# RUBRICS FOR

# SOCIAL & CULTURAL FOUNDATIONS OF EDUCATION STANDARDS

#### SOE/SCFE STANDARD 1 – Disciplinary Foundations RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

(undergraduate/graduate level)(undergraduate/graduate level)(undergraduate/graduate level)Understand one or more of the disciplinary knowledge bases that inform the anthropological, historical, philosophical, peychological and/or sociological contexts including the contexts in cluding the deducational phenomenon and/or praxisUndergraduate/graduate level)(undergraduate/graduate level)Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for deducational phenomenon and/or praxisDemonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of educational phenomenon and/or praxis. (e.g., no appreciation for deducational phenomenon and/or praxis.Demonstrates an exceptional and sophisticated appreciation for dentify and summarize the essential or core ideas, concepts and theoriesDemonstrates an exceptional and sophisticated ability to critical/analytical sophisticated ability to critically/analytically use interpretive modes of educational phenomenon and/or praxis.Understand modes of educational disciplinary foundations of educational phenomenon and/or praxis.Exhibits ilter or no interests in developing the critical/analytical skills and understanding for using interpretive modes of educational inquiry as related to the one or more of the disciplinary foundations showledge bases.Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of <b< th=""><th colspan="4">sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)</th></b<>	sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)			
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		phenomenon and/or praxis.		
intellectual traditions) and/or present theories and/or intellectual			intellectual traditions)	
traditions.				traditions.

**Disciplinary foundations**: demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

Prepared by Stephen Haymes June 5, 2002

#### SOE/SCFE STANDARD 2 -- Transformation RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

**DOES NOT MEET** MEETS EXCEEDS) (undergraduate/graduate level) (undergraduate/graduate) (undergraduate/graduate level) Understand theoretical frame-Understands in a limited or Demonstrates a beginning Demonstrates exceptional and sophisticated (minimum), and general awareness appreciation, clarity, creativity and works that inform an perfunctory way theoretical critical/analytical understanding for frameworks of human and appreciation for theoretical understanding of the human transformative dimensions of transformation in social and frameworks of human transformation theoretical frameworks of human educational phenomenon and/or cultural contexts as related to in social and cultural context as transformation in social and cultural context praxis at the level of the self educational phenomenon and/or related to educational phenomenon as related to educational phenomenon and/or praxis (e.g., no appreciation for and/or praxis (e.g., exhibits an praxis. (e.g., exhibits analytical and/or the social, as related to the educational study of human sophistication and exceptional appreciation the dynamics of class, ethnicity, appreciation and desire to know; can gender, race, and/or sexuality. transformation in social and identify and summarize the essential for the educational study of human as well as other cultural cultural contexts. or core ideas, concepts and theories transformation in social and cultural as related to the educational study of contexts. contexts) human transformation in social and cultural contexts. **Understand the relationship** Exhibits little or no interests in Exhibits a general appreciation for Demonstrates an exceptional and developing the ability and developing the ability and sophisticated ability and use of between the organizing principles of a social order and critical/analytical skills necessary critical/analytical skills necessary to critical/analytical skills necessary to understand the organizing principles to understand and appreciate the educational phenomenon, understand the organizing principles influencing the educational dynamics of and/or praxis the influence of organizing principles influencing influencing the educational dynamics human transformation. that relationship on human self the educational dynamics of of human transformation. and/or social transformation. human transformation.

Transformation: Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social.

Prepared by Stephen Haymes, June 5, 2002

### SOE/SCFE STANDARD 3 -- Identity Development RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

	DOES NOT MEET	MEETS	EXCEEDS)
	(at the preservice level )	(at the preservice level)	(at the preservice level)
Understands the social and	Demonstrates a limited (rote)	Demonstrates a basic understanding	Demonstrates a profound understanding of
psychological dimensions of	understanding of the social and	of human development as a social,	the social, psychological, and cultural
human development within,	cultural dimensions of human	psychological, and cultural process	dimensions of human development within
both ontogenetically and	development. Exhibits limited	within and across generations (e.g.	the lifespan and across historical time. Poses
phylogenetically.	ability or an unwillingness to	articulates and compares focal	thoughtful, insightful questions and initiates
	engage new ideas, theories, and	theoretical perspectives, their	analytical, theoretically grounded,
	concepts, or to consider the ways	implications, and limitations).	interdisciplinary inquiry to examine and
	in which social, cultural and		address complex issues regarding human life.
	institutional factors shape human		
	development.		
Understands that social	Demonstrates a limited interest in	Demonstrates a basic, minimal	Demonstrates a broad-based understanding
institutions and relations of	or understanding of the role of	understanding of the role of social	of the complex role of institutions and
power and privilege frame the	power and privilege in the	institutions and power relationships	societal relations of power and privilege in
processes of human	construction of identities and the	in constructing/ contesting identities	the construction of identities and in shaping
development and the	processes of human growth and	and processes of human	multiple aspects of human growth and
construction of the discipline	change. Demonstrates an	development. Has a beginning	change. Demonstrates a sophistication in
itself.	inability to consider, embrace, or	appreciation for the sociological	interrogating and synthesizing the
	systematically challenge new	dimensions as well as the	multifaceted and complex interdependent
	ideas through written inquiry,	psychological dimensions of human	relationship
	analysis, or discussion, or debate.	development.	between the individual and social dimensions
			of human thought and activity.
Understands the interdependent	Demonstrates limited	Demonstrates a general	Demonstrates profound understanding of the
nature/construction of	understanding of identity as a	understanding and appreciation of	sociocultural/historical construction of
dimensions of identity, e.g. race,	social construction and the	dimensions of identity, e.g. race,	identities created in the context of
social class, ethnicity, gender,	interdependence of dimensions of	social class, and gender as	socioeconomic and political relationships.
sexuality.	identity. Displays an inability or	interdependent social constructions	Able to critically examine, self-reflexively
	unwillingness to be self-reflexive	that are forged in the context of	engage, and problematize identificatory
	or develop the skills/tools to	sociohistorical relationships.	meanings, lived experiences and institutional
	understand the significance of		practices that inform concepts and
	dimensions of identity.		representations of the self and other.

**Identity Development**. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

Understands the complexity of	Demonstrates little understanding	Demonstrates a self-reflective	Demonstrates a deep, self-reflective
processes of human growth and	of or is unable to grasp the	understanding of identity as a	understanding of the sociocultural and
change.	sociocultural or historical nature	sociocultural, historical process of	historical process of identity formation.
	of the process of identity	meaning-making on the individual	Exhibits an ability to analyze and examine
	formation, e.g. is unable to	and social level.	the complex relationship between
	simultaneously consider		maturational processes at the individual level
	individual-psychological and the		and socio-historical processes at the societal
	social-relational nature of human		level.
	growth and change.		
Understands the role of	Demonstrates a limited	Demonstrates a basic understanding	Demonstrates an understanding of the role of
institutions and individual	understanding of the role of	of the role of institutions and human	human agency and institutions in processes
agency in shaping and	institutions or societal structures	agency in identity construction	of identity construction that promote
contesting	in the construction of individual	processes.	personal and social transformation. Illustrates
identity constructions in the in	and social identities.		an interest in and commitment to critically
the context of social relations.			examine and interpret theoretical
			perspectives, institutional policy and social
			practice as they inform the construction and
			negotiation of identities.
Understands and appreciates	Demonstrates a limited or no	Demonstrates an understanding of	Demonstrates a profound understanding of
issues of difference and	understanding of difference or	difference and multivocality in	difference and multivocality in multiple
multivocality in the educational	multivocality in education and the	education in promoting social equity	educational sites in promoting/inhibiting
process as they challenge	importance of social equity in	and human growth and change, e.g.	human growth and change. Values and
identificatory formations that	promoting human growth and	curriculum, policy, professional	demonstrates the ability to interpret and
support social inequity and	change.	practice.	synthesize a multiplicity of voices and
thwart human growth and			theoretical perspectives and to consider their
change.			implications for educational policy and
			practice

### SOE /SCFE STANDARD 4 – Understanding Difference RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

possibilities for all youth irrespectiv	DOES NOT MEET	MEETS	EXCEEDS)
	(at the preservice level )	(at the preservice level)	(at the preservice level)
Understands that social relations of race, ethnicity,	Demonstrates a limited understanding of the social constructs of race, social class,	Understands that race, social class, gender and other dimensions of identity are social constructs that	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that
gender, social class, and sexuality as relations of power and privilege that serve the interests of dominant groups and marginalize others.	and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	grow out of relations of power that privilege some and marginalize others.	historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
Understands that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
Understands that educational contexts can promote particular constructs of identity that can facilitate/inhibit individual and collective expressions of difference, and reinforce relations of power and social inequity.	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

**Understanding Difference.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

## SOE / SCFE STANDARD -- INQUIRY RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

	DOES NOT MEET	MEETS	EXCEEDS)
	(at the preservice level)	(at the preservice level)	(at the preservice level)
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm, expressing a heightened awareness of its value in education
Key concepts	Explanation and/or use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
Designing inquiry	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
Ethical Issues in Inquiry	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
Evaluating existing research	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
Use of technology in research	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is highly appropriate and effective

Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process