

## Foundations Rubric (7-8-00)

**Foundations:** Developing understanding of education as a social institution; utilizing diverse analytical and interpretive approaches appropriate for the study of education for persons of all ages; understanding the historical, philosophical, social and cultural contexts of education for persons of all ages; developing understanding of diverse philosophical orientations; articulating the orientations in thought that underlie democratic systems of government and their relationships to education; understanding comprehensive knowledge base about adults as learners and how to implement implications within the contexts of their work.

### Levels of Achievement:

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Analysis of educational premises	Demonstrates insightful analysis of similarities and differences among fundamental educational premises; clearly articulates the analysis orally and in writing.	Demonstrates good analysis of similarities and differences among fundamental educational premises; analytical ability is evident in writing and orally.	Can identify some similarities and differences among fundamental educational premises; some analytical ability is evident in writing or orally.	Cannot identify similarities or differences among fundamental educational premises; analytical ability is not evident in writing or orally.
Identification of patterns in educational foundations	Clearly identifies patterns in the history, sociology, anthropology, and social contexts of education; provides strong support and evidence to defend ideas.	Identifies many patterns in the history, sociology, anthropology, and social contexts of education; provides appropriate support and evidence to defend ideas.	Identifies some patterns in the history, sociology, anthropology, and social contexts of education; provides some evidence and support to defend ideas.	No evidence that patterns are recognized; student cannot articulate underlying trends related to the context of education.
Critique of policy	Generates critiques of policies affecting	Generates good critiques of policies affecting	Generates adequate critiques of policies	Generates policy critiques that are undeveloped, not

	education in society that are well developed, persuasive, and supported with extensive evidence.	education and society; critiques are supported with adequate evidence.	affecting education and society; evidence to support critiques is minimal.	persuasive and not supported with evidence.
Professional ethics	Clearly articulates a comprehensive understanding of ethical principles related to the specialty; professional behavior is ethical at all times.	Articulates understanding of ethical principles related to the specialty; no violations of ethical practice are evident.	Articulates only minimal understanding of professional ethics; minor violations of ethical practice are addressed when brought to the student's attention.	Cannot articulate an understanding of professional ethics; behavior does not conform to ethical practice.
Connection of educational principles with learning theory	Clearly articulates the connection between the evolution of educational practice and premises of how people learn; makes clear link between personal theory of learning and practice in educational settings.	Articulates a good understanding of the connection between the evolution of educational practice and premises of how people learn; can link personal theory of learning and practice in educational settings.	Can sometimes articulate a connection between educational practice and learning theory; occasionally links personal theory of learning to educational practice.	No evidence that learning theory guides personal practice of education; cannot articulate the link between theory and practice.
Critical thinking	Clearly evidences critical thinking in written and verbal presentations; demonstrates facility with development of critical	Generally evidences critical thinking in written and verbal presentations; demonstrates the ability	Minimal evidence of critical thinking is demonstrated in student's work; occasionally developed	Evidence of critical thinking is lacking in student's work; cannot develop educational experiences that foster

	thinking in others; clearly values critical thinking as an educational goal.	to develop educational experiences that foster critical thinking; understands the importance of critical thinking as an educational goal.	educational experiences that foster critical thinking; minimally understands the importance of critical thinking as an educational goal.	critical thinking; does not articulate the importance of critical thinking as an educational goal.
Creation of learning communities	Creates strong communities where participants share ownership for learning by being involved in goal setting, activity planning, active engagement, and self-analysis.	Creates opportunities for participants to share ownership for learning in many areas including: goal setting, activity planning, active engagement and/or self-analysis.	Allows participants some involvement in learning in one or two areas including: goal setting, activity planning, active engagement and/or self-analysis.	Assumes an authoritarian role in working with groups; no evidence of cooperative learning or active involvement in groups with which student works.