

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

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

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

<p>Explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life</p>	<ul style="list-style-type: none"> ▪ Response exceeds a basic capacity to explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life <ul style="list-style-type: none"> ○ You thoughtfully and insightfully articulate justifications to support why this exploration is important to you; ○ You thoughtfully and self-critically ground the discussion within your own lived experiences and dispositions; ○ You identify and reflect upon how this question relates to your principles, values, and dispositions as a teacher and learner. 	<ul style="list-style-type: none"> ▪ Response demonstrates a basic capacity to explore a “living question” for you as it relates to your understanding of teaching and learning at this point in your life <ul style="list-style-type: none"> ○ You articulate justifications for why this exploration is important to you; ○ You identify ways in which the exploration is related to your own lived experiences and dispositions; ○ You make basic connections between this question and your principles, values, and dispositions as a teacher and learner. 	<ul style="list-style-type: none"> ▪ Response demonstrates adequate growth 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 <ul style="list-style-type: none"> ○ You provide few (if any) justifications for why this question and exploration are important to you; ○ You do not relate the exploration to your own lived experiences and dispositions; ○ You discuss superficially the connections between this question and your principles, values, and dispositions as a teacher and learner 	<ul style="list-style-type: none"> ▪ Response does not 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 	
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<p>Reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis</p>	<ul style="list-style-type: none"> ▪ Response exceeds a basic capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis ○ 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; ○ You respond humanely and compellingly when confronted with competing conceptions of the good, especially as they relate to complex educational issues and practices; ○ You identify, explore, and reflect upon your deepest educational values and commitments and you carefully weigh the implications of those ideas and positions. 	<ul style="list-style-type: none"> ▪ Response demonstrates a basic capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis ○ You address questions and issues that are important to consider when developing an understanding of teaching and learning; ○ You respond to competing conceptions of the good, especially as they relate to complex educational issues and practices; ○ 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. 	<ul style="list-style-type: none"> ▪ Response demonstrates adequate growth toward the capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis ○ 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; ○ You do not consider competing conceptions of the good, especially as they relate to complex educational issues and practices; ○ 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. 	<ul style="list-style-type: none"> ▪ Response does not demonstrate an adequate capacity to reflect on your personal and professional understandings of teaching and learning in light of your social justice analysis 	
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