

SEF Selection 2011: Open Response Rubric

Worth 90 of 140 Points

Category	Sub-category	No Demonstration	Low	Medium	High
		0 Points	1 point	3 Points	5 points
Question One	<i>Conventions of English</i>	Does not use the rules of English	Spelling, grammar, usage not up to professional standards	Professional standards for spelling, grammar and usage.	Able to convey thoughts in a cohesive manner that is clearly stated and interesting; applicant goes beyond just correct usage of English
	<i>Content Knowledge</i>	Does not understand the content at all	Has misconceptions about the content he/she is teaching	Has basic understanding of content he/she is teaching and no misconceptions	Has deep understanding of content he/she is teaching
	<i>Indication of use of 7 E's, data, or research to inform instruction/Indicates Strong PCK</i>	Indicates no exposure to research on teaching and learning; does not address the need for PCK in instruction	Indicates exposure to research on teaching and learning; acknowledges the need for PCK but does not understand it	Indication of some use of research on teaching and learning; demonstrates understanding of PCK but may not communicate effective usage in classroom	Indication of integrated use of personal or formal research in reaching students; clearly demonstrates understanding and usage of high level PCK in the classroom
	<i>Indication that deep understanding by students is central</i>	Does not show need for student understanding	Shows thinking at lesson level	Shows thinking at unit level	Shows thinking at system level (vertical +/- or horizontal)

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Question Two	<i>Conventions of English</i>	Does not use the rules of English	Spelling, grammar, usage not up to professional standards	Professional standards for spelling, grammar and usage.	Able to convey thoughts in a cohesive manner that is clearly stated and interesting; applicant goes beyond just correct usage of English
	<i>Changes to practice based on reflection</i>	Did not make any changes to instruction	Made changes to instruction, but they were un-related to reflection	Changes based on impressions and experimentation	Changes result from thoughtful reflection on practice using data and an iterative orientation.
	<i>Use of examples</i>	No examples of changed practice	Examples of changed practice but do not relate to reflection	Example of changes are average but relate back to the reflection	Examples demonstrate innovation on the part of the teacher and relate strongly back to the reflection
	<i>Connects instruction to student understanding</i>	No connection between changes in instruction and increased student understanding	Addresses increased understanding but does not relate it back to changes in instruction	Connects reflection and changes in practice to student achievement	Clearly states that there was a change in practice due to reflection and student achievement increased

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Question Three	<i>Conventions of English</i>	Does not use the rules of English	Spelling, grammar, usage not up to professional standards	Professional standards for spelling, grammar and usage.	Able to convey thoughts in a cohesive manner that is clearly stated and interesting; applicant goes beyond just correct usage of English
	<i>Collaboration with Others</i>	Does not describe collaboration with others	Describes working with others but not in a collaborative manner	Has collaborated with others but not deeply	Has deeply collaborated with others
	<i>Result of Collaboration</i>	Does not describe how he/she benefitted through collaboration	Did not benefit from collaboration; does not value collaboration	Describes how he/she benefitted	Describes how he/she benefitted and reflects on how to take this
	<i>Contribution to Group</i>	Does not describe how he/she will contribute to the group	Applicants says he/she will contribute but does not articulate how	Applicant describes how he/she will contribute to the collaboration	Applicant is thoughtful in response; pulls on his/her own strengths to strengthen the whole group; acknowledges how others can benefit from his/her participation; gives examples of past experiences to support claim

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Question Four	<i>Conventions of English</i>	Does not use the rules of English	Spelling, grammar, usage not up to professional standards	Professional standards for spelling, grammar and usage.	Able to convey thoughts in a cohesive manner that is clearly stated and interesting; applicant goes beyond just correct usage of English
	<i>Description of Goal</i>	Does not describe a distinct goal	States one goal but is not connected to energy; nascent description of goals	Describes one goal, gives moderate detail, and goal is clearly connected to teaching and learning of energy	Describes a clear vision of what he or she wants to accomplish; goals match well with SEF in Energy
	<i>Connection of goals to development/growth (double points)</i>	Does not connect goals back to growth	Loosely connects goals to growth	Connects goals to growth	Connects goals to growth and to student achievement
Overall	<i>Overall impressions (Double points: Max is 10)</i>	This person should not be a Fellow at this time	Someone I want to try to work with	A good example of someone who will grow	This person must be Fellow