

**MONTCLAIR STATE UNIVERSITY**  
**CURR 305: Teaching for Equity and Diversity**  
**Community Study (UG) Rubric**

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
Group Work					
1. <i>Developing skills for learning about diverse communities</i> (MSU Standard 3e)	Members of the group are minimally effective at learning about diverse communities and their student populations. The group report shows very limited understanding of the target community.		Members of the group are effective at learning about diverse communities and their student populations. The group report shows a good understanding of the target community.		Members of the group are <b>highly effective</b> at learning about diverse communities and their student populations. The group report shows a <b>deep understanding</b> of the target community.
2. <i>Analyzing the relationship between society, community, and schools</i> (MSU Standard 9, 12h)	Members of the group have limited skills for analyzing the relationship between society, community, and schools. The group report provides limited insight into these relationships.		Members of the group are skilled at analyzing the relationship between society, community, and schools. The group report provides meaningful insight into these relationships.		Members of the group are <b>highly skilled</b> at analyzing the relationship between society, community, and schools. The group report provides <b>substantial and in-depth insight</b> into these relationships.
3. <i>Writing a coherent report that is well referenced</i> (MSU Standard 11)	Members of the group produced a report that lacks coherence within or across the different sections. Sources of information used to write the report are not appropriately referenced. The report has many grammatical errors, and gives little evidence that attention was given editing, proofreading, and revising.		The group produced a coherent report. For the most part, the different sections read as one well thought out document. Sources of information used are appropriately referenced. There may be some grammatical errors, but the report shows that the group gave attention to editing, proofreading, and revising.		The group produced a <b>tightly coherent</b> report that reads as one well thought out document. Sources of information used are appropriately referenced. It has few, if any, grammatical errors and shows that you gave serious attention to editing, proofreading, and revising.

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	(1)	(2)	(3)	(4)	(5)
Individual Work					
4. <i>Understanding how communities support the dev. of children and adolescents</i> (MSU Standard 2, 12b)	You demonstrate limited insight into the types of support available in the community for children's/adolescents' development.		You demonstrate appropriate insight into the types of support available in the community for children's/adolescents' development.		You demonstrate <b>exceptional insight</b> into the types of supports available in the community for children's/adolescents' development.
5. <i>Envisioning links between the in-school and out-of-school experiences of students</i> (MSU Standard 3f)	The designed learning activity does not establish a clear link between students' learning in school and an aspect of their lives outside school.		The designed learning activity establishes a clear and useful link between students' learning in school and their lives outside school.		The designed learning activity establishes a <b>clear and substantive</b> link between students' learning in school and their lives outside school.
6. Using course readings to interpret findings (MSU Standard 5, 12h)	You have difficulties using concepts and ideas from the assigned readings to interpret your community study findings. There is no evidence that you understood the readings. Misunderstandings of important aspects of the readings may be evident from the report.		You are skilled at using concepts and ideas from the assigned readings to interpret your community study findings. There is adequate evidence that you understood the readings used.		You are <b>highly skilled</b> at using concepts and ideas from assigned readings to interpret the community study findings. There is evidence that you have <b>an in-depth understanding</b> of the readings used.

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	(1)	(2)	(3)	(4)	(5)
Individual Work--Continued					
7. <i>Working in groups</i> (MSU Standard 10)	You had difficulties working collaboratively with other members of the group. Your actions made it difficult for the group to produce the report.		You work well with other members of the group. Your actions facilitated the work of the group.		You worked <b>exceptionally well</b> with others members of the group. You <b>demonstrate leadership qualities</b> in moving the work of the group forward.
8. <i>Writing</i> (MSU Standard 11)	Your individual report is poorly written. It has many grammatical errors and gives evidence that you paid insufficient attention to editing, proofreading, and revising.		Your individual report is well written. There may be a few grammatical errors, but the report shows evidence that you gave attention to editing, proofreading, and revising.		Your individual report is <b>exceptionally well written</b> . It has few, if any, grammatical errors and shows that you gave serious attention to editing, proofreading, and revising.