

Caregiver Communication Descriptions and Rubrics

ED 201 Computers in Education

Caregiver Communication Newsletter*** 10 points

Using word processing and graphic design skills the student will create a classroom newsletter in Microsoft Word designed to give to their students to take home to their caregiver(s) on the first day of school. The newsletter should be saved for submission in your Teacher Education Admission Portfolio as the Caregiver Communication

Eastern Mennonite University Education Department Admission to Teacher Education Portfolio Caregiver Communication Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1
Clarity of Purpose	Audience and purpose(s) of the letter are clearly discernable.	Either the audience or purpose(s) of the letter is NOT clearly discernable.	The audience and purpose(s) of the letter are NOT clearly discernable.
Clarity of Message	Appropriate use of educational terms and academic language. Necessary terms are explained.	Some educational terms are used that may not be clear to the audience. Not all necessary terms are explained.	Inappropriate usage of educational terms, with little or no explanation.
Positive Tone	Tone clarifies a positive direction/approach and articulates strengths of ALL individuals; demonstrates that ALL children can learn.	Tone remains positive however does NOT clearly articulate strengths of ALL individuals and/or demonstrate that ALL children can learn.	Tone is negative in nature; may induce conflict or confusion.
Teacher & Caregiver Collaboration	Collaboration between teacher and caregiver is clearly stated and encouraged.	Collaboration between teacher and caregiver is addressed but not encouraged.	Collaboration between teacher and caregiver is NOT addressed.
Respect for Diversity	Clearly articulates a respect for the fact that students have varying strengths, experiences, and backgrounds.	Somewhat articulates a respect for the fact that students have varying strengths, experiences, and backgrounds.	Does NOT articulate a respect for the fact that students have varying strengths, experiences, and backgrounds.
EMU's Writing Standards	Reflects "A" work according to EMU's undergraduate level writing standards	Reflects "B" work according to EMU's undergraduate level writing standards	Reflects "C" or less work according to EMU's undergraduate level writing standards

Student Teaching Caregiver Communication Rubric

Submit a copy of an actual caregiver communication from one of your student teaching placements that demonstrates your ability to effectively communicate with your students' caregivers to enhance their learning.

The following artifact is DUE in TaskStream by 11:59 pm Monday, March 11, 2013: Caregiver Communication from Student Teaching

Eastern Mennonite University Education Department Capstone Caregiver Communication Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Clarity of Purpose	Audience and purpose(s) of the letter are clearly discernable.	Either the audience or purpose(s) of the letter is NOT clearly discernable.	The audience and purpose(s) of the letter are NOT clearly discernable.	(__X 2 = __)
Clarity of Message	Appropriate use of educational terms and academic language. Necessary terms are explained.	Some educational terms are used that may not be clear to the audience. Not all necessary terms are explained.	Inappropriate usage of educational terms, with little or no explanation.	(__X 2 = __)
Positive Tone	Tone clarifies a positive direction/approach and articulates strengths of ALL individuals; demonstrates that ALL children can learn.	Tone remains positive however does NOT clearly articulate strengths of ALL individuals and/or demonstrate that ALL children can learn.	Tone is negative in nature; may induce conflict or confusion.	(__X 2 = __)
Teacher & Caregiver Collaboration	Collaboration between teacher and caregiver is clearly stated and encouraged.	Collaboration between teacher and caregiver is addressed but not encouraged.	Collaboration between teacher and caregiver is NOT addressed.	(__X 2 = __)
Respect for Diversity	Clearly articulates a respect for the fact that students have varying strengths, experiences, and backgrounds.	Somewhat articulates a respect for the fact that students have varying strengths, experiences, and backgrounds.	Does NOT articulate a respect for the fact that students have varying strengths, experiences, and backgrounds.	(__X 2 = __)
EMU's Writing Standards	Reflects "A" work according to EMU's undergraduate level writing standards	Reflects "B" work according to EMU's undergraduate level writing standards	Reflects "C" or less work according to EMU's undergraduate level writing standards	(__X 2 = __)
Total				/36