

Study Group Team Member Scoring Rubric

REVIEW CRITERIA	Exceeds Expectations 4	Some Concerns 2	Not at All 0
a) The application is 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) The teacher's reasons for wanting to adapt the Instructional Strategy are clearly stated.	Applicant shows a strong desire to learn the Instructional Strategy and gives clear, convincing reasons for learning and adapting the Instructional Strategy to his/her classroom.	Application shows some desire to learn the Instructional Strategy; reasons given for learning and adapting the Instructional Strategy are vague and/or questionable.	Application shows little or no desire and passion to learn and adapt the Instructional Strategy and/or unconvincing reasons for joining a Study Group.
c) The Instructional Strategy addresses an educational need in the teacher's classroom.	Application clearly states a strong justification and need for this Instructional Strategy in this classroom based on the classroom's current state.	There is some justification and need for this Instructional Strategy in this classroom based on the classroom's current state.	Little or no justification and need for this Strategy in this classroom based on the classroom's current state.
d) The applicant clearly articulates how the Instructional Strategy will benefit students.	Definite evidence that project will impact student learning and/or achievement from the implementation of the Strategy and will be structured to the needs of the student.	Vague evidence that project will impact student learning and/or achievement from the implementation of the Strategy, and vague about structuring it to the needs of the student.	Little or no evidence that project will impact student learning and/or achievement from the implementation of the Strategy, and little or no evidence that it will be structured to student needs.
e) The applicant clearly demonstrates how the Instructional Strategy would be adapted to his or her classroom.	Application clearly indicates how the instructional strategy could be incorporated into this classroom.	Application vaguely indicates how the instructional strategy could be incorporated into this classroom.	Application gives little or no indication how the instructional strategy could be incorporated into this classroom.
f) Applicant shows understanding and appreciation of the benefits of the Study Group model and would be an active contributor	Applicant shows strong understanding and appreciation of the collaborative nature of Study Groups, a strong desire to learn from the coach as well as other team members, and seems eager to actively contribute to the group.	Applicant shows partial understanding of the benefits of being in a Study Group. The applicant expresses some desire to collaborate and learn from the coach as well as other team members and seems only mildly interested in contributing to the group.	Applicant does shows almost no appreciation of the benefits of a Study Group, expresses little or no desire to collaborate and learn from the coach as well as other team members, and seems uneager to contribute to the group.
g) The applicant clearly demonstrates commitment to the requirements and time demands of the study group.	Definite evidence that the applicant is willing and ready to dedicate time, energy, and effort into the entire study group process.	Questionable whether applicant is willing and ready to dedicate time, energy, and effort into the entire study group process.	Applicant is unconvincing that he/she is willing to dedicate time, energy, and effort into the entire study group process.