

## Rubric Criteria for Kansas Master Teacher Portfolios

- A. The nominee's teaching practice is **tightly connected (4), connected (3), loosely connected (2), disconnected (1)**, to his/her philosophy of teaching. *(Section 3)(Two-page max)*
- B. The successful lesson description was **clear(4&3), vague(2&1)** and the method of measuring its success was **effective(4&3), somewhat effective(2), ineffective(1)**. The description of how the nominee took (or will take) the information gained from this successful lesson and used it to improve his/her future teaching was **insightful(4), limited(3), reasonable(2), unclear, missing, or illogical(1)**. *(Section 4)(Five-page max combined with C&D)* Average of this section will be added to score.
- C. The nominee's description of working with hard-to-reach students indicates a **highly effective(4), effective(3), minimally effective(2), limited effectiveness(1)**, level of teaching. *(Section 4)(Five-page max combined with B&D)*
- D. The identification of his/her current greatest challenge in teaching and description of steps to meet this challenge demonstrate **thoughtful and informed(4), reasonable(3), some(2), little(1)** reflection. *(Section 4)(Five-page max combined with B&C)*
- E. The nominee's outreach to parents, families, and community shows a(n) **clear impact (4), impact (3), some impact (2), little impact (1)** in contributing to student learning and/or the learning community. *(Section 5)(Two-page max)*
- F. The nominee's portfolio shows evidence of **continuous(4&3), intermittent(2), some(1)**, professional growth since the beginning of his/her career with a **clear, thoughtfully stated(4), clearly stated(3), stated(2), no clearly articulated(1)** plan for the future. *(Section 6)(Three-page max combined with G)* Average of this section will be added to score.
- G. The nominee presents evidence which shows a **close connection(4), connection(3), loose connection(2), little connection(1)**, between a documented need for professional growth, the action taken to address that need, and the impact on student learning. *(Section 6)(Three-page max combined with F)*
- H. The nominee's description of how his/her professional service/service to the profession impacts student learning either directly or indirectly is **stated clearly and logically (4&3), stated, but unclear or illogical(2), missing or questionable(1)**.*(Section 7)(Two-page max)*
- I. The letters of support presented by the nominee **clearly align(4), align(3), loosely align(2), do not align(1)** with the other evidence in the portfolio. *(Section 8)*

## Scoring Rubric

Nominee name \_\_\_\_\_

Criterion	Level	Notes
A. The nominee's teaching practice is <b>tightly connected (4), connected (3), loosely connected (2), disconnected (1)</b> , to his/her philosophy of teaching. <i>(Section 3) (Two-page max)</i>	4 3 2 1	
B. The successful lesson description was <b>clear(2 &amp; 1.5), vague(1 &amp; .5)</b> and the method of measuring its success was <b>effective(2 &amp; 1.5), somewhat effective(1), ineffective(.5)</b> . The description of how the nominee took (or will take) the information gained from this successful lesson and used it to improve his/her future teaching was <b>insightful(2), limited(1.5), reasonable(1), unclear, missing, or illogical(.5)</b> . <i>(Section 4) (Five-page max combined with C&amp;D)</i>	4 3 2 1 4 3 2 1 Average _____	
C. The nominee's description of working with hard-to-reach students indicates a <b>highly effective(4), effective(3), minimally effective(2), limited effectiveness(1)</b> , level of teaching. <i>(Section 4) (Five-page max combined with B&amp;D)</i>	4 3 2 1	
D. The identification of his/her current greatest challenge in teaching and description of steps to meet this challenge demonstrate <b>thoughtful and informed(4), reasonable(3), some(2), little(1)</b> reflection. <i>(Section 4) (Five-page max combined with B&amp;C)</i>	4 3 2 1	
E. The nominee's outreach to parents, families, and community shows a(n) <b>clear impact (4), impact (3), some impact (2), little impact (1)</b> in contributing to student learning and/or the learning community. <i>(Section 5)(Two-page max)</i>	4 3 2 1	
F. The nominee's portfolio shows evidence of <b>continuous(4&amp;3), intermittent(2), some(1)</b> , professional growth since the beginning of his/her career with a <b>clear, thoughtfully stated(4), clearly stated(3), stated(2), no clearly articulated(1)</b> plan for the future. <i>(Section 6) (Three-page max combined with G)</i>	4 3 2 1 4 3 2 1 Average _____	
G. The nominee presents evidence which shows a <b>close connection(4), connection(3), loose connection(2), little connection(1)</b> , between a documented need for professional growth, the action taken to address that need, and the impact on student learning. <i>(Section 6) (Three-page max combined with F)</i>	4 3 2 1	
H. The nominee's description of how his/her professional service/service to the profession impacts student learning either directly or indirectly is <b>stated clearly and logically (4&amp;3), stated, but unclear or illogical(2), missing or questionable(1)</b> . <i>(Section 7) (Two-page max)</i>	4 3 2 1	
I. The letters of support presented by the nominee <b>clearly align(4), align(3), loosely align(2), do not align(1)</b> with the other evidence in the portfolio. <i>(Section 8)</i>	4 3 2 1	