

TNLI Scoring Rubric

REVIEW CRITERIA	Exceeds Expectations 4	Some Concerns 2	Not at All 0
a) The application is clear, neat, and complete.	Application questions are all answered thoroughly and free of spelling, grammatical, and punctuation errors.	Application lacks some requested information; some spelling, grammatical, and punctuation errors.	Major parts of application missing; major spelling, grammatical, and punctuation errors.
b) Application is well written.	Overall, the applicant delivers a thoughtful and well planned application with specifics and details to back up each question.	The application is somewhat thoughtful and moderately well planned. There are vague specifics and details to back up each question.	The application appears rushed and not well thought-out and planned. It also lacks details to back up each question.
c) The teacher has demonstrated previous leadership experience	The applicant demonstrates strong leadership through leadership roles and/or has received recognition/awards for teaching; applicant lists examples of both.	The applicant demonstrates some leadership experience through leadership roles and/or has received some recognition/awards; applicant lists some examples.	The applicant does not appear to have any leadership experience and/or no examples of leadership experience.
d) The teacher lists clear and compelling reasons for wanting to participate in TNLI	The applicant gives strong reasons for wanting to be a TNLI fellow and expresses a desire to reflect on and analyze current teaching practices in his/her classroom.	The applicant gives vague reasons for wanting to be a TNLI fellow and shows little evidence of a desire to reflect on and analyze current teaching practices in his/her classroom.	The applicant gives little or no reasons for wanting to be a TNLI fellow and does not seem to reflect and analyze current teaching practices in the classroom.
e) The teacher demonstrates a basic understanding of the purpose of action research	The applicant demonstrates a willingness to ask questions, explore issues, and dedicate time to delve deeply into the issues that interest him/her.	The applicant demonstrates a moderate willingness to ask questions, explore issues, and dedicate time to delve into the issues that interest him/her.	The applicant demonstrates little or no willingness to ask questions, explore issues, and dedicate time to delve into the issues that interest him/her.
f) There is evidence that the teacher is dedicated to improving student achievement, teacher instruction, and to the education field as a whole	The applicant expresses a desire to use his/her research to make changes in education beyond his/her classroom. The letter of support confirms the applicant's desire and initiative to make changes.	The applicant expresses some desire to use his/her research to make changes in education beyond his/her classroom. The letter of support conveys some desire in the applicant to make changes.	The applicant expresses a very weak desire to use his/her research to make changes in education beyond his/her classroom. The letter of support does not convey the desire or initiative in the applicant to make changes.
g) The teacher has clearly produced positive classroom or school change.	The applicant provides a convincing example of how he/she has produced change and gives evidence that this change yielded positive outcomes.	The applicant provides an average example of producing change and gives a little evidence that this change yielded positive outcomes.	The applicant provides a weak and/or no example of producing change and lacks evidence that this change yielded positive outcomes.
h) There is evidence that the teacher has worked effectively with other teachers to improve instruction	The applicant provides a strong example of collaboration and evidence of improvement as an outcome. The letter of support recognizes the applicant's ability to collaborate and work with others.	The applicant provides a moderate example of collaboration with some evidence of improvement as an outcome. The letter of support suggests some ability to collaborate and work with others.	The applicant provides a weak example of collaboration with little or no evidence of improvement as an outcome. The letter of support does not recommend the applicants ability to collaborate and work with others.
i) There is evidence that the teacher has the capacity to be reflective about their own teaching or existing practices at school	Throughout the application, the applicant conveys an eagerness to look back at their teaching, try new things, and analyze outcomes. The letter of support confirms the applicants desire to question and take action to make a positive difference.	Throughout the application, the applicant conveys some desire to look back at their teaching, try new things, and analyze outcomes. The letter of support also suggests a moderate desire to question and take action to make a positive difference.	Throughout the application, the applicant lacks an eagerness to look back at their teaching, try new things, and analyze outcomes. The letter of support does not recommend the applicant for his/her desire to question and take action to make a positive difference.