

Topic Development 60 points

60-55 Masterful knowledge of content taught. Shows Comprehensive knowledge of key ideas taught through full and extended use and application of concepts and terms.	54-49 Competent development of content; appropriate use of key ideas and terms show knowledge of subject matter.	48-43 Adequate development of content; some use of key ideas and terms show knowledge of subject matter.	42-37 Very limited development of content; little use or application of key ideas and terms. May have some misinformation regarding subject matter.	36-31 Insufficient development of content; no use or application of key ideas and/or terms. Misinformed regarding knowledge of subject matter.
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Organization: 20 points

18-20 Three paragraphs were used for three key ideas; One paragraph was used to explain the application. All paragraphs were organized around topic sentences and were fully developed.	16-17 Two-three paragraphs were used for two-three key ideas; One paragraph was used to explain the application. All or most paragraphs were organized around topic sentences and were well developed.	14-15 One-two paragraphs were used to explain one-two key ideas. One paragraph was or was not used to explain the application. Some paragraphs were organized around topic sentences with some development.	12-13 Little paragraph structure or organization was used to explain the key ideas and summary.	11-10 One paragraph was used to explain either the key ideas or the summary. Paragraphs had no organization.
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Mechanics: 20 points

18-20 No major errors; up to 3 minor errors (see below.)	16-17 One major error; 3-5 minor errors. (See below.)	14-15 Two major errors; 5-6 minor errors. (See below.)	12-13 Two major errors; 5-6 minor errors. (See below.)	11-10 Three or more major errors; more than 10 minor errors.
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Major Errors: Comma splices, sentence fragments, fused sentences, subject-verb agreement
Minor Errors: Spelling errors, comma errors (NOT comma splices, general punctuation errors (apostrophes, etc.), pronoun errors sentence structure errors

Rubric for Goal Statement:

	50	40	30	20
Goal Statement	The goal: - is stated in specific terms, uses -student achievement data to measure its outcome, -is attainable, -is relevant to the organization's needs, and -has an outlined time frame.	The goal is stated in specific terms yet three out of the remaining four criteria listed are present.	The goal is unclear and two criteria are listed.	The goal is unclear and one criteria is listed.

Rubric for Leadership Standard Statement:

	50	40	30	20
<i>2. Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</i>	The summary consists of three paragraphs and clearly addresses how the individual will assume the role of a leader to develop capacity, advocate, and create support systems to implement the professional learning needed to breathe life into the information learned.	The summary consists of two-three paragraphs and is somewhat clear about addressing how the individual will assume the role of a leader to do two of the three of the following: develop capacity, advocate, and create support systems to implement the professional learning needed to breathe life into the information learned.	The summary consists of little or sketchy evidence addressing how the individual will assume the role of a leader to do one of the three of the following: develop capacity, advocate, and create support systems to implement the professional learning needed to breathe life into the information learned.	The summary is confused about how the individual will assume the role of a leader to develop capacity, advocate, and create support systems to implement the professional learning needed to breathe life into the information learned.