**RUBRIC for PERSONAL STATEMENT**

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| **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. |