<table>
<thead>
<tr>
<th>ISSL Standard</th>
<th>Advanced – 4</th>
<th>Basic - 3</th>
<th>Emerging - 2</th>
<th>Unacceptable - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISSL Standard 1</td>
<td>Artifacts clearly and effectively demonstrate the knowledge, dispositions and complex performance related to the standards.</td>
<td>Artifacts clearly demonstrate the knowledge, dispositions and complex performance related to the standards. Improvements could be made in theory-practice connections.</td>
<td>Some artifacts demonstrate the knowledge, dispositions and complex performance related to the standards, but theory-practice connections are minimal.</td>
<td>Artifacts are ineffective in demonstrating the knowledge, dispositions, and complex performance related to the standards.</td>
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<td>ISSL Standard 2</td>
<td>Artifacts clearly and effectively demonstrate the knowledge, dispositions and complex performance related to the standards.</td>
<td>Artifacts clearly demonstrate the knowledge, dispositions and complex performance related to the standards. Improvements could be made in forming theory-practice connections.</td>
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<td><strong>Organization</strong></td>
<td><strong>Advanced - 4</strong></td>
<td><strong>Basic - 3</strong></td>
<td><strong>Emerging - 2</strong></td>
<td><strong>Unacceptable - 1</strong></td>
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<td>All ideas, artifacts are arranged logically, demonstrating knowledge, dispositions and involvement with standards. Ideas flow smoothly and are clearly linked to each other. Line of reasoning is easily followed.</td>
<td>Most of the ideas, artifacts are arranged logically, demonstrating knowledge, dispositions and involvement with standards. Ideas are clearly linked to each other. Line of reasoning can be followed without difficulty.</td>
<td>Some of the ideas, artifacts are arranged logically, demonstrating knowledge, dispositions and involvement with standards. Ideas are somewhat linked to each other. Line of reasoning can be followed with some difficulty.</td>
<td>Few of the ideas, artifacts are arranged logically, demonstrating knowledge, dispositions and involvement with standards. Ideas do not flow smoothly and are not linked to each other. Line of reasoning is difficult to follow.</td>
<td></td>
</tr>
</tbody>
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| **Critical and reflective thinking** | Clearly demonstrates critical and reflective thinking for thoughtful, in-depth analysis. Beliefs and values are clearly evident, expressed articulately, and congruent with artifacts. Personal goals and growth areas are thoroughly discussed. | Generally demonstrates critical and reflective thinking for thoughtful, in-depth analysis. Beliefs and values are evident, expressed well, and congruent with artifacts. Personal goals and growth areas are discussed. | Minimally demonstrates critical and reflective thinking for thoughtful, in-depth analysis. Beliefs and values are somewhat evident, not well expressed, and somewhat congruent with artifacts. Personal goals and growth areas need further discussion. | Evidence of critical and reflective thinking for thoughtful, in-depth analysis is lacking. Beliefs and values are not evident, not expressed articulately, and/or incongruent with artifacts. Personal goals and growth areas are inadequately discussed or lacking. |

| **Grammar, spelling, mechanics** | The writer’s purpose is apparent and compelling. The tone is professional and appropriate for audience. Sentences are varied in length and structure. Word choice is excellent and writing is free of errors. | The writing has a firm purpose and is focused. The tone is generally professional and appropriate for the audience. Sentences demonstrate some variety in length and structure. Word choice is good and writing is almost free of errors. | The purpose is clear, and the writing is generally focused. The tone is not consistently professional or appropriate for the audience. There are some errors in sentence structure and little variety of length. The word choice is adequate, although the writing has some errors. | The purpose is generally unclear and dull. The tone is unprofessional and inappropriate for the audience. The word choice is very ordinary and contains errors that may distract or obscure the meaning. |

| **Use of references** | Clearly demonstrates an understanding of the influential knowledge base. References are broad-based, comprehensive and used to support ideas and philosophies. | Generally demonstrates an understanding of the knowledge base. References are broad-based and comprehensive and usually support ideas and philosophies. | Incomplete understanding of the knowledge base. References, although comprehensive, do not fully support ideas and philosophies. | Understanding of the knowledge base is lacking. References are not comprehensive and ideas and philosophies are not supported. |

| **Presentation** | Overall aesthetic quality is excellent. Professional in appearance and meets all requirements. | Generally aesthetic quality is very good. Professional in appearance and meets most of the requirements. | Aesthetic quality and professional appearance is adequate. Requirements may not be complete. | Aesthetic quality and professional appearance is poor. Requirements are lacking. |

**Comments:**