

M.Ed. Comprehensive Examination ASSESSMENT RUBRIC
LEVELS OF PERFORMANCE

CRITERION	FAIL	PROFICIENT	WITH DISTINCTION
<p>1. The student explains his/her personal philosophy of educational administration and policy, demonstrating how it emerged from their experiences in the Program in Educational Administration and Policy courses.</p> <p>2. The student cites artifacts from each course.</p>	<ul style="list-style-type: none"> • Does not cite research theory in philosophy. • Indicates some awareness of research/theory in their philosophy. • Addresses in a partial manner responses to the questions: <ol style="list-style-type: none"> 1. What is educational administration and policy? 2. What is educational leadership? 3. What is the relationship between leader and follower? 4. How are leaders different from managers? 5. How best are school goals developed and achieved? 6. How does leadership impact students' learning? 7. How do leaders mobilize others to achieve tasks? • Makes distracting grammatical and mechanical errors. • Offers random thoughts. • A majority of ideas are underdeveloped in writing. • Artifacts are not connected to the written philosophy. • Artifacts are not referenced in the oral presentation. • Oral presentation is acceptable with some flaws (missing information). • Artifacts connect to philosophy but the connection is minimally acceptable. • Artifacts are referenced in the oral presentation. • Lacks ability to show clear linkages to practice. • Lacks connection among research/theory the philosophy and artifacts. 	<ul style="list-style-type: none"> • Cites research & theory in discussing his/her philosophy. • Draws connection between theory and research and shows how each has informed the development of the philosophy. • Addresses all questions in a manner that shows depth: <ol style="list-style-type: none"> 1. What is educational administration and policy? 2. What is educational leadership? 3. What is the relationship between leader and follower? 4. How are leaders different from managers? 5. How best are school goals developed and achieved? 6. How does leadership impact student learning? 7. How do leaders mobilize others to achieve tasks? • Makes very few grammatical and mechanical errors. • Responses are fairly well developed. • Oral presentation includes a discussion of research and theory in a focused manner. • Artifacts are linked directly to the philosophy. • Artifacts are part of the presentation. 	<ul style="list-style-type: none"> • Cites research & theory in philosophy. • Draws heavily on research and theory and is able to synthesize bodies of theory /research and apply these principles to a specific context. • Addresses in great detail all questions: <ol style="list-style-type: none"> 1. What is educational administration and policy? 2. What is educational leadership? 3. What is the relationship between leader and follower? 4. How are leaders different from managers? 5. How best are school goals developed and achieved? 6. How does leadership impact students' learning? 7. How do leaders mobilize others to achieve tasks? • Makes few grammatical and mechanical errors. • Coherent discussion of questions and precise connections to theory and research not only in the oral presentation of the philosophy but also in the presentation and discussion of artifacts. • Artifacts are clearly related to the philosophy and are a <u>seamless</u> representation of coursework.

05/13/03