

Evaluation Rubric: GROUP CASE STUDY

1. CONTENT (applies to **Presentation** plus **Written report**)

Nmae:

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in case study
Analysis of the Issues	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues
Comments on effective solutions/strategies (The solution may be in the case already or proposed by you)	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings

2. PRESENTATION

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and engagement with the class.	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
Visuals	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Staging	Uses stage effects, such as props, costumes, sound effects, in a unique and dramatic manner that enhances the understanding of the issues in the case study	Uses stage effects, such as props, costumes, sound effects, in an effective manner to extend understanding of the issues in the case study	Limited use of stage effects, and/or used in a manner that did not enhance the understanding of the issues in the case study.	No use of stage effects
Involvement of the class: -Questions -Generating discussion -Activities	Excellent and salient discussion points that elucidated material to develop deep understanding Appropriate and imaginative activities used to extend understanding in a creative manner	Questions and discussion addressed important information that developed understanding Appropriate activities used to clarify understanding	Questions and discussion addressed surface features of the topic Limited use of activities to clarify understanding	Little or no attempt to engage the class in learning
Response to Class Queries	Excellent response to student comments and discussion with appropriate content supported by theory/research	Good response to class questions and discussion with some connection made to theory/research	Satisfactory response to class questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research

July 6, 2004

Evaluation Rubric: CREATE YOUR OWN CASE STUDY

1. CASE STUDY of an incident from your practicum placement

Name: _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Context and Background Information	The episode is clearly situated with the appropriate details e.g. grade level, subject being taught etc.	The episode is situated with most of the appropriate details	The episode has few of the appropriate details	No context or background information
Content	Incidents are interesting and realistically portrayed	Incidents are interesting but not realistically portrayed	Incidents are realistically portrayed but not interesting.	Incidents are neither interesting, nor realistically portrayed.
Writing Skills	Writing is totally free of errors Report of the episode is very concise	There are occasional errors. Report could be tightened a little	There are more than occasional errors Report could be tightened quite a lot	Errors are frequent Report of the episode is extremely long-winded.
Format	Format is appropriate and enhances the understanding of the critical episode in a creative and dramatic manner throughout the case	Format is appropriate and enhances the understanding of the critical episode in dramatic manner for most the case	Format is appropriate and enhances the understanding of the critical episode some of the time	Format is appropriate but seldom enhances the understanding of the critical episode

2. ANALYSIS: Making connections from theory/evidence to your practice

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies, labels and understands five to seven main issues from five to seven different chapters, and the problems/questions are all relevant and diverse.	Identifies, labels and understands four of the main issues from four of the chapters, and the problems/questions are mostly relevant and diverse.	Identifies, labels and understands three of the issues from three of the chapters, and the problems/questions are somewhat relevant and diverse.	Identifies, labels and understands two of the issues from two of the chapters, and the problems/questions are relevant and diverse.
Analysis of the Issues	Insightful and thorough analysis of all the problems/questions	Thorough analysis of most of the problems/questions	Superficial analysis of some of the problems/questions in the case	Incomplete analysis of the problems/questions
Comments on effective solutions (Solution in the case already or proposed by you)	Well documented, reasoned and pedagogically appropriate comments on solutions to all problems/questions	Appropriate, well thought out comments on solutions to most of the problems/questions	Superficial comments about solutions to some of the problems/questions	Superficial comments and at times inappropriate solutions to some of the problems/questions
Links to Course Readings and Additional Research	Excellent research into the problems/questions with clearly documented links to the material read in class and possibly additional material	Good research and documented links between the problems/questions and the material read	Limited research and links between the problems/questions and the material read in class	Incomplete research and links between the problems/questions the material read in class

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KNOWLEDGE FORUM DISCUSSION

Name:

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Conceptual Understanding	Demonstrates a clear and deep understanding of the theory and the “big ideas” presented in the chapter.	Demonstrates clear understanding of the ideas presented in the theory presented in the chapter.	Demonstrates limited/surface understanding of the theory presented.	Demonstrates superficial understanding of the theory.
Identifies Issues/Problems (if applicable)	Demonstrates a clear and deep understanding of an issue/problem in the case study.	Demonstrates deep understanding of an issue/problem in the case study.	Demonstrates limited/surface understanding of an issue/problem in the case study.	Demonstrates superficial understanding of an issue/problem in the case study.
Connections: Theory and Practice	Makes appropriate, insightful and powerful connections between the issue/problem and the theory.	Makes appropriate and insightful connections between the issue/problem and the theory.	Makes appropriate but somewhat vague connections between the issue/problem and the theory.	Makes little or no connection between the issue/problem and the theory.
Referenced Sources	Accurately and precisely integrates conceptual material from the text. Uses specific concepts and terms extensively with page numbers references.	Accurately integrates conceptual material from the text. Specifically uses some concepts and terms with page numbers references.	Limited integration of the conceptual material from the text. Limited use of concepts and terms from the chapter with page number references.	Integrates few or no concepts from the chapter. Very limited use of concept and terms from the chapter.
Recommendations	Makes realistic, appropriate and insightful recommendations clearly supported by the information presented and the theory from the chapter.	Makes realistic and appropriate recommendations clearly supported by the information presented and the theory from the chapter.	Makes realistic or appropriate recommendations supported by the information presented and the theory from the chapter.	Makes realistic or appropriate recommendations with limited support from the information presented and the theory from the chapter.
Assumed a Variety of Roles	Demonstrated leadership and initiative.	Took on a variety of roles including leadership.	Fulfilled a supportive role.	Demonstrated limited engagement.
Writing Skills	Writing is totally free of grammar and spelling errors. Clear and concise presentation of ideas.	There are occasional spelling errors. Clear presentation of ideas	There are more than occasional spelling errors. Most ideas are presented clearly.	Spelling errors are frequent Hard to follow the ideas.

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