**RUBRIC for PERSONAL STATEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Prompt** | **HIGH** | **MODERATE** | **LOW** |
| Tell us what has inspired you to become a teacher and tell us why you think teaching is a good career choice for you*In your response, describe who and what has inspired you to become a teacher and describe the types of skills and abilities you will bring to teaching.* | Includes mentions of * Shaping future of children/adolescents
* Enhancing social equity
* Making a social contribution
* Working with children/adolescents
* Knowledge of competencies of a good teacher
* Teaching is a personal goal
* Consideration given to the fit between personal interests and abilities and expectations of teachers
 | Includes mentions of * Perceived teaching abilities
* Prior teaching and learning experiences
* Job security and/or transferability
* Family influences, time for family
 | Includes mentions of * Teaching as a career in high demand
* Teaching as an expert career
* Social status of teachers
* Salary

Detractors if mentions * Teaching as an easy career
* Holidays
* Teaching as a fall-back career
 |
| Describe one or two leadership, community and/or learning and development activities that you have engaged in*In your response, describe how these leadership, community and/or learning and development activities demonstrate your conscientiousness and coping strategies when you are faced with challenges* | * Two examples of leadership roles, leading teams
* Long term/continuing engagement in groups/activities
* Evidence of new learning and/or adapting for role
* Able to articulate new skills and knowledge gained
* Ability to monitor own performance
* Examples of interacting with others successfully
* Examples of working in a team; understanding how teams function
 | * Some leadership, mainly involvement/participation
* Short-term engagement
* Describes the situation with little analysis of their performance and impact
* Little mention of others in active role
 | * Attendance, little engagement or role
* One-off or sporadic engagement
* No leadership or very small role.
* No mention of other people
 |
| Describe how you manage your time when you are both planning and coordinating activities in your personal schedule *In your response, provide examples of how you have put both your planning and coordinating skills to use.* | * Consideration of time commitment for study
* Example/s of being able to manage and prioritise tasks and/or time

Example/s of systematic planning and coordinating tasks  | * Identifying issues without explanation of how to manage
* Few examples
 | * Not addressing the task
* No examples or irrelevant examples
 |
| Tell us about one or two times where you have utilised your problem-solving skills to achieve an outcome*In your response, explain what you learned, regardless of whether the outcome you achieved was positive or undesirable.* | * Provides more than one example
* Example of problem-solving skills
* Balanced evaluation of outcomes
* Articulation of new learning: knowledge, skills or attitudes
* Consideration of limitations or unresolved issues, if appropriate
 | * Provides one example
* Example is not a problem, but a situation
* Gives outcomes, no evaluation (describes rather than evaluates)
* Few skills or new learning identified
 | * Provides no example or irrelevant example
* Few details relevant to problem—solving
* No learning identified
 |
| Application | * Coherent structure
* Structured into paragraphs; indicates question being answered
* Academic/formal register
* Spelling and grammatical items correct, minimal errors
* Punctuation applied correctly, minimal errors
 | * Paragraphs generally match the prompt, not closely
* Sentences are mostly clear, if not elaborate or detailed
* Incomplete sentences
* Spelling generally correct, some errors
* Punctuation errors with apostrophes, run-on sentences and capitals for names (capitalising incorrect items, not capitalising proper nouns)
 | * Little regard for paragraphing: ideas are not linked into paragraphs or within the paragraphs (listing, not linking)
* Many errors that make meaning difficult to discern: many ideas unclear.
* Many spelling errors
* Many punctuation errors, particularly at sentence-level.
 |