

Student: _____

Date: _____

**Culminating Activity Rubric
Master of Arts in Education, Curriculum and Instruction**

Standard	Unsatisfactory	Meets Expectations	Exceeds Expectations
Graduates of the Master of Arts in Education, Curriculum and Instruction have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	<input type="checkbox"/> Performance presents incorrect information or attribution of ideas and does not directly address the questions or task.	<input type="checkbox"/> Performance includes appropriately attributed theories or philosophies and examples that respond directly to the questions or task.	<input type="checkbox"/> Performance cites appropriate sources and describes clear, contemporary examples that respond directly and completely to the questions or task.
Graduates of the Master of Arts in Education, Curriculum and Instruction model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	<input type="checkbox"/> Performance does not include perspectives from courses or other sources and is poorly written.	<input type="checkbox"/> Performance is accurate and reasonably well written but with limited perspectives.	<input type="checkbox"/> Performance incorporates perspectives from several courses and experiences and is clearly written with no grammar or spelling errors.
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	<input type="checkbox"/> Performance does not mention current theories of learning or issues affecting schools and students.	<input type="checkbox"/> Performance mentions some current theories of learning and few issues affecting schools and students.	<input type="checkbox"/> Performance correctly incorporates a variety of current theories of learning and issues affecting schools and students.
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	<input type="checkbox"/> Performance includes no reflection on practice or addition of skills.	<input type="checkbox"/> Performance includes some reflection on practice from several perspectives and adds to instructional and professional skills.	<input type="checkbox"/> Performance demonstrates reflection on practice from multiple perspectives and addition of a range of instructional and professional skills.

Total Assessment and Comments –	Unsatisfactory	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

_____ _____ Signatures	_____ Date
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