



A+PEL Awards Program: General Essay Rubric

Candidate _____

Assessed by _____ on _____

Please assign a level for each category. If the applicant does not exhibit at least the minimal criteria, then assign a 0.

Criteria	1	2	3	4	Level
Impact on the Profession	The described activity does not impact the teacher as a professional	The activity provides the teacher with some professional enrichment	Provides immediate benefits to the teacher that may improve the classroom environment or student learning	Significantly impacts the teachers as a professional and clearly results in a significant positive impact on student learning	
Professional Collaboration	The activity in question only affects the applicant	Information gained from the activity will be shared at a local school site	Information gained from the activity will be shared at a local A+PEL chapter meeting	Information gained from the activity will be shared at an A+PEL state workshop or conference	
Longevity	There is only a temporary (less than one year) benefit to the teacher/students	There is a short term benefit (1 year) to the teacher/students	There is a long term benefit (3 years) to the teacher/students	There is a permanent benefit to the teacher/students	
A+PEL Membership Involvement	A+PEL member OR participated in at least 1 A+PEL activity	A+PEL member AND participated in at least 1 A+PEL activity	Has served in a leadership or volunteer capacity for at least 1 A+PEL activity (Ex: school level rep.)	Currently or previously served as an A+PEL Chapter Officer, University Chapter Officer, or on the Board of Directors	
Total					

Clarification of Terms:

1. **“Activity”** may refer to coursework, conferences, or lessons based on purchased materials depending on the scholarship/grant in question.
2. **“Impact on the Profession”** is an estimation/assessment of the impact of the activity on the professionalism of the recipient and ultimately the impact on student learning.
 - a. For example, a conference that trains a teacher in a specific, well-established method of teaching that has positive research based impacts on student learning would have a high impact factor. On the other hand, if the teacher cannot relate the activity to improving student learning, then the impact factor would be low.
3. **“Professional Collaboration”** is meant to assess the impact the activity has on other teachers besides the recipient. The ultimate goal is to promote A+PEL members in establishing informal learning communities within the organization.
 - a. To be awarded a 3 or 4 on this rubric, individuals must agree to present at an A+PEL sponsored meeting (such as the summer conference), unless there are extenuating circumstances.
 - i. As an alternative to a public presentation, a written report may be submitted to A+PEL’s state office detailing the information gained from the activity.
 - ii. Any report given to A+PEL may be sent out as promotional material, posted on the A+PEL website, or otherwise used to promote A+PEL and to share knowledge and learning with other A+PEL members.
 - b. This agreement must be present within the applicant’s written statement
4. **“Longevity”** measures the years of impact.
 - a. For example, if materials purchased only last for a single year or lesson, then the applicant lacks longevity in their proposal.
 - b. Activities that permanently alter a teacher’s teaching methodology and have the potential to impact multiple classes over a number of years would have a high rating in longevity.
5. **“A+PEL Membership Involvement”** is meant to award those members who have gone beyond the normal requirements of membership to serve in the activities and leadership positions of A+PEL.
 - a. A+PEL sponsored workshops, conferences, university chapter meetings, or local chapter meetings are considered A+PEL activities for the purpose of scoring this rubric.
 - b. Appearing in public to receive an award from A+PEL is not considered an activity.