



GSTA Teacher of the Year Rubric



Applicant Name _____

Complete Application			Section Score: (x1) =
Level 4	Level 3	Level 2	Level 1
All components of the application were submitted in an organized and timely manner.	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized.	Components of the awards application were submitted in an organized and timely manner, but 1-2 were incomplete or missing.	Several components of the awards application were incomplete and/or poorly organized.
Biographical Information / Professional Organizations			Section Score: (x2) =
Level 4	Level 3	Level 2	Level 1
Response provides clear and convincing evidence of positive impact on teaching performance	Response provides clear evidence of positive impact on teaching performance	Response provides some evidence of positive impact on teaching performance	Response provides limited or no evidence of positive impact on teaching performance
Applicant provides evidence of a distinguished and lengthy association with several professional organizations or community/civic groups	Applicant provides evidence of a distinguished OR lengthy association with several professional organizations or community/civic groups	Applicant provides evidence of a distinguished OR lengthy association with 1-2 professional organizations or community/civic groups	Applicant provides evidence of a limited association with professional organizations or community/civic groups
Educational Philosophy			Section Score: (x3) =
Level 4	Level 3	Level 2	Level 1
Response shows an in-depth sophisticated understanding of student learning and science education	Response shows a solid and less sophisticated understanding of student learning and science education	Response shows a partial understanding of student learning and science education	Response shows a very limited understanding of (or serious misconceptions about) student learning and science education
Relationship among science concepts are clearly, completely, and accurately explained and fully supported with relevant examples or citations	Relationships among science concepts are explained and generally supported with relevant examples or citations	Attempt to explain relationships among science concepts, but some serious omissions or misconceptions are evident; insufficient support is provided	Relationships among science concepts are not explained; little or no support is provided
Ideas are expressed clearly and succinctly in a logical manner	Ideas are expressed for the most part clearly and succinctly	Ideas are not always addressed in a clear and local manner	Ideas are not presented in a clear and logical manner
Spelling, language, length conventions are correctly applied	Spelling, language, length conventions are generally correct, minor errors do not interfere with meaning	Flaws in spelling, language, length conventions interfere with understanding	Major flaws in spelling or language convention make the response difficult to follow; or length requirements were not adhered

Lesson/Unit Plan Example			Section Score: (x4)=
Level 4	Level 3	Level 2	Level 1
All elements of lesson and unit plan are clearly aligned to Georgia Performance Standards and appropriate for the selected grade level	Various elements of the lesson and unit plan are clearly aligned to the Georgia Performance Standards and appropriate for the selected grade level	Elements of lesson and unit plan are loosely aligned to Georgia Performance Standards and may or may not be appropriate for selected grade level	Lesson and unit plan are not aligned to Georgia Performance Standards and not appropriate for selected grade level
100%-80% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	79%-60% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	59%-40% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	Fewer than 40% of the elements of the lesson and unit plan are original and/or there is limited evidence of adaptation by the submitter to meet the unique requirements of their learners
Resume & Professional Activities			Section Score: (x2)=
Level 4	Level 3	Level 2	Level 1
Applicant provides evidence of a variety of distinguished educational teaching experiences and professional activities (such as conference presentations, school leadership roles, article submissions, advanced degrees, etc.)	Applicant provides evidence of a variety of educational experiences and professional activities	Applicant provides evidence of a some educational experiences and professional activities	Applicant provides evidence of limited educational experiences and professional activities
Substantial evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Some evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Limited evidence is provided of professional learning & development to enhance and improve professional practice and productivity
Letters of Support			Section Score: (x1)=
Level 4	Level 3	Level 2	Level 1
Letters of support provide a glowing in-depth description of the applicant, their impact on the entire school culture, and endeavors to engage students in high quality scientific learning experiences	Letters of support describe the applicant as an educator who has facilitated a classroom culture that enables students to engage in high quality scientific learning experiences	Letters of support describe an educator who has engaged a students in a variety of scientific learning experiences	Letters of support provide a cursory description of the applicant and their impact on students

Total Score:



GSTA Teacher of Promise Rubric



Applicant Name

Complete Application			Section Score: (x 1) =
Level 4	Level 3	Level 2	Level 1
All components of the application were submitted in an organized and timely manner	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized	Components of the awards application were submitted in an organized and timely manner, but 1-2 were incomplete or missing	Several components of the awards application were incomplete and/or poorly organized
Continuing Education			Section Score: (x 2) =
Level 4	Level 3	Level 2	Level 1
Applicant provides substantial evidence of continuing education in science to enhance and improve professional practice and productivity AND association with science-minded professional organizations or community/civic groups	Applicant provides evidence of continuing education in science to enhance and improve professional practice and productivity OR association with science-minded professional organizations or community/civic groups	Applicant provides evidence of continuing education (not directly science related) to enhance and improve professional practice and productivity OR association with professional organizations or community/civic groups not directly science related	Applicant provides limited evidence of continuing education to enhance and improve professional practice and productivity or association with professional organizations or community/civic groups
Challenges to Science Instruction at School			Section Score: (x 1) =
Level 4	Level 3	Level 2	Level 1
Response shows a sophisticated understanding of challenges impacting student learning and science education in schools	Response shows a solid and less sophisticated understanding of the challenges impacting student learning and science education in schools	Response shows a partial understanding of the challenges impacting student learning and science education in schools	Response shows a very limited understanding of (or misconceptions about) the challenges impacting student learning and science education in schools
Plan to Improve Science			Section Score: (x 2) =
Level 4	Level 3	Level 2	Level 1
Response provides clear and convincing evidence of positive impact on teaching performance, student learning, or science education in general	Response provides clear evidence of positive impact on teaching performance, student learning, or science education in general	Response provides some evidence of positive impact on teaching performance, student learning, or science education in general	Response provides limited or no evidence of positive impact on teaching performance, student learning, or science education in general

Description of Recent Science Experience			Section Score: (x 2) =
Level 4	Level 3	Level 2	Level 1
The science experience describes clear, accurate, and appropriately detailed evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place 	The science experience describes clear and detailed evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place 	The science experience describes some evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place 	The science experience displays little to no evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place
Sample Creative Lesson/Activity Based On GPS			Section Score: (x 2) =
Level 4	Level 3	Level 2	Level 1
Relationship among science concepts are clearly and accurately explained and supported with relevant examples or citations	Relationships among science concepts are explained and generally supported with relevant examples or citations	Attempt to explain relationships among science concepts, but some serious omissions or misconceptions are evident; insufficient support is provided	Relationships among science concepts are not explained; little or no support is provided
All elements of sample lesson/activity are clearly aligned to Georgia Performance Standards and appropriate for the selected grade level	Various elements of the lesson/activity are clearly aligned to the Georgia Performance Standards and appropriate for the selected grade level	Elements of lesson/activity are loosely aligned to Georgia Performance Standards and may or may not be appropriate for selected grade level	Lesson and unit plan are not aligned to Georgia Performance Standards and not appropriate for selected grade level
Letters of Support			Section Score: (x 1) =
Level 4	Level 3	Level 2	Level 1
Three letters of support are included in the application packet. <u>All</u> letters provide a positive, in-depth description of the applicant's qualities as an outstanding science teacher	<u>Two</u> letters of support provide a positive, in-depth description of the applicant's qualities as an outstanding science teacher	One letter of support provides a positive, in-depth description of the applicant's qualities as an outstanding science teacher	None of the letters of support provided a positive, in-depth description of the applicant's qualities as an outstanding science teacher

Total Score:



GSTA Mini-Grant Rubric



Applicant Name

Application		Section Score: (x1)=
Level 5	Level 3	Level 1
All components of the application were submitted in an organized and timely manner.	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized.	Several components of the awards application were incomplete and/or poorly organized.
Project Description		Section Score: (x5)=
Level 5	Level 3	Level 1
Summary is well organized; appropriate in format and length; Contains no spelling or grammatical errors.	Summary is somewhat organized; appropriate in length and format; Statement has 1-2 spelling and/or grammatical errors.	Summary is unorganized; Statement has more than 2 grammatical and/or spelling errors.
Clearly states how the grant will be used includes description of materials/equipment to be purchased with specific evidence /justification (e.g., standards targeted, supporting research cited) of how they support children's learning and development of specific Science GPS	Offers description of how the grant will be used with a general reference to how they support children's development and learning of specific Science GPS.	No reference to how the materials support student's learning and/or development of specific Science GPS
A detailed timeline for all project activities is provided.	A timeline is included, but it is not detailed.	No timeline is included.
Project Innovation		Section Score: (x2)=
Level 5	Level 3	Level 1
Students will be engaged in new, innovative activities that are supported by effective science teaching methods (e.g. Inquiry, hands-on, etc.).	The plan may introduce new, innovative strategies or describe effective science teaching methods, but not both.	Strategies and activities are not new to the world of science. Effective science teaching methods are not described.
Project Budget		Section Score: (x3)=
Level 5	Level 3	Level 1
A detailed itemized list of all costs related to the project is provided.	A budget is presented, but intentions and costs are estimated or unclear.	A project budget is not included.

Total Score:



ScienceQuest Teacher Scholarship Rubric



Applicant Name _____

Application		Section Score: (x1)=
Level 5	Level 3	Level 1
All components of the application were submitted in an organized and timely manner.	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized.	Several components of the awards application were incomplete and/or poorly organized.
Scholarship Description		Section Score: (x5)=
Level 5	Level 3	Level 1
Application is well organized; appropriate in format and length; Contains no spelling or grammatical errors; and clearly describes the components of the scholarship program.	Application is somewhat organized; appropriate in length and format; has 1-2 spelling and/or grammatical errors; and provides description of the program.	Summary is unorganized; program description is lacking; Statement has more than 2 grammatical and/or spelling errors.
Provides in-depth and sophisticated explanation of how the scholarship will be used to support specific student or professional needs with detailed plan for implementing new practices.	Offers description of how the scholarship will be used to address general educational needs of students and/or teacher with an implementation plan.	Minimal or no reference of how the scholarship will support student's learning or meet the professional needs of the educator.
Application includes a detailed description of program with specific evidence /justification (e.g., standards targeted, supporting research cited) of how participation will support children's learning and/or development of specific Science GPS.	A description is included with a general reference to how this program supports student development and/or learning of specific Science GPS, but it is not detailed.	Little or no description is included.
Scholarship Innovation		Section Score: (x2)=
Level 5	Level 3	Level 1
Educator will be engaged in new, innovative teaching and learning activities designed to maximize student learning.	The educator will be engaged in new or innovative teaching and learning activities, but not both.	Strategies and activities are not new to the world of science. Effective science teaching methods are not described.
Project Budget		Section Score: (x3)=
Level 5	Level 3	Level 1
A detailed timeline and itemized list of all costs related to the scholarship are provided.	A timeline and budget are presented, but intentions and costs are estimated or unclear.	Scholarship timeline and/or budget is not included.

Total Score: _____



GSTEF Conference Grant Rubric



Applicant Name

Application		Section Score: (x1)=
Level 5	Level 3	Level 1
All components of the application were submitted in an organized and timely manner.	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized.	Several components of the awards application were incomplete and/or poorly organized.
Applicant Biographical Information		Section Score: (x5)=
Level 5	Level 3	Level 1
Leadership Philosophy: Describes high expectations for all students and clear commitment to preparing them for college or career through rigorous instructional practices. Describes variety of leadership roles used to inspire others to excel in science within and beyond the school walls.	Describes high expectations for students through quality instructional practices. Describes leadership roles within and outside of school walls.	Philosophy is unorganized; description of student expectations is lacking; Statement has more than 2 grammatical and/or spelling errors.
Impact in local school: Provides evidence of a strong innovative commitment to improving science opportunities and/or instruction above and beyond expectations.	Provides evidence demonstrating commitment to improving science opportunities and/or instruction.	Evidence provided does not demonstrate commitment to improving science within the local school.
Lesson Reflection: Describes instructional practices that are fully aligned to best practices in science education.	Describes instructional practices that are aligned to best practices in science education.	Minimal or no reference to effective science instructional practices.
Resume-Vita: Evidence of outstanding academic credentials/experience; Presents regularly at conferences or other venues; Frequently contributes to non-classroom science activities; Long standing highly involved membership in professional organizations	Evidence provided includes many of the level 5 descriptors, but a couple of the areas are average or below average.	Minimal or limited evidence provided
Grant Letters of Recommendation		Section Score: (x2)=
Level 5	Level 3	Level 1
Letters of recommendation strongly support the educator's character and involvement in the school, particularly science.	Letters of recommendation support educator's character/involvement but one may be a weak letter of recommendation.	Application is missing one or more letters of recommendation that support the educator's involvement in science.

Total Score:



Science Adventure Student Scholarship Rubric



Applicant Name _____

Application		Section Score: (x1)=
Level 5	Level 3	Level 1
All components of the application were submitted in an organized and timely manner.	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized.	Several components of the awards application were incomplete and/or poorly organized.
Scholarship Description		Section Score: (x5)=
Level 5	Level 3	Level 1
Application is well organized; appropriate in format and length; Contains no spelling or grammatical errors; and clearly describes the components of the scholarship program.	Application is somewhat organized; appropriate in length and format; has 1-2 spelling and/or grammatical errors; and provides description of the program.	Summary is unorganized; program description is lacking; Statement has more than 2 grammatical and/or spelling errors.
Provides in-depth and sophisticated explanation of why the student wants to attend and hope to gain from this program.	Offers a description of why the student wants to attend and/or hopes to gain from this program.	Minimal or no reference of why the students wants to attend this program.
Application includes a thoughtful and detailed description of how the participant will share their experiences when they return.	A description is included with a general reference to how the participant will share their experiences, but it is not detailed.	Little or no description is included.
Scholarship Letters of Recommendation		Section Score: (x2)=
Level 5	Level 3	Level 1
Letters of recommendation strongly support the student's character and involvement in school, particularly science.	Letters of recommendation support student's character/involvement but one may be a weak letter of recommendation.	Application is missing one or more letters of recommendation that support the student's character.
Project Budget		Section Score: (x3)=
Level 5	Level 3	Level 1
Student clearly explains how he/she will use the scholarship money and includes a detailed timeline.	Student explains how he/she will use the scholarship money but may not be clearly stated. Timeline is included.	Student does not address how he/she will use the scholarship money with any detail or timeline.

Total Score: _____