

Benchmark I Rubric: Written Component	Candidate Name:
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Category	Ratings		
	Exceeds Expectations	Meets Expectations	Needs Improvement
Action Research	- Identifies a significant social justice researchable problem, explains the significance of the problem in context and current scholarship using a collaborative approach; - Triangulates data sources, addresses the connection between data and research questions, relates how theory/frameworks were used to understand data; - Explains why action research is a relevant approach for this problem; - Considers the collaborative nature of action research in light of a specific learning community model and how that approach contributes the creation of a learning organization, and - Describes the broader significance of the action research plan for policy, practice and research. - Uses multiple appropriate sources from the coursework - Uses independently collected appropriate sources	- Identifies a significant social justice researchable problem; - Describes how the problem would be examined using all major components of an action research process, including the purpose, the research question(s), forms of data to be collected, plans for analysis and subsequent cycles all the while relating the plan to a learning community model, and - Includes analysis and reflection on the process of establishing a collaborative approach in an educational or organizational setting, with connection to current literature on collaborative approaches and action research. - Uses multiple appropriate sources from the coursework	- Inability to identify a significant social justice researchable problem. No connection to current literature or analysis of processes required for the successful implementation of a collaborative; - Fails to describe or inaccurately describes any significant component of the action research plan, and - Describes the plan simplistically or lacks details. - Does not use multiple appropriate sources
Score	Comments		
Changing Organizations	- Expresses an in depth and coherent change process that incorporates organizational change theory and implementation strategies; - Provides evidence that the change was implemented in their organization; - Examines her/his roles in the change process, and - Considers the implications for future actions related to the change being implemented. - Uses multiple appropriate sources from the coursework - Uses independently collected appropriate sources	- Conveys an understanding of the process of change that was implemented, including the why and how stakeholders accept and resist change within their organization and PLC's; - Articulates various change theories and implementation strategies for planning, initiating, implementing, and leading change; - Reflects on her/his actions/role in the change process, and - Relates the change to future actions related to the change initiative. - Uses multiple appropriate sources from the coursework	- Fails to clearly convey an understanding of the process of change that was implemented; - Describes the change process simplistically, lacks details, theoretical basis or outcomes; - Provides insufficient understanding of the function of acceptance and resistance to change; - Lacks evidence of their role in the change process, and - Fails to discuss implications for future action. - Does not use multiple appropriate sources
Score	Comments		

Benchmark I Rubric: Written Component		Candidate Name:	
Category	Ratings		
	Exceeds Expectations	Meets Expectations	Needs Improvement
Leadership Theory	Provides a reflective, in-depth analysis of her/his leadership that is informed by her/his professional context and supported by course readings and multiple sources from the literature beyond required readings.	- Demonstrates comprehension of key leadership theories; - Locates an espoused leadership theory within one or more formal leadership theories, and - Begins to analyze the espoused leadership theory in a professional context. - Uses multiple appropriate sources from the coursework	- Fails to articulate and differentiate leadership theories and - Demonstrates an inability to locate a personal/espoused leadership theory in a professional context. - Does not use multiple appropriate sources
Score	Comments		
Diversity	- Critically analyzes the social justice researchable problem presented in the case study; - Meaningfully applies several social justice concepts/theories/frameworks to social justice issues in the case study, and - Synthesizes an understanding of social justice issues and its connection to leadership, change and collaborative processes. - Uses multiple appropriate sources from the coursework - Uses independently collected appropriate sources	- Identifies social justice researchable problem, but no critical analyses; - Acknowledges some social justice issues and application related to the case study, and - Demonstrates an understanding of social justice issues and its connection to leadership, change and collaborative processes. - Uses multiple appropriate sources from the coursework	- Satisfactorily/Superficially identifies social justice researchable problem; - Limited recognition of social justice concepts/theories/frameworks, and - Lacks an understanding of social justice issues and its connection to leadership, change and collaborative processes - Does not use multiple appropriate sources
Synthesis of Course Content	- Clearly demonstrates a grasp of the terminology and theorists, articulates extensive and well-thought out ideas, makes clear connections between theory and practice; - Articulates connections between collaboration, leadership, and change theories; - Synthesizes various theories and ideas, and - Critiques theories when appropriate.	Clearly demonstrates a grasp of the terminology and theorists, articulates extensive and well-thought out ideas, makes clear connections between theory and practice.	- Unable to articulate learned material, incorrect use of terminology and the theorists, unable to demonstrate a grasp of the knowledge, demonstrates little connection of theory to practice. - Summarizes the literature with little/no application to the case
Score	Comments		
Quality of Writing: Clarity and organization		The responses are well-organized and clear and present ideas in a coherent way.	- The responses are poorly organized and lack clarity and/or - The responses do not present ideas in a coherent way.
Score	Comments		
Quality of Writing: Use of English		- The responses are clearly written - The responses have no or very few spelling, grammar, or use of English errors.	The responses are not well written, and contain many spelling errors, and/or grammar errors and/or use of English errors.
Score	Comments		

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APA	• All the references used are important, and are of good/scholarly quality. • More than 10 scholarly resources are used effectively in the essays. • All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	• Most of the references used are important, and are of good/scholarly quality. • There are 10 scholarly resources used effectively in the essays. • Most of the references are correctly cited and correctly listed in the reference list according to APA style.	• Most of the references used are not important, and/or are not of good/scholarly quality. • Fewer than 10 scholarly resources are used and/or they are not used effectively in the essays. • References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.
Score	Comments		
Overall Score	General Comments		
Evaluator:			Date:

Benchmark I Rubric: Oral Component	Candidate Name:
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Category	Ratings		
	Exceeds Expectations	Meets Expectations	Needs Improvement
Action Research	- Identifies a significant social justice researchable problem, explains the significance of the problem in context and current scholarship using a collaborative approach; - Triangulates data sources, addresses the connection between data and research questions, relates how theory/frameworks were used to understand data; - Explains why action research is a relevant approach for this problem; - Considers the collaborative nature of action research in light of a specific learning community model and how that approach contributes the creation of a learning organization, and - Describes the broader significance of the action research plan for policy, practice and research. - Uses multiple appropriate sources from the coursework - Uses independently collected appropriate sources	- Identifies a significant social justice researchable problem; - Describes how the problem would be examined using all major components of an action research process, including the purpose, the research question(s), forms of data to be collected, plans for analysis and subsequent cycles all the while relating the plan to a learning community model, and - Includes analysis and reflection on the process of establishing a collaborative approach in an educational or organizational setting, with connection to current literature on collaborative approaches and action research. - Uses multiple appropriate sources from the coursework	- Inability to identify a significant social justice researchable problem. No connection to current literature or analysis of processes required for the successful implementation of a collaborative; - Fails to describe or inaccurately describes any significant component of the action research plan, and - Describes the plan simplistically or lacks details. - Does not use multiple appropriate sources
Score	Comments		
Changing Organizations	- Expresses an in depth and coherent change process that incorporates organizational change theory and implementation strategies; - Provides evidence that the change was implemented in their organization; - Examines her/his roles in the change process, and - Considers the implications for future actions related to the change being implemented. - Uses multiple appropriate sources from the coursework - Uses independently collected appropriate sources	- Conveys an understanding of the process of change that was implemented, including the why and how stakeholders accept and resist change within their organization and PLC's; - Articulates various change theories and implementation strategies for planning, initiating, implementing, and leading change; - Reflects on her/his actions/role in the change process, and - Relates the change to future actions related to the change initiative. - Uses multiple appropriate sources from the coursework	- Fails to convey an understanding of the process of change that was implemented; - Describes the change process simplistically, lacks details, theoretical basis or outcomes; - Provides insufficient understanding of the function of acceptance and resistance to change; - Lacks evidence of their role in the change process; and - Fails to discuss implications for future action. - Does not use multiple appropriate sources
Score	Comments		
Leadership Theory	Provides a reflective, in-depth analysis of her/his leadership that is informed by her/his professional context and supported by the course readings and multiple sources from the literature beyond required readings.	- Demonstrates comprehension of key leadership theories - Locate a espoused leadership theory within one or more formal leadership theories, and - Begins to analyze the espoused leadership	- Fails to articulate and differentiate leadership theories - Demonstrates an inability to locate a personal/espoused leadership theory in a professional context.

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		theory in a professional context. • Uses multiple appropriate sources from the coursework	• Does not use multiple appropriate sources
Score	Comments		
Diversity	• Critically analyzes the social justice researchable problem presented in the case study; • Meaningfully applies several social justice concepts/theories/frameworks to social justice issues in the case study, and • Synthesizes understanding of social justice issues and its connection to leadership, change and collaborative processes. • Uses multiple appropriate sources from the coursework • Uses independently collected appropriate sources	• Identifies social justice researchable problem, but no critical analyses; • Acknowledges some social justice issues and application related to the case study, and • Demonstrates an understanding of social justice issues and its connection to leadership, change and collaborative processes. • Uses multiple appropriate sources from the coursework	• Satisfactorily/Superficially identifies social justice researchable problem; • Limited recognition of social justice concepts/theories/frameworks, and • Lacks an understanding of social justice issues and its connection to leadership, change and collaborative processes • Does not use multiple appropriate sources
Score	Comments		
Synthesis of Course Content	• Clearly demonstrates a grasp of the terminology and theorists, articulates extensive and well-thought out ideas, makes clear connections between theory and practice. • Synthesizes various theories and ideas. • Critiques theories when appropriate.	• Clearly demonstrates a grasp of the terminology and theorists, articulates extensive and well-thought out ideas, makes clear connections between theory and practice.	• Unable to articulate learned material, incorrect use of terminology and the theorists, unable to demonstrate a grasp of the knowledge, demonstrates little connection of theory to practice
Score	Comments		
Oral Communication	• Identifies and analyzes weaknesses in the written BMI • Clearly and succinctly articulates how these weaknesses could be addressed using the appropriate literature • Fully answers the questions posed by the faculty • Anticipates critiques raised by the faculty and fully addresses them before being prompted	• Identifies and analyzes weaknesses in the written BMI • Clearly and succinctly articulates how these weaknesses could be addressed using the appropriate literature • Fully answers the questions posed by the faculty	• Student summarizes the case and fails to provide relevant analysis • Reads from extensive notes, makes eye contact only occasionally Predominantly focuses on their own personal or professional experiences with minimal reference to the case and/or the course readings
Score	Comments		
Organization	• The presentation is very well organized with seamless transitions between topics.	• The presentation is very well organized with transitions between most topics.	• The presentation lacks organization and/or transitions.
Score	Comments		
Overall Score	General Comments		
Evaluator:		Date:	