

## FDN 2400 Critical Perspectives on Teaching and Learning – The Inquiry Project Rubric

| PERFORMANCE RATING   |   |   |  |  | SCORE |
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| CRITERIA   | ACCOMPLISHED (3)  | PROFICIENT (2)  | DEVELOPING (1)   | NOT DEMONSTRATED (0)   |       |
| <p><b>Define and unpack the meaning of social justice as it relates to education</b></p> | <ul style="list-style-type: none"> <li>• Response <b>exceeds a basic</b> capacity to define and unpack the meaning of social justice as it relates to education</li> <li>○ You present a well-reasoned, succinct, and reflective analysis of theories of social justice as they relate to education;</li> <li>○ You clearly and reflectively describe and interpret key terms and concepts within your discussion of social justice and education;</li> <li>○ You clearly and reflectively position yourself within your discussion of social justice and education.</li> </ul> | <ul style="list-style-type: none"> <li>• Response demonstrates a <b>basic</b> capacity to define and unpack the meaning of social justice as it relates to education</li> <li>○ You present a reasonable and basic analysis of theories of social justice as they relate to education;</li> <li>○ You adequately describe and interpret key terms and concepts within your discussion of social justice and education;</li> <li>○ You adequately position yourself within your discussion of social justice and education.</li> </ul> | <ul style="list-style-type: none"> <li>• Response demonstrates <b>adequate growth</b> toward developing the capacity to define and unpack the meaning of social justice as it relates to education</li> <li>○ You present a general and somewhat superficial analysis of theories of social justice as they relate to education;</li> <li>○ You incorporate key terms/concepts within your discussion of social justice and education without describing or interpreting their relevance to your discussion;</li> <li>○ You offer little understanding or awareness of yourself within your discussion of social justice and education.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Response <b>does not</b> demonstrate an adequate capacity to define and unpack the meaning of social justice as it relates to education.</li> </ul> |       |
| <p><b>Connect to and build upon course questions, themes, and materials</b></p>          | <ul style="list-style-type: none"> <li>• Response <b>exceeds a basic</b> capacity to connect to and build upon course questions, themes, and materials.</li> </ul>  | <ul style="list-style-type: none"> <li>• Response demonstrates a <b>basic</b> capacity to connect to and build upon course questions, themes, and materials.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Response demonstrates <b>adequate growth</b> toward developing the capacity to connect to and build upon course questions, themes, and materials.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Response <b>does not</b> demonstrate an adequate capacity to connect to and build upon course questions, themes, and materials</li> </ul>           |       |

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| <p><b>Ground your analyses in well-articulated and clearly supported arguments</b></p>              | <ul style="list-style-type: none"> <li>• Response <b>exceeds a basic</b> capacity to ground your analyses in well-articulated and clearly supported arguments</li> <li>○ You accurately make use of, justify and effectively apply evidence to support your positions, reflections and conclusions;</li> <li>○ You demonstrate clear and reflective reasoning through warranted conclusions.</li> </ul>         | <ul style="list-style-type: none"> <li>• Response demonstrates a <b>basic</b> capacity to ground your analyses in well-articulated and clearly supported arguments</li> <li>○ You make use of evidence to support your positions and conclusions;</li> <li>○ You demonstrate clear reasoning though warranted conclusions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Response demonstrates <b>adequate growth</b> toward developing the capacity to ground your analyses in well-articulated and clearly supported arguments</li> <li>○ You make little to no use of evidence to support your positions and conclusions;</li> <li>○ Your reasoning for your positions and conclusions is unclear.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Response <b>does not</b> demonstrate an adequate capacity to ground your analyses in well-articulated and clearly supported arguments</li> </ul> |  |
| <p><b>Examine issues of social justice and teaching and learning from multiple perspectives</b></p> | <ul style="list-style-type: none"> <li>▪ Response <b>exceeds a basic</b> capacity to examine from multiple perspectives the issues you have raised</li> <li>○ You offer specific, reflective and respectful discussion of alternative viewpoints;</li> <li>○ You reflectively discuss support for multiple perspectives, incorporating specific citations from course materials and other resources.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Response demonstrates a <b>basic</b> capacity to examine from multiple perspectives the issues you have raised</li> <li>○ You offer specific and respectful discussion of alternative viewpoints;</li> <li>○ You offer support for these perspectives, and make use of specific citations from course materials and other resources.</li> </ul> | <ul style="list-style-type: none"> <li>• Response demonstrates <b>adequate growth</b> toward developing the capacity to examine from multiple perspectives the issues you have raised</li> <li>○ You neglect to consider and incorporate alternative viewpoints;</li> <li>○ You express evaluation and judgment of alternative viewpoints with little-to-no textual or logical support for your claims.</li> </ul> | <ul style="list-style-type: none"> <li>• Response <b>does not</b> demonstrate an adequate capacity to examine from multiple perspectives the issues you have raised .</li> </ul>          |  |

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| <p><b>Explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life</b></p> | <ul style="list-style-type: none"> <li>▪ Response <b>exceeds a basic</b> capacity to explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life</li> <li>○ You thoughtfully and insightfully articulate justifications to support why this exploration is important to you;</li> <li>○ You thoughtfully and self-critically ground the discussion within your own lived experiences and dispositions;</li> <li>○ You identify and reflect upon how this question relates to your principles, values, and dispositions as a teacher and learner.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Response demonstrates a <b>basic</b> capacity to explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life</li> <li>○ You articulate justifications for why this exploration is important to you;</li> <li>○ You identify ways in which the exploration is related to your own lived experiences and dispositions;</li> <li>○ You make basic connections between this question and your principles, values, and dispositions as a teacher and learner.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Response demonstrates <b>adequate growth</b> toward developing the capacity to explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life</li> <li>○ You provide few (if any) justifications for why this question and exploration are important to you;</li> <li>○ You do not relate the exploration to your own lived experiences and dispositions;</li> <li>○ You discuss superficially the connections between this question and your principles, values, and dispositions as a teacher and learner</li> </ul> | <ul style="list-style-type: none"> <li>▪ Response <b>does not</b> demonstrate an adequate capacity to explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life</li> </ul> |  |
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| <p><b>Reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis</b></p> | <ul style="list-style-type: none"> <li>▪ Response <b>exceeds a basic</b> capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis</li> <li>○ You offer a thoughtful, reflective, and articulate discussion of the questions and issues that are important to consider when developing an understanding of teaching and learning;</li> <li>○ You respond humanely and compellingly when confronted with competing conceptions of the good, especially as they relate to complex educational issues and practices;</li> <li>○ You identify, explore, and reflect upon your deepest educational values and commitments and you carefully weigh the implications of those ideas and positions.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Response demonstrates a <b>basic</b> capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis <ul style="list-style-type: none"> <li>○ You address questions and issues that are important to consider when developing an understanding of teaching and learning;</li> <li>○ You respond to competing conceptions of the good, especially as they relate to complex educational issues and practices;</li> <li>○ You touch upon your deepest educational values and commitments and you are in the early stages of reflecting upon the implications of those ideas and positions.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Response demonstrates <b>adequate growth</b> toward the capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis <ul style="list-style-type: none"> <li>○ You demonstrate a superficial understanding and awareness of the questions and issues that are important to consider when developing an understanding of teaching and learning;</li> <li>○ You do not consider competing conceptions of the good, especially as they relate to complex educational issues and practices;</li> <li>○ You offer little to no insight into your educational values and commitments and you offer a cursory explanation of the implications of those ideas and positions.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Response <b>does not</b> demonstrate an adequate capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis</li> </ul> |  |
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