

EDAS 770  
Activities Rubric

<b>Semester</b>	<b>Number of Students</b>	<b>Activity</b>	<b>Class Average*</b>
Fall 2007	11	Lead a Meeting	5
Spring 2008	19	Vision	5
Summer 2008	5	Facilitating Change	5
Fall 2008	16	Special Education	5
Spring 2009	9	Instructional Styles	5
Summer 2009	13	Assessment	5
		Pupil Management Activities	5
*The professors allowed students to redo activities until a 5 is/was earned.		School's Master Schedules	5
The class average for all activities is/was, therefore, always 5.		Use of Technology	5
		Auxiliary Services	5
		Staffing	5
		Conducting Performance Evaluations	5
		Custodial Services	5
		Activity Schedule	5
		Physical Plant Health and Safety	5
		Physical Plant Planning	5
		Health & Safety	5
		Job Shadowing	5
		Social Services	5
		Demographics	5
		Public Relations	5
		Registration	5
		Integrity	5
		Conflict Analysis and Resolution	5
		Community Involvement	5
		Budget	5

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OUTSTANDING (5)	STRONG (4)	SATISFACTORY (3)	MARGINAL (2)	UNSATISFACTORY (1)
The activity is discussed with thorough evidence in conceptualizing the relationship of the task to the ISLLC standard.	All activities are discussed with sufficient evidence in conceptualizing the relationship of the task to the ISLLC standard.	All activities are discussed with some evidence in conceptualizing the relationship of the task to the ISLLC standard.	The activity is discussed with omissions in conceptualizing all components of the relationship of the task to the ISLLC standard.	Not all components of the activity are discussed with significant omissions in conceptualizing the relationship of the task to the ISLLC standard.
There is significant evidence of a clear understanding of the ISLLC standard being addressed.	There is sufficient evidence of a clear understanding of the ISLLC standard being addressed.	There is some evidence of a clear understanding of the ISLLC standard being addressed.	There is little evidence of a clear understanding of the ISLLC standard being addressed.	There is no evidence of a clear understanding of the ISLLC standard being addressed.
Diversity issues are clearly stated and addressed thoroughly.	Diversity issues are sufficiently stated and addressed thoroughly.	Diversity issues are stated and somewhat addressed.	There is little evidence of a clear understanding of diversity issues.	There is no evidence of a clear understanding of diversity issues.
There is significant evidence of the application of leadership skills in the evaluation of the activity.	There is sufficient evidence of the application of leadership skills in the evaluation of the activity.	There is some evidence of the application of leadership theories in the evaluation of the activity.	There is little evidence of the application of leadership theories in the evaluation of the activity.	There is no evidence of the application of leadership skills in the evaluation of the activity.
There is significant evidence of the application of leadership theories in the development of the activity.	There is sufficient evidence of the application of leadership theories in the development of the activity.	There is some evidence of the application of leadership skills in the development of the activity.	There is little evidence of the application of leadership skills in the development of the activity.	There is no evidence of the application of leadership theories in the development of the activity.
Writer demonstrates logical and subtle sequencing of activities through well-developed components.	Activity development is present but sequencing of components is not perfected.	Activity contains logical organization but organization of components is not well developed.	There is little evidence of logical organization of the activity and components are not well developed.	There is no logical sequencing of components throughout the activity.
Debriefing is used to enhance development of components.	Debriefing is used but it does not consistently enhance components.	Debriefing is not used but there is evidence of component development.	There is little logic to the flow of the activity.	The activity does not flow from one component to the next.
Each activity has thoughtful supporting detail components that are well developed.	Each activity has sufficient supporting components that develop the main exercise.	Each component lacks sufficient detail to support the main activity.	There is a main activity but little evidence of supporting components.	Activity is not well organized.
Contains no errors in sentence structure and word usage.	Contains almost no errors in sentence structure and word usage.	Contains a few errors in sentence structure and word usage.	Contains many errors in sentence structure and word usage.	There are multiple distracting errors in sentence structure and word usage.
The paper contains no errors in punctuation, capitalization and spelling.	The paper contains almost no errors in punctuation, capitalization and spelling.	The paper contains a few errors in punctuation, capitalization and spelling.	The paper contains many errors in punctuation, capitalization and spelling.	The paper contains numerous and distracting errors in punctuation, capitalization and spelling.