

Early Childhood Teacher and Leader of the Year Rubric for Evaluating Application Submissions

An exemplary candidate for Early Childhood Teacher of the Year is one who:

- **Demonstrates excellence in the field, guiding children of all backgrounds and abilities to achieve excellence.**
 - a. *An Early Childhood Teacher of the Year serves economically-disadvantaged children by working in a Type III Center, Head Start Center, or Family Child Care Center participating in the Accountability Pilot, serving children who are in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness*
- **Demonstrates leadership and innovation in classrooms and in the community, and helps children be successful.**
 - a. *An Early Childhood Teacher of the Year participates in professional development opportunities, is certified in, or on the path to certification for the Early Childhood Ancillary Certificate, or a valid Level 1/2/3 certificate with a pre-k through 3 add on, and seeks opportunities to help transition children to future education levels, i.e. pre-K to Kindergarten*
- **Collaborates with colleagues, children, families, and community to foster children’s success, as well as create a school culture of growth and development and positivity.**
 - a. *An Early Childhood Teacher of the Year earns exemplary CLASS® Scores, has a classroom that consistently facilitates a positive climate in their classroom, and has strong professional relationships with co-teachers, fellow staff members, and director(s).*
- **May be involved in/leads work in or beyond the classroom that is relevant and impactful based on the current educational landscape in Louisiana and nationwide.**
- **Is inspiring, compelling, and professional and has the ability to connect and represent the state.**
 - a. *An Early Childhood Teacher of the Year is a person with a compelling commitment to the work, who is able to clearly articulate their “why” for teaching our youngest children and their belief in the value of Early Childhood Education for our state and our country.*

An exemplary candidate for Early Childhood Leader of the Year is one who:

- **Collaborates with colleagues, children, families, and the early childhood community to foster children’s success, as well as to create a site culture of growth, development and positivity.**
 - a. *An Early Childhood Leader of the Year Directs a program which serves economically disadvantaged children, children who are in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (Directs a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC). An Early Childhood Leader of the Year’s staff earn exemplary CLASS[®] scores, especially in positive interactions with children; have classrooms where children are consistently joyful and growing; and have strong professional relationships among the community.*
 - b. *An Early Childhood Leader of the Year hires and leads staff of diverse backgrounds, with strong community connections, who are highly qualified to educate and care for children.*
 - c. *An Early Childhood Leader of the Year engages families in many ways, such as engagement events, regular feedback, and parent education.*

- **May be involved in or may lead work, in or beyond the site walls, that is relevant and impactful based on the current educational landscape in Louisiana and nationwide.**
 - d. *An Early Childhood Leader of the Year seeks opportunities to be a leader in the community and field through engagement with the lead agency and other stakeholders.*
 - e. *An Early Childhood Leader of the Year participates in leadership development programs.*
 - f. *An Early Childhood Leader of the Year has relationships with community stakeholders for the benefit of the children in care at their site.*

- **Is inspiring, compelling, and professional and has the ability to connect with stakeholders and represent the state as a model for Early Childhood Education.**
 - g. *An Early Childhood Leader of the Year is a person with a compelling commitment to the work, who is able to clearly articulate their “why” for supporting our youngest children and their belief in the value of Early Childhood Education for our state and our country.*

Professional Work History Rubric (both TOY and LOY)

Characteristic	5	4	3	2	1
Work History and Exceptional Experiences	<p>The teacher has a combination of more than 3 years in the field, working in a Type III center, Head Start Center, or FCC or other education focused employment.</p> <p>The teacher has many additional experiences beyond the classroom that benefit children’s social and emotional growth, displays connections in the community, and leadership.</p>	<p>The teacher has a combination of 2 years in the field, working in a Type III center, Head Start Center, or FCC, or other education focused employment.</p> <p>The teacher has 2-3 additional experiences beyond the classroom that benefit children’s social and emotional growth, displays connections in the community, and leadership.</p>	<p>The teacher has a combination of 1 years in the field, working in a Type III center, Head Start Center, or FCC or other education focused employment.</p> <p>The teacher has one additional experience beyond the classroom that benefits children’s social and emotional growth, displays connections in the community, and leadership.</p>	<p>The teacher has worked at least one year in the field, working in a Type III center Head Start Center, or FCC, or other education focused employment.</p> <p>The teacher has additional experiences that do not clearly benefit children or the community.</p>	<p>The teacher has worked one year in the field, working in a Type III center, Head Start Center, or FCC</p> <p>The teacher does not have additional experiences beyond work.</p>
Highly Qualified Skills	<p>The teacher is up to date on all ECAC requirements, and has at least one additional certifications such as CLASS® observation, TS Gold© interrater reliability, ACES, ASQ, etc.</p>	<p>The teacher is up to date on all ECAC requirements, and may be on the path to, but not yet completed, or has some additional certifications like CLASS® observation, TS Gold© interrater reliability, ACES, ASQ, etc.</p>	<p>The teacher is up to date on all ECAC requirements.</p>	<p>The teacher is on the path to their ECAC.</p>	<p>The teacher does not have their ECAC and is not on the path to certification.</p>

Teaching Video Rubric (both TOY and LOY)

The video should be no more than ten minutes of the teacher’s instruction. This video will be evaluated on similar criteria to the CLASS® rubric, though because it is a shorter snapshot of time, will be evaluated on the modified rubric below.

Characteristic	5	4	3	2	1
Teacher Voice and Presence	Teacher exhibits clear confidence, positive and respectful relationships with children. Teacher effectively manages the room in an exemplary way with all children fully engaged and no off task behaviors are observed.	Teacher exhibits confidence, positive and respectful relationships with children. Teacher effectively manages the room with all children fully engaged or off-task behaviors are addressed.	Teacher appears somewhat confident, has some evidence of positive and respectful relationships with children. Leader manages the room but with some children off task that are not addressed.	Teacher appears to struggle with confidence, has little evidence of positive and respectful relationships with children. Teacher manages the room but with many children off task that are not addressed.	Teacher struggles to demonstrate any leadership presence, is not engaging the room, and many if not all children are off-task or disengaged, or engaging in unsafe behaviors.
Facilitation of Learning	Teacher has created a stimulating learning environment where all children have choices to engage in developmentally appropriate tasks that are actively facilitated by the teacher.	Teacher has created a stimulating learning environment where most children have choices to engage in developmentally appropriate tasks that are mostly facilitated by the teacher.	Teacher has created a learning environment where some children have choices to engage in, or all children are engaged in the same, developmentally appropriate tasks that are somewhat facilitated by the teacher.	Teacher has created an environment where children have limited choices to engage in, or all children are engaged in the same, task(s) that are minimally facilitated by the teacher, and/or are not developmentally appropriate.	Teacher has created an environment where children are minimally, or not at all, engaged in learning. Teacher is passively monitoring the room.
Language and Feedback	Teacher always models language for children by repeating and extending	Teacher sometimes models language for children by repeating	Teacher occasionally models language for children by repeating	Teacher struggles to model language for children by repeating	Teacher does not model any advanced language, rarely engages verbally

	<p>their own words, providing sincere encouragement and affirmation, expands knowledge through a variety of new or advanced vocabulary, and always gives feedback on behavior and language performed or spoken by children.</p>	<p>and extending their own words, providing sincere encouragement and affirmation, expands knowledge through a some new or advanced vocabulary, and sometimes gives feedback on behavior and language performed or spoken by children.</p>	<p>and extending their own words, providing some encouragement or affirmation, and may attempt to expand knowledge through vocabulary, and rarely gives feedback on behavior and language performed or spoken by children.</p>	<p>and extending their own words. Provides limited and encouragement or affirmation. Teacher does not attempt to expand knowledge through vocabulary, and rarely gives feedback on behavior and language performed or spoken by children.</p>	<p>with children, and provides little to no feedback on children's speech or behavior.</p>
--	---	--	--	---	--

Teaching Materials Rubric

Select which of the following the teacher chose to submit:

<p>All TOY Applicants must choose <i>at least one</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plan corresponding to the teaching video submitted <input type="checkbox"/> Feedback and scores from a recent coaching/CLASS® observation and session 	<p>All TOY Applicants must choose <i>at least one</i> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional teaching video of a different day/lesson/skill <input type="checkbox"/> Video tour of classroom (<i>guidance in appendix</i>) <input type="checkbox"/> Video interviews of at least one child or family (<i>questions in appendix</i>) <input type="checkbox"/> Family letter of recommendation
--	--

Characteristic	5	4	3	2	1
Thoughtful Planning and Preparation for Teaching Children	Materials demonstrate deeply thoughtful preparation for instruction with connections to developmentally appropriate materials, activities, and language for children	Materials demonstrate preparation for instruction with connections to developmentally appropriate materials, activities, and language for children	Materials demonstrate some preparation for instruction with connections to developmentally appropriate materials, activities, and language for children, but not yet high quality	Materials demonstrate some preparation for instruction with connections to developmentally appropriate materials, activities, and language for children, but are far from high quality	Materials do not demonstrate any kind of quality preparation for instruction
Relationships and Connections with Families and Colleagues	Materials demonstrate the teacher has built an exceptional sense of belonging in the classroom crucial for child development	Materials demonstrate the teacher has built a strong sense of belonging in the classroom crucial for child development	Materials demonstrate the teacher has started to build a sense of belonging in the classroom crucial for child development	Materials demonstrate the teacher is attempting to build a sense of belonging in the classroom crucial for child development, but not yet present	Materials demonstrate the teacher has not fostered a sense of belonging in the classroom.



<p>High Quality Instruction</p>	<p>Lesson indicates that the teacher uses an exceptional variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest children and gain their participation during activities and lessons.</p>	<p>Lesson indicates that the teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest children and gain their participation during activities and lessons.</p>	<p>Lesson indicates that the teacher may use some variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest children and gain their participation during activities and lessons, however the variety is limited.</p>	<p>Lesson indicates that the teacher is engaging children through auditory, visual, or movement and uses one or two materials to attempt to interest children and gain their participation during activities and lessons.</p>	<p>Lesson indicates that the teacher is not able to engage children through limited modalities. Lesson also indicates minimal engagement or accessibility for children.</p>
<p>Assessment (Internal EC Strategy Team <i>only</i> will evaluate this)</p>	<p>Teacher's MyTeachingStrategies[®] account shows high-quality documentation to support objective ratings. Teacher actively participates in multiple professional development opportunities related to early childhood assessment and has current Interrater Reliability Certification.</p>	<p>Teacher's MyTeachingStrategies[®] account shows some quality documentation to support objective ratings. Teacher participates in professional development related to early childhood assessment and has current Interrater Reliability Certification.</p>	<p>Teacher's MyTeachingStrategies[®] account shows limited documentation to support objective ratings. Teacher participates in professional development related to early childhood assessment or has current Interrater Reliability Certification.</p>	<p>Teacher's MyTeachingStrategies[®] account shows limited documentation to support objective ratings. Teacher has a limited participation in professional development related to early childhood assessment or has previously held an Interrater Reliability Certification.</p>	<p>Teacher's MyTeachingStrategies[®] account shows limited documentation to support objective ratings.</p>

Essay Questions Exemplar Rubric (TOY)

1. Why do you work in Early Childhood Education? Why is this work important to you?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question asked.	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic	Applicant does not provide reasoning that ties the evidence to the claim
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.	Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the	Response is unclear to the point of minimal to no understanding by the reviewing team.

			applicant.	applicant.	
--	--	--	------------	------------	--

Essay Questions Exemplar Rubric (TOY)

2. Imagine you're meeting parents with their first toddler, unsure about starting child care. What would you say to them?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question asked.	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic	Applicant does not provide reasoning that ties the evidence to the claim
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack	Response is somewhat understood by any and all people reviewing. There are some moments of lack of	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of	Response is unclear to the point of minimal to no understanding by the reviewing team.

		of clarity.	clarity that impact the meaning of the applicant.	clarity that impact the meaning of the applicant.	
--	--	-------------	---	---	--

Essay Questions Exemplar Rubric (TOY)

3. What makes you an excellent early childhood educator?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question asked.	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic	Applicant does not provide reasoning that ties the evidence to the claim
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no	Response is clearly understood by any and all people reviewing.	Response is somewhat understood by any and all people reviewing.	Response is somewhat understood by any and all people reviewing,	Response is unclear to the point of minimal to no understanding by the

	instances of confusion or lack of clarity	There may be some small moments of lack of clarity.	There are some moments of lack of clarity that impact the meaning of the applicant.	but there are many instances of lack of clarity that impact the meaning of the applicant.	reviewing team.
--	---	---	---	---	-----------------

Essay Questions Exemplar Rubric (TOY)

4. In national discussions around early childhood, there is a lot of energy around its importance, and increased funding for early childhood. What do policy makers need to know about the work that you do as they make decisions about policy and funding?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question asked.	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic	Applicant does not provide reasoning that ties the evidence to the claim
Conventions,	Response is clearly	Response is clearly	Response is somewhat	Response is somewhat	Response is unclear to

Grammar, and Syntax	understood by any and all people reviewing, with no instances of confusion or lack of clarity	understood by any and all people reviewing. There may be some small moments of lack of clarity.	understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the applicant.	understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the applicant.	the point of minimal to no understanding by the reviewing team.
----------------------------	---	---	---	---	---

Essay Questions Exemplar Rubric (LOY)

1. How do you communicate with your staff on the importance of what they do? How do you motivate them and provide a positive work environment?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question asked.	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic	Applicant does not provide reasoning that ties the evidence to the claim

Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.	Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the applicant.	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the applicant.	Response is unclear to the point of minimal to no understanding by the reviewing team.
---	---	---	--	--	--

Essay Questions Exemplar Rubric (LOY)

2. Imagine you're meeting parents with their first toddler, unsure about starting child care. What would you say to them?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding	Applicant does not provide reasoning that ties the evidence to the claim

	answer the question asked.		question asked.	of the question or topic	
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.	Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the applicant.	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the applicant.	Response is unclear to the point of minimal to no understanding by the reviewing team.

Essay Questions Exemplar Rubric (LOY)

3. What makes you an excellent early childhood educator?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells	Applicant ties evidence to the claim through reasoning that tells a	Applicant somewhat ties evidence to the claim through reasoning	Applicant attempts to connect evidence and claim through	Applicant does not provide reasoning that ties the evidence to the

	a convincing and compelling narrative to answer the question asked.	narrative to answer the question asked.	that attempts to tell a narrative to answer the question asked.	reasoning, but fails to display understanding of the question or topic	claim
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.	Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the applicant.	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the applicant.	Response is unclear to the point of minimal to no understanding by the reviewing team.

Essay Questions Exemplar Rubric (LOY)

4. In national discussions around early childhood, there is a lot of energy around its importance, and increased funding for early childhood. What do policy makers need to know about the work that you do as they make decisions about policy and funding?

Characteristic	5	4	3	2	1
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim

<p>Reasoning</p>	<p>Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question asked.</p>	<p>Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.</p>	<p>Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.</p>	<p>Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic</p>	<p>Applicant does not provide reasoning that ties the evidence to the claim</p>
<p>Conventions, Grammar, and Syntax</p>	<p>Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity</p>	<p>Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.</p>	<p>Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the applicant.</p>	<p>Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the applicant.</p>	<p>Response is unclear to the point of minimal to no understanding by the reviewing team.</p>