophical perspective, grounding them in their chosen concentration.	Demonstrates a clear understanding of the foundational knowledge of the field from either a historical or philosophical perspective, grounding them in their chosen concentration.	Demonstrates a complex understanding of the foundational knowledge of the field from both a historical or philosophical perspective, grounding them in their chosen concentration.
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Ed. Studies: Understanding of Learners and Learners Rubric

Expectation 3	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand learners and the theoretical approaches that support the learning process. Examples include <i>Learning Theories</i> and <i>Human Learning: A Developmental Approach</i> .	Demonstrates no knowledge of learners and the theoretical approaches that support the learning process.	Demonstrates basic knowledge of learners and the theoretical approaches that support the learning process.	Demonstrates a clear understanding of learners and the theoretical approaches that support the learning process.	Demonstrates a complex understanding of learners and the theoretical approaches that support the learning process.
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Ed. Studies: Social Contexts of Learning Rubric

Expectation 4	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand the sociological perspective of learning including the relationships between home, school, and community. Examples include <i>Sociology of Education</i> and <i>Family and Society</i> .	Demonstrates no understanding of the sociological perspective of learning including the relationships between home, school, and community.	Demonstrates basic understanding of the sociological perspective of learning including the relationships between home, school, and community.	Demonstrates a clear understanding of the sociological perspective of learning including the relationships between home, school, and community.	Demonstrates a complex understanding of the sociological perspective of learning including the relationships between home, school, and community.
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Ed. Studies: Curricular Design, Instructional Strategies, and Assessment Rubric

Expectation 5	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand knowledge of comprehensive curriculum design appropriate to their concentration. <i>Models of Instructional Design</i> for students interested in educational technology.	Demonstrates no understanding of comprehensive curriculum design appropriate to their concentration.	Demonstrates basic understanding of comprehensive curriculum design appropriate to their concentration.	Demonstrates a clear understanding of comprehensive curriculum design appropriate to their concentration.	Demonstrates a complex understanding of comprehensive curriculum design appropriate to their concentration.

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Ed. Studies: Language and Literacy Rubric

Expectation 6	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand language and literacy development appropriate to their concentration. Courses might include <i>Emergent Literacy</i> and <i>Teaching Methods: Reading in Elementary Schools</i> .	Demonstrates no understanding of language and literacy development appropriate to their concentration.	Demonstrates the basic understanding of language and literacy development appropriate to their concentration.	Demonstrates the clear understanding of language and literacy development appropriate to their concentration.	Demonstrates the complex ability to understand language and literacy development appropriate to their concentration.
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Ed. Studies: Human Development Rubric

Expectation 7	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended. Students planning to work with a specific age group are strongly encouraged to undertake further study in that specific developmental stage to demonstrate breadth and depth. For	Demonstrates no understanding of the stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended.	Demonstrates a basic understanding of the stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended.	Demonstrates a clear understanding of the stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended.	Demonstrates a complex understanding of the stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended.

example, students could take <i>Human Development</i> at the introductory level followed by <i>Infant and Toddler Development</i> , <i>Child Development</i> , or <i>Adolescent Development</i> at the advanced level depending on their focus.				
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Ed. Studies: Uses of Technology Rubric

Expectation 8	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand the appropriate use of technology in teaching and learning and evaluate its success and/or failure in applied situations. Examples include <i>Young Children and Technology</i> and <i>Utilizing Technology in the Classroom</i> .	Demonstrates no understanding of the appropriate use of technology in teaching and learning and evaluate its success and/or failure in applied situations.	Demonstrates basic understanding of the appropriate use of technology in teaching and learning and evaluate its success and/or failure in applied situations.	Demonstrates a clear understanding of the appropriate use of technology in teaching and learning and evaluate its success and/or failure in applied situations.	Demonstrates a complex ability understanding of the appropriate use of technology in teaching and learning and evaluate its success and/or failure in applied situations.
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Ed. Studies: Cultural Competence Rubric

Expectation 9	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand the range of human diversity, and potential implications for	Demonstrates no ability to understand the range of human	Demonstrates basic ability to understand the range of human	Demonstrates a clear ability to understand the range of human	Demonstrates a complex ability to understand the range

educational settings. To accomplish this, students might include courses such as <i>The Culture of Caregiving: Infants, Toddlers and Families, Diversity in Educational Settings, and Race, Class, and Gender.</i>	diversity, and potential implications for educational settings.	diversity, and potential implications for educational settings.	diversity, and potential implications for educational settings.	of human diversity, and potential implications for educational settings.
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Ed. Studies: Methods of Inquiry Rubric

Expectation 10	Does Not Meet	Minimally Meets	Adequately Meets	Exceeds
Understand how to locate, evaluate and effectively use information related to their field. Examples include <i>Observation & Assessment of Children, Statistics for the Social Sciences, and Qualitative Social Science Research: Design & Methods.</i>	Demonstrates no ability to locate, evaluate and effectively use information related to their field.	Demonstrates basic ability to locate, evaluate and effectively use information related to their field.	Demonstrates a clear ability to locate, evaluate and effectively use information related to their field.	Demonstrates a complex ability to locate, evaluate and effectively use information related to their field.
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