

6.6.1 Clinical Practice Assessment Instrument

	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)
Writing Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Is missing 2+ elements of the prompt. <input type="checkbox"/> Writing is unclear, verbose and/or disorganized at the sentence and/or paragraph level. <input type="checkbox"/> Arguments/ideas are difficult to follow and understand. <input type="checkbox"/> There are more than five spelling, grammar, or syntax errors per page of writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses all elements of the prompt. <input type="checkbox"/> Writing is mostly clear and concise but needs to be reorganized at the sentence or paragraph level . <input type="checkbox"/> Thoughts are coherent and logical. <input type="checkbox"/> There are no more than five spelling, grammar, or syntax errors per page of writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses all elements of the prompt. <input type="checkbox"/> Writing is clear, concise, and well organized with strong sentence and paragraph construction. <input type="checkbox"/> Thoughts are expressed in a coherent and logical manner. <input type="checkbox"/> There are no spelling, grammar, or syntax errors.
Critical Reflection	<ul style="list-style-type: none"> <input type="checkbox"/> Writing identifies but does not analyze the leadership actions of self and/or others. <input type="checkbox"/> Writing does not identify a social and/or political context or its impact <input type="checkbox"/> The candidate identifies leadership events and/or experiences but does not examine the overall effect on self or others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing attempts to analyze the leadership actions of self and/or others. <input type="checkbox"/> Writing identifies the social and/or political context that influenced the candidate and how. <input type="checkbox"/> The candidate identifies and examines the overall effect of leadership events or experiences on self or others but not both. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing analyzes the leadership actions of self and/or others. <input type="checkbox"/> Writing describes the social and/or political context that influenced the candidate and how. <input type="checkbox"/> The candidate identifies and examines the overall effect of leadership events or experiences on self and others.
Transformative Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> Writing does not show understanding that there is learning to be gained from the experience nor is future learning mentioned. <input type="checkbox"/> There is no evidence that the experience has deepened or provided a complex understanding of the way the candidate thinks; examinations of actions do not include a leadership lens. <input type="checkbox"/> The candidate denies that the experience was important, transformative, or necessary for their self-growth and development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing shows an understanding that there is learning to be gained from the experience but future learning is not mentioned. <input type="checkbox"/> There is evidence of deepened and complex understandings in the candidate's thinking based on their experience; examinations of actions are equally through leadership and teacher lenses. <input type="checkbox"/> The candidate identifies the experience as transformative for their 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing shows an understanding that there is learning to be gained from the experience, and describes ideas for future learning. <input type="checkbox"/> There is evidence of deepened and complex understandings in the candidate's thinking based on their experience and examination of their actions through a leadership lens. <input type="checkbox"/> The candidate thoroughly describes how the experience has critically changed, deepened, and/or affirmed their thinking and facilitated their self-growth and development.

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		thinking, self-growth, and development, but does not explain how.	

CANVAS GRADE TRANSLATION

TOTAL RUBRIC SCORE	CANVAS SCORE
7-9 points	3
4-6 points	2
1-3 points	1