

KEY ASSIGNMENT RUBRIC REQUIREMENTS

Rubric Requirements for Programs/Faculty

1. The **program** must decide how many performance levels Key Assignment rubrics will include. All Key Assignments in a program must have the same number of performance levels. Performance levels refer to the number of columns in a rubric.

	Unsatisfactory	Developing	Effective	Highly Effective	Total
	0-71%	72-79%	80-91%	92-100%	
(ESOL 2.3) Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.	0-17 Points Limited or no discussion of information from CT interview on ELLs performance and how CT applies SLA theory to support ELLs learning in reading, writing, listening and speaking.	18-19 Points Basic discussion of information from CT interview on ELLs performance with limited discussion of how the CT applies SLA theory to support ELLs learning in reading, writing, listening and speaking.	20-22 Points General discussion of information from CT interview on ELLs performance and how CT applies SLA theory to support ELLs learning in reading, writing, listening and speaking.	23-25 Points Detailed discussion of information from CT interview on ELLs performance and how CT applies SLA theory to support ELLs learning in reading, writing, listening and speaking.	25
Conducted SOLOM and SWLOM and included results.	0-21 Points Incomplete or no discussion of results obtained from SOLOM and SWLOM and limited or no discussion how the result inform instruction. Did not include a copy of the results	22-23 Points Basic discussion of results obtained from SOLOM and SWLOM and limited discussion how the result inform instruction. Did not include a copy of the results	24-27 Points General discussion of results obtained from SOLOM and SWLOM and how the results inform instruction. Included a copy of the results	28-30 Points Detailed discussion of results obtained from SOLOM and SWLOM and how the results inform instruction. Included a copy of the results.	30

2. Within an assignment (but preferably amongst an entire program), the performance levels must have a set percentage range, which all criterion points are based on. Identify the target performance level (e.g. level 2) for passing an assignment. If a student scores in that performance level throughout the entire assignment, they should pass the assignment.

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3. Determine the points for each performance level (column) within a criterion (row) so they (a) add up to the total points for each row and (b) correlate with the chosen percentage ranges. For example, if a student scores in the Effective category on all criteria, the student should earn 80-91% of the total assignment points.

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4. Write narrative descriptors under each level so that instructors and students know the expectations for each criterion and performance level.

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5. Clearly identify the Student Learning Outcomes or Accreditation Standards that are being assessed in the assignment. Outcomes must be tied to particular rubric criteria, not the overall assignment score.

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Rubric Setting Requirements in D2L (Learning Design)

1. All Key Assignment rubrics must be set to
 - a. Type: Analytic
 - b. Scoring: Custom Points

Type: Analytic  Scoring: Custom Points 

Any other settings will not work with AEFIS.

- Learning Outcomes/Standards codes must be listed at the top of the criterion name.

Name*
Field Experience (KA)

Type: Analytic Scoring: Custom Points Reverse Level Order

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- Label the rubric and assignment folder as a Key Assignment.

Name*

Field Experience (KA)

- If the assignment requires a dual rubric (assessment rubric), you must select the default scoring rubric.

Evaluation & Feedback

Rubrics

Case Study - Grading (KA)
Not scored

Case Study - Assessment (KA)
Not scored

Add rubric

Default Scoring Rubric

Case Study - Grading (KA)