



Social and Cultural Analysis of Education Program

Signature Assignment for SCAE 695

Engagement in Critical Dialogue Rubric

Student Learning Outcome(s) Assessed:

SLO #6: Engage in critical dialogue related to educational policies, practices and pedagogies.

Description of the Signature Assignment

Critical dialogue is an essential component of each course in the Social and Cultural Analysis of Education program. Candidates are introduced to the concepts of critical dialogue and the rubric through which they will be assessed in the first core class, SCAE 550: Foundations of Social and Cultural Analysis of Education. Candidates are asked to critically reflect on their own engagement in dialogue at the conclusion of the SCAE 550 course, a process that will continue in each course throughout the program. Critical dialogue is a specific content-area focus in SCAE 551: Critical Pedagogies, and candidates study tenets of critical dialogue throughout the course. Candidates are reminded of the expectations contained in the rubric at the beginning of the course. At the conclusion of the course, candidates submit an Assessment of Engagement in Critical Dialogue, in which they reflect on their own dialogical practice and rate themselves based on the rubric. The instructor then grades the candidates' reflective assessments.

Directions for Candidates

Using the program-level rubric, candidates will assess the various qualities of their engagement in critical dialogue over the course of the semester, and set goals for the future. A narrative assessment of no more than one page that addresses the expectations listed on the rubric should accompany the completed rubric.

Scoring Rubric:

Expectation	1-Unsatisfactory (No Engagement)	2-Developing (Limited Engagement)	3-Satisfactory (Consistent Engagement)	4-Exemplary (Deep Engagement)
Identified connections across course material during class discussion Score: ____	No evidence of connections	Limited evidence of connections	Ample evidence of connections	Rich evidence of connections
Made references to course material during class discussion Score: ____	No evidence of references	Limited evidence of references	Ample evidence of references	Rich evidence of references
Posed problems for discussion Score: ____	No evidence of problem-posing	Limited evidence of problem-posing	Ample evidence of problem-posing	Rich evidence of problem-posing
Listened actively during class discussions Score: ____	No evidence of active listening	Limited evidence of active listening	Ample evidence of active listening	Rich evidence of active listening
Contributed to development of dialogue during class discussions Score: ____	No evidence of contribution to development of dialogue	Limited evidence of contribution to development of dialogue	Ample evidence of contribution to development of dialogue	Rich evidence of contribution to development of dialogue
Took responsibility for group's learning in class discussion Score: ____	No evidence of taking responsibility for group's learning	Limited evidence of taking responsibility for group's learning	Ample evidence of taking responsibility for group's learning	Rich evidence of taking responsibility for group's learning

Total Score: _____

Legend

Total Points	College of Education Assessment Scale Equivalent
22-24	4 (Exceeds Expectations)
15-21	3 (Meets Expectations)
10-14	2 (Meets Some Expectations)
4-9	1 (Does Not Meet Expectations)
0-3	0 (Can't Score)