

## SOCIAL STUDIES CADRE APPLICATION RUBRIC

The rubric below will be used to evaluate the answers provided *by the applicant* in the *Application Survey*.

	<b>Exceeds Standard (8-10 pts each)</b>	<b>Meets Standard (5-7 pts each)</b>	<b>Below Standard (0-4 pts each)</b>
<b>Interest and Experience</b>	The applicant presents <b>compelling evidence</b> of relevant interest in the position.	The applicant presents <b>good evidence</b> of relevant interest in the position.	The applicant presents <b>little to no evidence</b> of relevant interest in the position.
<b>Interest and Experience</b>	The applicant presents <b>compelling evidence</b> of unique personal or professional experiences that add value to the diversity of the Cadre.	The applicant presents <b>good evidence</b> of unique personal or professional experiences that add value to the diversity of the Cadre.	The applicant presents <b>little to no evidence</b> of unique personal or professional experiences that add value to the diversity of the Cadre.
<b>Excellence in Teaching</b>	The applicant presents <b>compelling evidence</b> of their recognition from peers and/or students for excellence in teaching.	The applicant presents <b>good evidence</b> of their recognition from peers and/or students for excellence in teaching.	The applicant presents <b>little to no evidence</b> of their recognition from peers and/or students for excellence in teaching.
<b>Teacher Leader</b>	The applicant describes <b>abundant experience</b> as a teacher leader in the school community.	The applicant describes <b>some experience</b> as a teacher leader in the school community.	The applicant describes <b>little to no experience</b> as a teacher leader in the school community.
<b>Washington State Learning Standards and Classroom-based Assessments (formerly CBAs)</b>	The applicant identifies <b>exceptional familiarity</b> with the Learning Standards and CBAs.	The applicant identifies <b>moderate familiarity</b> with the Learning Standards and CBAs.	The applicant identifies <b>little to no familiarity</b> with the Learning Standards and CBAs.
<b>Washington State Learning Standards and Classroom-based Assessments (formerly CBAs)</b>	The applicant describes <b>abundant experience</b> aligning lessons to the Learning Standards and CBAs.	The applicant describes <b>some experience</b> aligning lessons to the Learning Standards and CBAs.	The applicant describes <b>little to no experience</b> aligning lessons to the Learning Standards and CBAs.

	<b>Exceeds Standard (8-10 pts each)</b>	<b>Meets Standard (5-7 pts each)</b>	<b>Below Standard (0-4 pts each)</b>
<b>Washington State Learning Standards and Classroom-based Assessments (formerly CBAs)</b>	The applicant provides <b>compelling evidence</b> of having brought the Learning Standards to life in their classroom, school, or district.	The applicant provides <b>good evidence</b> of having brought the Learning Standards to life in their classroom, school, or district.	The applicant provides <b>little to no evidence</b> of having brought the Learning Standards to life in their classroom, school, or district.
<b>Writing Curricula, Centering Inquiry, and Integrating with Other Disciplines</b>	The applicant describes <b>abundant experience</b> writing curricula.	The applicant describes <b>some experience</b> writing curricula.	The applicant describes <b>little to no experience</b> writing curricula.
<b>Writing Curricula, Centering Inquiry, and Integrating with Other Disciplines</b>	The applicant's curricula-writing experience includes <b>both</b> lessons centered around inquiry <b>and</b> lessons that integrate social studies with other disciplines.	The applicant's curricula-writing experience includes <b>either</b> lessons centered around inquiry <b>or</b> lessons that integrate social studies with other disciplines.	The applicant's curricula-writing experience includes <b>neither</b> lessons centered around inquiry <b>nor</b> lessons that integrate social studies with other disciplines.
<b>Culturally-responsive Teaching Practices</b>	The applicant describes <b>abundant expertise</b> in culturally-responsive teaching practices.	The applicant describes <b>some expertise</b> in culturally-responsive teaching practices.	The applicant describes <b>little to no expertise</b> in culturally-responsive teaching practices.
<b>Culturally-responsive Teaching Practices</b>	The applicant describes <b>abundant experience</b> working with diverse populations of students, staff, and communities.	The applicant describes <b>some experience</b> working with diverse populations of students, staff, and communities.	The applicant describes <b>little to no experience</b> working with diverse populations of students, staff, and communities.
<b>Culturally-responsive Teaching Practices</b>	The applicant provides <b>compelling evidence</b> of their preparedness to support and uplift diverse abilities, cultures, and stories.	The applicant provides <b>good evidence</b> of their preparedness to support and uplift diverse abilities, cultures, and stories.	The applicant provides <b>little to no evidence</b> of their preparedness to support and uplift diverse abilities, cultures, and stories.