



Candidate: _____

Extensive / Very Strong	Strong / Strong	Moderate / Good	Limited / Weak	Very Limited / Very Weak
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	5 points	4 points	3 points	2 points	1 point	Section Score
Letter of Recommendation (three required)	Letters of support testify to the candidate's extensive professional involvement, professional growth, and a variety of professional leadership experiences.	Letters of support testify to the candidate's strong level of professional involvement, professional growth, and a variety of professional leadership experiences.	Letters of support testify to candidate's moderate level of professional involvement, professional growth, and some leadership experiences.	Letters of support testify to the candidate's limited level of professional involvement, professional growth, or leadership experiences.	Letters of support do not testify to the candidate's level of professional involvement, professional growth, nor any leadership experiences.	

Notes:

	15 points	12 points	9 points	6 points	3 points	Section Score
Personal Statement	Personal statement is extremely compelling , with a very strong, clear message about the value of learning languages and developing cultural competence for all learners.	Personal statement is compelling with a strong, clear message about the value of learning languages and developing cultural competence for all learners.	Personal statement is moderately compelling with a clear message about the value of learning languages and developing cultural competence for all learners.	Personal statement is somewhat compelling , with an unclear message about the value of learning languages and developing cultural competence for all learners.	Personal statement is not compelling and has no clear message about the value of learning languages and developing cultural competence for all learners.	

Notes:

	10 points	8 points	6 points	4 points	2 points	Section Score
Curriculum Vitae & Documentation of Professional Involvement	Documentation demonstrates very strong evidence of a variety of leadership experiences, including advocacy, and a very strong interest in and commitment to professional growth and involvement in professional organizations.	Documentation demonstrates strong evidence of a variety of leadership experiences, including advocacy, and a strong interest in and commitment to professional growth and involvement in professional organizations.	Documentation demonstrates moderate evidence of a variety of leadership experiences, including advocacy, and some interest in and commitment to professional growth and involvement in professional organizations.	Documentation demonstrates some evidence of a leadership experiences, including advocacy, or little interest in and commitment to professional growth and involvement in professional organizations.	Documentation demonstrates minimal, if any, interest in and commitment to professional growth and involvement in professional organizations.	

Notes:

	10 points	8 points	6 points	4 points	2 points	Section Score
Reflection on Professional Involvement Documentation	<p>Reflection very strongly describes and analyzes how professional involvement has impacted them as a teacher.</p> <p>It very strongly describes the <i>significant</i> impact they have had on student learning and language learning in general in their school, district, and/or state.</p>	<p>Reflection strongly describes and analyzes how professional involvement has impacted them as a teacher.</p> <p>It strongly describes the impact they have had on student learning and language learning in general in their school, district, and/or state.</p>	<p>Reflection moderately describes and analyzes how professional involvement has impacted them as a teacher.</p> <p>It moderately describes the impact they have had on student learning and language learning in general in their school, district, and/or state.</p>	<p>Reflection somewhat describes and analyzes how professional involvement has impacted them as a teacher.</p> <p>It weakly describes the impact they have had on student learning and language learning in general in their school, district, and/or state.</p>	<p>Reflection does not describe nor analyze how professional involvement has impacted them as a teacher.</p> <p>It does not describe the impact they have on student learning nor on language learning in their school, district, and/or state.</p>	

Notes:

	10 points	8 points	6 points	4 points	2 points	Section Score
Classroom Video	Video provides very strong evidence of effective use of the target language by both teacher and student, as well as a variety of strategies that enhance the effectiveness of the lesson.	Video provides strong evidence of effective use of the target language by both teacher and student, as well as a variety of strategies that enhance the effectiveness of the lesson.	Video provides moderate evidence of effective use of the target language by both teacher and student, as well as a variety of strategies that enhance the effectiveness of the lesson.	Video provides weak evidence of effective use of the target language by both teacher and student, as well as a variety of strategies that enhance the effectiveness of the lesson.	Video provides no evidence of effective use of the target language by both teacher and student, nor a variety of strategies that enhance the effectiveness of the lesson.	

Notes:

	15 points	12 points	9 points	6 points	3 points	Section Score
Reflection on Classroom Video	<p>Reflection does describe learning goals and targets of the lesson, provides details on activities and impact, and provides very strong evidence of interpretive, interpersonal, and presentational elements.</p> <p>Reflection demonstrates a very strong ability to assess the effectiveness of a lesson and plan for next steps.</p>	<p>Reflection does describe learning goals and targets of the lesson, provides details on activities and impact, and provides strong evidence of interpretive, interpersonal, and presentational elements.</p> <p>Reflection demonstrates a strong ability to assess the effectiveness of a lesson and plan for next steps.</p>	<p>Reflection does describe learning goals and targets of the lesson, provides details on activities and impact, provides moderate evidence of interpretive, interpersonal, and presentational elements.</p> <p>Reflection demonstrates a moderate ability to assess the effectiveness of a lesson and plan for next steps.</p>	<p>Reflection might or might not describe learning goals and targets of the lesson, provide details on activities and impact, or provide some evidence of interpretive, interpersonal, and presentational elements.</p> <p>Reflection might or might not demonstrate an ability to assess the effectiveness of a lesson and plan for next steps.</p>	<p>Reflection does not describe learning goals and targets of the lesson; does not provide details on activities and impact; does not provide any evidence of interpretive, interpersonal, and presentational elements, and does not reflect on the lesson's effectiveness or use of the target language. Does not provide next steps.</p>	

Notes:

	10 points	8 points	6 points	4 points	2 points	Section Score
Examples of Student Work (two required)	Student work very strongly demonstrates evidence of varied instructional strategies and the integration of the goals of the <i>World-Readiness Standards for Learning Languages</i> (5 C's).	Student work strongly demonstrates evidence of varied instructional strategies and the integration of the goals of the <i>World-Readiness Standards for Learning Languages</i> (5 C's).	Student work demonstrates moderate evidence of varied instructional strategies and the integration of the goals of the <i>World-Readiness Standards for Learning Languages</i> (5 C's).	Student work demonstrates some evidence of varied instructional strategies and the integration of the goals of the <i>World-Readiness Standards for Learning Languages</i> (5 C's).	Student work demonstrates minimal, if any, evidence of varied instructional strategies and the integration of the goals of the <i>World-Readiness Standards for Learning Languages</i> (5 C's).	

Notes:

	15 points	12 points	9 points	6 points	3 points	Section Score
Reflection on Student Work	Reflection suggests very strong understanding of proficiency levels , best practices of language learning and teaching including the integration of the 5 C's, encourages target language use, and provides very effective use of feedback to students.	Reflection suggests strong understanding of proficiency levels , best practices of language learning and teaching including the integration of the 5 C's, encourages target language use, and provides effective use of feedback to students.	Reflection suggests moderate understanding of proficiency levels , best practices of language learning and teaching including the integration of the 5 C's, encourages target language use, and provides moderately effective use of feedback to students.	Reflection suggests weak understanding of proficiency levels , best practices of language learning and teaching including the integration of the 5 C's, encourages target language use, and provides some effective use of feedback to students.	Reflection suggests minimal, if any, understanding of proficiency levels , best practices, and does not encourage target language use, or provides minimal, if any, effective use of feedback to students.	

Notes:

Responses to Questions	5 points	4 points	3 points	2 points	1 point	Section Score
<p>Question 1: How does the teacher engage and encourage students in language and cultural-related activities beyond the classroom, including activities that are appropriate for students at different levels of instruction?</p>	<p>The candidate offers their students a variety of impactful, engaging, and appropriate language and cultural activities beyond the classroom.</p> <p>AND</p> <p>The candidate ensures that students at the different levels have access to these activities, if applicable.</p>	<p>The candidate offers their students engaging and appropriate language and cultural activities beyond the classroom.</p> <p>AND</p> <p>The candidate makes attempts to let students at the different levels have access to these activities, if applicable.</p>	<p>The candidate offers their students some minimal language and cultural activities beyond the classroom.</p> <p>AND</p> <p>the candidate makes a weak attempt to let students at different levels to have access to these activities, if applicable.</p>	<p>The candidate did not describe the language and cultural activities they may offer students beyond the classroom.</p> <p>OR</p> <p>The candidate did not mention whether the different levels they teach have access to these activities or stated that they only allow access to certain levels.</p>	<p>The candidate did not describe the language and cultural activities they may offer students beyond the classroom.</p> <p>AND</p> <p>The candidate did not mention whether the different levels they teach have access to these activities.</p>	
<p>Question 2: How do the samples of student work and classroom video reflect the teacher's personal statement on the value of learning languages and culture for all learners?</p>	<p>The candidate's answer to this question aligns very strongly with the evidence provided in this portfolio.</p>	<p>The candidate's answer to this question aligns strongly with the evidence provided in this portfolio.</p>	<p>The candidate's answer to this question aligns moderately with the evidence provided in this portfolio.</p>	<p>The candidate's answer to this question aligns minimally with the evidence provided in this portfolio.</p>	<p>The candidate's answer to this question does not align with the evidence provided in this portfolio.</p>	
Total Score						____/100



ACTFL National Language Teacher of the Year
Selection Committee Portfolio Rubric



Language Connects
Foundation

Notes: