

Rubric for Theory Paper

	4	3	2	1 or 0	
Criterion	Exceptional	Acceptable	Marginal	Unacceptable	Score
Rationale for choice	Your choice of theory relates to effective school leadership; you clearly and coherently explain the implications of theory for instructional, curricular, and assessment practices.	Your choice of theory relates to effective school leadership; you explain the implications of the theory for instructional, curricular, and assessment practices.	Your choice of theory lacks a clear relationship to effective school leadership; you somewhat explain the implications of the theory for instructional, curricular, and assessment practices.	Your choice of theory does not relate to effective school leadership; you do not explain the implications of the theory for instructional, curricular, and assessment practices.	
Conceptual understanding	You adeptly integrate theoretical concepts with the decision-making process, conflict resolution, school climate, and authority and empowering others; your paper exhibits a high level of thought and reflection, making this a personal theory that can be applied to instructional supervision.	You integrate theoretical concepts with the decision-making process, conflict resolution, school climate, and authority and empowering others; your paper exhibits reflection, making this a personal theory.	You integrate a smattering of theoretical concepts with the decision-making process, conflict resolution, school climate, and authority and empowering others; your paper exhibits some thought but little reflection and lacks a clear connection to personal instructional supervision.	You do not integrate any theoretical concepts with supervisory tasks; your paper is not reflective and lacks application.	
Application	You clearly explain the application of your theory to instructional change and use several examples to illustrate your statements.	You explain the application of your theory to instructional change and use examples to illustrate your statements.	You explain the application of your theory to instructional change but use no examples.	You do not explain the application of your theory to instructional change.	
Behavioral examples	You provide multiple examples of how the theory would be evident in the day-to-day work of supervisory leaders; reader can grasp the role the leader would play in applying this theory to their current or future position.	You provide relevant examples of how the theory would be evident in the day-to-day work of supervisory leaders; reader can grasp the role the leader would play in applying this theory to their current or future position.	You provide minimal examples of how the theory would be evident in the day-to-day work of supervisory leaders; reader is somewhat unclear about the role the leader would play in applying this theory to their current or future position.	You don't provide examples of how the theory would be evident in the day-to-day work of supervisory leaders; reader does not understand the role the leader would play in applying this theory to their current or future position.	

Sources	You use multiple and varied reliable sources in writing the paper.	You use several reliable sources in writing the paper.	You use few reliable sources in writing the paper.	You use few, if any, sources in writing the paper.	
Organization	You arrange your ideas clearly and logically; your ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	You arrange your ideas adequately; links between ideas are generally clear; reader can follow the line of reasoning for the most part.	You arrange your ideas adequately, in general, although sometimes they fail to connect to paper topic; your reasoning is somewhat clear.	You arrange your ideas illogically and frequently fail to relate them to the paper topic; reader loses interest.	
Writing mechanics	Your writing demonstrates a sophisticated clarity, conciseness, and correctness.	Your writing is accomplished in terms of clarity and conciseness and contains only a few errors.	Your writing lacks clarity or conciseness and contains numerous errors.	Your writing is unfocused, rambling, or contains serious errors.	
APA format	You use APA format accurately and consistently.	You use APA format with minor violations.	You demonstrate an incomplete knowledge of APA format.	You do not use APA format.	
					Total:
Thomas Edison State College					
Note: Criteria are evaluated on a 4-3-2-1-0 basis. Total rubric points are converted first to a letter grade and then to a numerical equivalent based on a 0-100 scale.					
Scale: 30-32 = A (93-100); 29 = A- (90-92); 28 = B+ (88-89); 23-27 = B (83-87); 22 = B- (80-82); 21 = C+ (78-79); 15-20 = C (73-77); 14 = C- (70-72); 7-13 = D (60-69); 0-6 = F (below 60).					