***RUBRIC: Philosophy of Education Paper --* 180 Points Possible**

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| **Criteria** | **Levels of Achievement** |
| **Content** **70% (126 points)** | **Advanced 94-100% (A)** | **Proficient 87-93% (B)** | **Developing 1-86% (< C)** | **Not present** |
| **Introduction / Thesis Statement****5% (9 points)** | **8.5 to 9 points**A well-constructed introduction presents a clear thesis statement that conveys a personal philosophy of education and is strongly aligned with the title and body of the paper. | **7.8 to 8.4 points**A clear thesis statement is introduced, conveys a personal philosophy of education, and aligns with the title and body of the paper. | **1 to 7.7 points**The thesis statement is poorly introduced, vaguely stated, or does not align with the title and/or body of the paper. | **0 points** |
| **Philosophy of Schools / Learning****15% (27 points)** | **25.4 to 27 points**Beliefs about schools and the learning process strongly align with the thesis statement, are consistent with methodology, and are conveyed in light of professional knowledge in the field with relevant and appropriate references cited.  | **23.5 to 25.3 points**Beliefs about schools and the learning process loosely align with thesis statement and methodology, and are conveyed in light of professional knowledge in the field with appropriate references cited.  | **1 to 23.4 points**Beliefs about schools and the learning process do not align with thesis statement and methodology, and/or are not conveyed in light of professional knowledge in the field with appropriate references cited. | **0 points** |
| **Instructional Practice / Methods** **15% (27 points)** | **25.4 to 27 points**Thoroughly describes an exceptional instructional practice/ teaching model, explaining the purpose/vision for why it will be implemented with relevant and appropriate references cited. | **23.5 to 25.3 points**Describes a basic instructional practice/ teaching model, explaining the purpose/vision for why it will be implemented with appropriate references cited. | **1 to 23.4 points**Instructional philosophy/ teaching model is vague and/or does not explain the purpose for implementation. May lack appropriate references cited. | **0 points** |
| **Teacher-Learner Relationships****10% (18 points)** | **16.9 to 18 points**Clearly outlines beliefs on effective teacher/ learner relationships; strongly aligned with philosophy and practice. | **15.7 to 16.8 points**Outlines beliefs on effective teacher/ learner relationships; loosely aligned with philosop­hy and practice. | **1 to 15.6 points**Poor description of teacher/ learner relationships and/or loosely aligned with philosophy and practice. | **0 points** |
| **Diversity****10% (18 points)** | **16.9 to 18 points**Addresses clearly and integrates effectively the consideration of diversity in the overall philosophical argument. | **15.7 to 16.8 points**Addresses the consideration of diversity in the overall philosophical argument but does not effectively integrate into the overall philosophical argument. | **1 to 15.6 points**Diversity issues receive cursory attention. | **0 points** |
| **Conclusion****5% (9 points)** | **8.5 to 9 points**Well-constructed conclusion that cohesively aligns with the introduction, thesis statement, title, and body of the paper. | **7.8 to 8.4 points**Conclusion reiterates main points of the paper. | **1 to 7.7 points**Conclusion does not align with the introduction, thesis statement, title, and body of the paper. | **0 points** |
| **Critical Thinking****10% (18 points)** | **16.9 to 18 points**All the following qualities are present: supports claims with evidence; critically evaluates claims of others; seriously considers/engages with other interpretations. | **15.7 to 16.8 points**Most of the following qualities are present: supports claims with evidence; critically evaluates claims of others; seriously considers/engages with other interpretations. | **1 to 15.6 points**Few of the following qualities are present: supports claims with evidence; critically evaluates claims of others; seriously considers/engages with other interpretations. | **0 points** |
| **Structure** **30% (54 points)** | **Advanced 94-100% (A)** | **Proficient 87-93% (B)** | **Developing 1-86% (< C)** | **Not present** |
| **Mechanics & Composition****15% (27 points)** | **25.4 to 27 points**Paper is free of errors in spelling, grammar, or punctuation. Graduate-level writing style displays exceptional composition with all of the following elements: coherent, cohesive, effective sentence/paragraph structures, logical progression, and transitions. | **23.5 to 25.3 points**Few errors in spelling, grammar, or punctuation. Clear writing style displaying basic composition with most of the following elements: coherent, cohesive, effective sentence/paragraph structures, logical progression, and transitions. | **1 to 23.4 points**Pervasive errors in spelling, grammar, or punctuation. Writing includes pervasive errors in multiple categories: coherent, cohesive, effective sentence/paragraph structures, logical progression, and transitions. | **0 points** |
| **APA** **15% (27 points)** | **25.4 to 27 points**Citations are appropriately implemented and are formatted per APA. All references are strong, legitimate academic sources, include course textbooks, and are correctly formatted per APA. Overall paper is formatted per APA: running head, page numbers, title page, spacing, indentions, margins, and headings. | **23.5 to 25.3 points**Minor errors regarding appropriate implementation and/or APA formatting of citations. Most references are from legitimate academic sources and include course textbooks; few formatting errors according to APA. Few errors in paper format per APA: running head, page numbers, title page, spacing, indentions, margins, and headings. | **1 to 23.4 points**Pervasive errors regarding appropriate implementation and/or APA formatting of citations. Multiple references are from questionable sources; multiple formatting errors according to APA. Multiple errors in paper format per APA: running head, page numbers, title page, spacing, indentions, margins, and headings. | **0 points** |