

## EDUCATING ALL STUDENTS (EAS) RUBRIC

	4	3	2	1
<b>Performance Characteristic</b>	<b>The "4" response demonstrates a strong command of relevant knowledge and skills.</b>	<b>The "3" response demonstrates a satisfactory command of relevant knowledge and skills.</b>	<b>The "2" response demonstrates a limited command of relevant knowledge and skills.</b>	<b>The "1" response demonstrates a lack of relevant knowledge and skills.</b>
<b>CONTENT: the extent to which the response meets the requirements of the assignment</b>	<ul style="list-style-type: none"> <li>The response demonstrates strong understanding of the assignment and clearly and completely addresses all requirements.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates satisfactory understanding of the assignment and addresses all requirements.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates limited understanding of the assignment; some requirements are not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates little or no understanding of the assignment and may not address requirements.</li> </ul>
<b>ANALYSIS, SYNTHESIS, AND APPLICATION OF PEDAGOGICAL PRINCIPLES: the extent to which the response demonstrates understanding of and engagement with the provided exhibits</b>	<ul style="list-style-type: none"> <li>The response demonstrates accurate and insightful analysis and synthesis of information in the relevant exhibits.</li> <li>The response demonstrates accurate and insightful integration of information from the exhibits.</li> <li>The application of pedagogical principles is accurate and insightful.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates generally accurate analysis and synthesis of information in the relevant exhibits.</li> <li>The response demonstrates generally accurate integration of information from the exhibits.</li> <li>The application of pedagogical principles is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates partially accurate analysis and synthesis of information in the relevant exhibits.</li> <li>The response demonstrates partially accurate integration of information from the exhibits.</li> <li>The application of pedagogical principles is partially accurate.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates little or no accurate analysis and synthesis of information in the relevant exhibits.</li> <li>The response demonstrates little or no accurate integration of information from the exhibits.</li> <li>The application of pedagogical principles is irrelevant or inaccurate.</li> </ul>
<b>COMMAND OF EVIDENCE: the extent to which the response presents relevant support</b>	<ul style="list-style-type: none"> <li>The response is well-supported by relevant facts, details, examples, and/or quotations.</li> </ul>	<ul style="list-style-type: none"> <li>The response is generally supported by some facts, details, examples, and/or quotations.</li> </ul>	<ul style="list-style-type: none"> <li>The response is only partially supported.</li> </ul>	<ul style="list-style-type: none"> <li>The response includes little or no supporting evidence.</li> </ul>
<b>UNSCORABLE</b>	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.			
<b>BLANK</b>	No response.			