# Common Rubric for the Assessment of the Candidate for Advanced Preparation
# College of Education and Behavioral Sciences
# Western Kentucky University

| DIMENSIONS OF KNOWLEDGE | | | | | |
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| | **CAEP Component Demonstrated Proficiencies** | **Capstone** | **Milestones** | | **Benchmark** |
| | | **4** | **3** | **2** | **1** |
| **ANALYTICAL KNOWLEDGE**<br><br>Analytical knowledge is having the ability to problem solve. Anchored in applied professional conduct, analytical knowledge is being able to look through data to identify patterns and make decisions based on those data. Analytical knowledge can involve the use of appropriate technology to enhance all aspects of securing solutions for complex situations. | **RA 1.1 a. Applications of data literacy.** | The graduate student **clearly and accurately applies** data literacy skills needed for improved outcomes and potential policy changes in the field. The graduate student is **competent** in reading data, working with data, analyzing data, and arguing using data. The graduate student can **effectively** evaluate the appropriateness and sufficiency of the data and synthesize data into meaningful forms that guide decision making. | The graduate student's data literacy skills are **sufficiently applied.** The graduate student's abilities to read, work with, analyze, and argue based on data are **developing.** The graduate student can evaluate to an **acceptable** level the appropriateness and sufficiency of the data and **sometimes** synthesize data into meaningful forms that guide decision making. | Data literacy skills are **minimally applied.** The graduate student's abilities to read, work with, analyze, and argue based on data are **limited.** The graduate student's abilities to evaluate the appropriateness and sufficiency of the data and synthesize data into meaningful forms that guide decision making are **less than complete**. | The graduate student presents **no evidence** of holding the data literacy skills needed for functioning in the field. The graduate student **does not exhibit** the ability to evaluate or synthesize data. |
| **METHODOLOGICAL KNOWLEDGE**<br><br>Methodological knowledge is having skill in understanding and using tools in empirical research. Methodological knowledge | **RA 1.1 b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies.** | The graduate student demonstrates a **superior understanding** of the appropriate use of research and a **similarly superior understanding** of qualitative, quantitative, and/or mixed methods | The graduate student's methodological knowledge is **developed to an acceptable level**, with a **satisfactory understanding** of the various research methodologies represented in their work and a | The graduate student's knowledge concerning research methodologies is **sometimes unclear or inaccurate.** This lack of knowledge leads to a **minimal ability** to use | The graduate student **does not exhibit** an understanding of qualitative, quantitative, or mixed methods research methodologies. This **lack of understanding** leads to an **unsatisfactory** application of |

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| is also understanding the combination of methods, principles, and rules that regulate a discipline and lead to improvements in the environments found in that discipline. | | research methodologies. The graduate student can **accurately** identify the different types of data that exist and employ one or more research methodologies to develop solutions and understandings. | **satisfactory ability** to use and understand data collected through research. | information presented in research. | the knowledge derived from research. |
| | **RA 1.1 c. Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.** | The graduate student **accurately employs** data analysis and evidence that would sustain the development of supportive, diverse, equitable, and inclusive school environments **to the highest level.** The graduate student **articulates** the ability to use research and data to lead in the improvement of teaching and learning. | The graduate student **adequately employs** data analysis and evidence to **satisfactorily** develop supportive, diverse, equitable, and inclusive school environments. The graduate student is **developing** the ability to use research and data to lead in the improvement of teaching and learning. | The graduate student's **less-than-adequate** utilization of data analysis and evidence **impedes** their ability to effectively develop supportive, diverse, equitable, and inclusive school environments. The graduate student's understanding of using research and data to lead in improving teaching and learning is **vague.** | The graduate student **lacks the ability** to utilize data analysis and apply evidence to develop supportive, diverse, equitable, and inclusive school environments. The graduate student shows **no understanding** of the use of research and data to lead in the improvement of teaching and learning. |
| **PRACTICAL KNOWLEDGE**<br><br>Practical knowledge is experiential knowledge; it is knowing how. It is knowing the important facts and sufficiently comprehending them to solve applied problems. Practical knowledge involves real situations and events rather than only ideas and theories. | **RA 1.1 d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**. | The graduate student **exhibits superior "know how combined with know why"** (Bereiter, 2014, p. 5) and **clearly communicates** factual knowledge gained through hands-on experiences with concepts under discussion. The graduate student **effectively demonstrates** this practical knowledge by leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. | The graduate student's understanding and application of the practical knowledge of the field is demonstrated as they show know how combined with know why, communicating in a **satisfactory** manner. The graduate student **adequately demonstrates** practical knowledge through participation in collaborative activities that involve the applied knowledge and stakeholders in the field of study. | The graduate student's practical knowledge appears **limited** but is **developing.** There is know how, and there is know why, but the combination of the two is not demonstrated. Collaborative interactions reveal **minimal understanding and application** of the everyday knowledge needed to function in the field. Leading or participating in collaborative activities with stakeholders in the field is demonstrated at a basic level. | The graduate student exhibits **no understanding** of the basic elements of the practical knowledge of the field, and there is **no demonstration** of the practical knowledge of the field in the graduate student's collaborative work with others. |

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| **ANALYTICAL KNOWLEDGE**<br><br>Analytical knowledge is having the ability to problem solve. Anchored in applied professional conduct, analytical knowledge is being able to look through data to identify patterns and make decisions based on those data. Analytical knowledge can involve the use of appropriate technology to enhance all aspects of securing solutions for complex situations. | **RA 1.1 e. Supporting appropriate applications of technology for their field of specialization.** | The graduate student **effectively supports** appropriate applications of technology for their field of specialization, displaying crucial digital citizenship skills that include increased productivity, accurate decision making, improved communication, equitable access, and higher accountability. | The graduate student's usage of technology for the field is **applied accurately**. The graduate student's digital citizenship skills are **somewhat complete.** | The graduate student's usage of technology for the field is applied **somewhat appropriately.** The graduate student's digital citizenship skills are **limited.** | The graduate student presents **no evidence** of an understanding of the appropriate applications of technology for the field. The graduate student's digital citizenship skills are **inadequate**. |
| | **RA 1.1 f. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.** | The graduate student reflects on and **properly applies** professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization**.** | The graduate student's analytical knowledge is **satisfactory,** allowing the graduate student to display **to an acceptable level** metacognition concerning the professional dispositions, laws and policies, codes of ethics, and professional standards. | The graduate student demonstrates **a developing ability** to analyze the dispositions, laws, policies, codes of ethics and professional standards of the field, drawing **limited but somewhat reasonable** conclusions. | The graduate student **never displays** the ability to deconstruct, reflect on, and draw conclusions concerning the dispositions, laws, policies, codes of ethics and professional standards of the field. |
| **THEORETICAL KNOWLEDGE**<br><br>Theoretical knowledge is empirical knowledge; it is knowing why. Theoretical knowledge is knowing the theories in a field and basing problems concerning practical, methodological, and analytical practices in those theories. | **[intentionally blank]** | The graduate student **clearly communicates** knowledge of the major theories in the field and their personal theoretical framework **logically and appropriately** situated in those theories; the graduate student demonstrates theoretical knowledge that includes a **deep understanding** of the problem-solving stance that is a part of the field of study. | The graduate student can **identify theories** associated with the field of study and demonstrates a **developing understanding** of the basic tenets of the theories. The graduate student's own theoretical framework is **somewhat complete** and **accurate**. | The graduate student **can identify** theories associated with the field of study but demonstrates a **limited understanding** of the basic tenets of the theories. The graduate student's own theoretical framework is **reasonable but less than complete.** | The graduate student **cannot identify** theories associated with the field of study and demonstrates **little to no understanding** of the basic tenets of the theories. The graduate student shows **no evidence** of having developed a theoretical framework of their own. |

| DIMENSIONS OF LITERACY | | | | |
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| **Academic Literacy**<br>This literacy is expected from the graduate student in university course work. It is expected in written and spoken communication with members of the university community. | | | | |
| | **Capstone** | **Milestones** | | **Benchmark** |
| | **4** | **3** | **2** | **1** |
| **Standard English**<br><br>**Basic grammar required in written final assignment:**<br>• Subject-verb agreement<br>• Noun-pronoun agreement<br>• Subject-predicate agreement<br>• correct semicolon usage<br>• correct comma usage<br>**Mechanics:**<br>• Correct capitalization<br>• Correct spelling<br>**Effective sentence structure:**<br>• Words marked as sentences express complete thoughts<br>**Register:**<br>• Formal tone | The graduate student's written Standard English is **without error** in basic grammar and mechanics. Sentence structure is **effective, powerful, and varied.** Professional vocabulary is **used appropriately** in written work, resulting in a formal tone. | The graduate student's written Standard English **errors** in grammar and mechanics are **limited** to comma errors around infrequent usages. Sentence structure is **correct** and **works** to convey the content presented in the assignment. Professional vocabulary is used **effectively** throughout most written work. The tone of the written work is mostly formal. | The graduate student's written Standard English **errors** involving basic grammar and mechanics are **varied and numerous**. Sentence structure is **incorrect** in some instances. Professional vocabulary is **not prevalent,** resulting in an informal tone for the written work. | The graduate student's written Standard English **errors** in grammar and register **impede** the reader's ability to assess the graduate student's content knowledge. Errors in sentence structure render some sections of the paper **incomprehensible.** Professional vocabulary is **not used**. The tone of the written work is inappropriately informal. |
| **APA Formatting**<br><br>• required headings<br>• required in-text citations<br>• required margins<br>• double-spaced<br>• one space after the period ending a sentence<br>• required font size and style<br>• required references and in-text citations | The graduate student's use of APA style in the paper is **without error.** | The graduate student's use of APA style in the paper is **without error except** in the area of in-text citations. While the graduate student includes in-text citations in the paper, there are **some errors** in those citations. | The graduate student's use of APA style in the paper involves **errors** that indicate a **lack of understanding** concerning the importance of APA formatting. Headings are **incorrect or not included**. There are **errors** in references and in-text citations. Other APA requirements are **neglected** also. | The graduate student's lack of adherence to the requirements of APA style makes the assignment **unacceptable** as academic writing. |