

Washington Teacher of the Year

Written Application scoring instructions and rubrics

Instructions for scoring essay responses

Each candidate was asked to submit six short essay responses and a resume. Each essay should be scored according to the rubric below. Time will be allocated during the selection committee meeting following interviews to discuss each candidate's application and to explore strengths and weaknesses that are not identified by the rubric.

Essay Scoring Rubric

0	No response or response was too brief to accurately evaluate.
1	<ul style="list-style-type: none">• Response does not demonstrate a clear understanding.• Response is disorganized or incomplete.• Response contains numerous distracting spelling, punctuation and grammar errors.• Response is lacking concrete evidence to support assertions.
2	<ul style="list-style-type: none">• Response demonstrates some knowledge.• Response may be lacking in organization or may not fully address the entire prompt.• Response may have some distracting unintentional spelling, punctuation and grammar errors.• Response is lacking concrete evidence to support assertions.
3	<ul style="list-style-type: none">• Response demonstrates thorough knowledge, but not enough to prove expertise.• Response is fairly organized.• Response addresses most of the prompt in the pages allotted and unintentional spelling, punctuation and grammar errors are not significant enough to distract the reader.• Evidence to support assertions may be non-specific or not fully support assertions.
4	<ul style="list-style-type: none">• Response demonstrates thorough knowledge and expertise in some aspects.• Response is well organized.• Response fully addresses entire prompt in the pages allotted and is free from unintentional spelling, punctuation and grammar errors.• Response includes relevant anecdotal and/or statistical evidence to support assertions.
5	<ul style="list-style-type: none">• Response demonstrates expertise.• Response is well organized and flows easily from one topic to the next.• Response fully addresses entire prompt in the pages allotted and is free from unintentional spelling, punctuation and grammar errors.• Response includes more than one piece of relevant and compelling anecdotal and/or statistical evidence to support assertions.
6	<ul style="list-style-type: none">• Response demonstrates expertise.• Response is well organized and flows easily from one topic to the next.• Response fully addresses entire prompt in the pages allotted and is free from unintentional spelling, punctuation and grammar errors.• Response includes more than one piece of relevant and compelling anecdotal and/or statistical evidence.

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| | <ul style="list-style-type: none">• Additionally, response demonstrates an understanding of the role of teachers beyond the classroom (in extra-curricular activities at the district level, with the school board, on the state and national level, etc.). |
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Instructions for scoring the résumé

Each candidate was asked to supply a résumé of no more than two pages that provided the following detail: educational background, educational and professional experiences, leadership experience, professional organizations and honors received. Each section should begin with the most recent relevant experience (for example, honors received should be listed in order of the most recent, not in the order received). Please read the résumé and score it according to the rubric.

Résumé Scoring Rubric

0	No résumé was provided
1	<ul style="list-style-type: none">• Résumé provides some information about the candidate and addresses at least two of the five requested areas of detail.• Résumé is poorly organized and does not list details in most recent order and has distracting errors in spelling, grammar or formatting.
2	<ul style="list-style-type: none">• Résumé provides descriptive information about the candidate and addresses at least three of the five requested areas of detail.• Résumé may be poorly organized, not list details in most recent order or have distracting errors in spelling, grammar or formatting.
3	<ul style="list-style-type: none">• Résumé provides relevant information about the candidate and addresses at least four of the five requested areas of detail.• Résumé is fairly organized. Details are listed in most recent order. Errors in spelling, grammar or formatting are minor and do not distract from the readability of the résumé.
4	<ul style="list-style-type: none">• Résumé provides relevant and comprehensive information about the candidate and addresses all five requested areas of detail.• Résumé is well organized. Details are listed in most recent order and résumé is free of errors in spelling, grammar or formatting.

Instructions for scoring letters of recommendation

Each candidate was asked to supply four letters of recommendation from a variety of individuals including the teacher’s supervisor, a colleague or peer, a student or parent and other community members. Letter writers were asked to provide specific examples and/or concrete evidence of the candidate’s strengths in the selection criteria, professional collaboration and commitment to student success. Please read all four letters and score each individually. Use the rubric in context of the role of the writer. For example, a student or parent will not have access to testing data, but will be able to provide compelling anecdotal evidence.

Letter Scoring Rubric

0	Letter was too brief to accurately evaluate or did not address any of the qualifications requested.
1	<ul style="list-style-type: none">• Letter provides some information about the candidate and addresses at least one of the qualifications for Teacher of the Year.• Letter may be lacking in evidence or provide non-specific evidence of either collaboration or a connection between the candidate and student success.
2	<ul style="list-style-type: none">• Letter provides a good description of the candidate and addresses most of the qualifications for Teacher of the Year.• Letter provides some anecdotal or statistical evidence of collaboration OR connection between the candidate and student success.
3	<ul style="list-style-type: none">• Letter provides a good description of the candidate and specifically addresses his/her qualifications for Teacher of the Year.• Letter provides some anecdotal or statistical evidence of collaboration AND connection between the candidate and student success.
4	<ul style="list-style-type: none">• Letter provides a detailed description of the candidate and specifically addresses his/her qualifications for Teacher of the Year.• Letter provides several pieces of compelling and relevant anecdotal or statistical evidence that both testify to the candidate’s successful collaboration with colleagues, students and/or parents AND establish a clear connection between the candidate’s techniques or skills and student success.

Washington Teacher of the Year

Interview scoring instructions and rubrics

Instructions for scoring the interviews

Each candidate will interview with three panels comprised of the nine members of the selection committee. Each panel will pose five timed questions to each candidate. The questions are both variations on the essay questions as well as new questions designed to measure the candidates' accomplishments in the criteria for selection: professional biography, community involvement, philosophy of teaching, responsiveness to education issues and trends, commitment to strengthening the teaching profession and his or her Teacher of the Year platform. To maintain the spontaneity of the interview, candidates have been provided only some of the questions in advance.

Please score each response according to the rubric below.

Interview Scoring Rubric

0	No response or response was too brief to accurately evaluate.
1	<ul style="list-style-type: none">• Does not demonstrate a clear understanding of the issue/question.• No examples or evidence are given.• Answer is disorganized or incomplete.• Delivery is uncomfortable and may lack eye contact.
2	<ul style="list-style-type: none">• Demonstrates some knowledge of the issue/question.• General examples or evidence may be given.• Answer is fairly organized but may be incomplete.• Delivery is uneven or inconsistent.
3	<ul style="list-style-type: none">• Demonstrates thorough knowledge of the issue/question, but not enough to prove expertise.• Some examples or evidence are shared.• Answer is organized and complete.• Delivery is professional.
4	<ul style="list-style-type: none">• Demonstrates thorough knowledge of the issue/question and expertise in some aspects.• Both examples and evidence are shared.• Answer is well organized and complete.• Delivery is comfortable and professional.
5	<ul style="list-style-type: none">• Clearly demonstrates expertise across the issue/question.• Relevant personal examples and compelling evidence are shared.• Answer is well organized and allotted time is judiciously used for greatest effect.• Delivery is engaging and professional.