

Comprehensive Examination Assessment Rubric
 Department of Leadership and Teacher Education
Elementary, Early Childhood, and Reading

Levels of Performance Indicators	Exceptional Response exceeds expectations	Proficient Response meets expectations	Basic Response content and/or expression are weak	Unacceptable Response does not meet expectations
Content	<ul style="list-style-type: none"> • Essential and supplementary content are addressed • Development of information is well organized and expressed in priority order • All resources are documented or cited • Content is defended with precise and relevant evidence 	<ul style="list-style-type: none"> • Essential content is addressed • Development of information is well organized • Most resources are documented or cited • Ideas are supported in a logical fashion 	<ul style="list-style-type: none"> • Evidence of essential content is limited • Lacks clear organization of information to address content of question • Few resources are documented or cited • Support of ideas is limited 	<ul style="list-style-type: none"> • There is no evidence that essential content is addressed • There is no evidence that information is organized • There is no evidence that resources are documented or cited • There is no evidence that ideas are supported
Written Expression	<ul style="list-style-type: none"> • Writing exhibits no errors in grammar and/or punctuation • Expression of information is clear and response includes effective transitions • Response includes and introduction, development of essential and supplementary information, and a conclusion 	<ul style="list-style-type: none"> • Writing exhibits fewer than three errors in grammar and/or punctuation • Expression of information is clear and writing maintains a consistent tone • Response includes an introduction, development of essential information and a conclusion 	<ul style="list-style-type: none"> • Writing exhibits 3-9 errors in grammar and/or punctuation • Expression of information lacks clarity and use of effective transitions • Response lacks a clear organization or conclusion 	<ul style="list-style-type: none"> • Writing exhibits more than 10 errors in grammar and/or punctuation • Expression of information lacks organization and use of transitions • Response lacks logical development