

Appendix A

Rubric: Evaluation Criteria

*To accompany the National Agriculture in the Classroom Organization
“Excellence in Teaching about Agriculture” Application*

Section X.A: Narrative	Exceptional: 21-25 pts.	Skilled: 16-20 pts.	Proficient: 11-15 pts.	Developing: 6-10 pts.	Inadequate: 1-5 pts.
<p>The degree to which an educator exemplifies leading instruction on accurate agriculture knowledge, attitudes, and skills, and demonstrates teaching excellence in gaining student understanding of selected agricultural literacy themes(s). Grants, community extensions, professional development relating to the narrative topic for other educators, and awards for teaching about narrative content will also be considered. (4-page limit)</p>	<p>Educator puts forth a compelling, well-organized claim demonstrating how they meet all points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.</p>	<p>Educator puts forth a strong claim demonstrating how they meet all points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.</p>	<p>Educator meets most of the points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.</p>	<p>Educator meets a few of the points asked for in the educator narrative criteria; however, the narrative is unclear as to whether agricultural literacy is consistently instructed in academic content areas during the school year. Narrative meets one or more of the criteria in section X.A of the application.</p>	<p>Educator narrative does not really reflect the subject to be addressed in the narrative criteria, and there is no connection to integrating agricultural literacy into academic content areas consistently during the school year. Applicant appears to have taught agricultural literacy as a "one and done" event.</p>
Section X.B: Lesson	Exceptional: 21-25 pts.	Skilled: 16-20 pts.	Proficient: 11-15 pts.	Developing: 6-10 pts.	Inadequate: 1-5 pts.
<p>The degree to which accurate agricultural concepts have been integrated into a standards-based education plan, which</p>	<p>Lesson plan clearly and convincingly illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan is</p>	<p>Lesson plan sufficiently illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan is mostly</p>	<p>Lesson plan somewhat illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan has some</p>	<p>Lesson plan somewhat illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan links to</p>	<p>Lesson plan has little or nothing to do with the narrative and lacks in critical thinking and integration into academic content</p>

thinking element and demonstrates for the learner a deeper understanding of the relationships between agricultural systems, individuals, and the world. (4-page limit)	standards-based formal education practices. Agricultural literacy is clearly integrated into academic content areas rather than used as a stand-alone lesson. Lesson plan includes critical thinking aspects--ones that encourage problem solving by learners for a deeper understanding of agricultural issues, agricultural systems, individuals, and the world. All of the required content for the lesson plan (Section X.B) are contained in lesson plan (order of required content is up to applicant).	formal education practices. Agricultural literacy is integrated into academic content areas rather than used as a stand-alone lesson. Lesson plan includes a critical thinking aspect--one that encourages problem solving by learners for a deeper understanding of agricultural issues, agricultural systems, individuals, and the world. All of the required content for the lesson plan (Section X.B) are contained in lesson plan (order of required content is up to applicant).	formal education practices. Agricultural literacy is integrated into academic content areas rather than used as a stand-alone lesson. Lesson plan includes a critical thinking aspect--one that encourages problem solving by learners for a deeper understanding of agriculture issues, agricultural systems, individuals, and the world. Some of the required content for the lesson plan (Section X.B) is contained in lesson plan (order of required content is up to applicant).	education practices, and agricultural literacy is integrated into academic content areas rather than used as a stand-alone lesson, but the lesson is difficult to distinguish. Lesson plan does not include a critical thinking aspect. Some of the required content for the lesson plan (Section X.B) is contained in lesson plan (order of required content is up to applicant).	not contain the elements required in Section X.B. <i>Continued...</i>
Section X.A.B: Educ.	Exceptional: 21-25 pts.	Skilled: 16-20 pts.	Proficient: 11-15 pts.	Developing: 6-10 pts.	Inadequate: 1-5 pts.
The degree to which the educator utilizes formal education practices for an integrated, standards-based lesson plan with demonstrated understanding of accurate agricultural literacy. (2-page limit)	Educator demonstrates exemplary formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc. Educator clearly demonstrates understanding of accurate agricultural literacy and seizes opportunities to bring the information to the classroom.	Educator demonstrates sufficient formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc. Educator clearly demonstrates understanding of accurate agricultural literacy and seizes opportunities to bring the information to the classroom.	Educator demonstrates general knowledge of formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc., but misses opportunities or does not use all resources easily available on agricultural subjects to teach the lesson. Educator some what demonstrates understanding of accurate	Educator demonstrates little knowledge of formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc. and misses opportunities or does not use all resources easily available on agricultural subjects to teach the lesson. Educator misses demonstrating understanding of accurate	Educator has introduced a skeletal example of the agricultural literacy subject matter in teaching the lesson. The lesson could have been integrated into more subjects.

			agricultural literacy and uses opportunities to bring the information to the classroom.	agricultural literacy and uses opportunities to bring the information to the classroom.	
Section X.C: Photos	Exceptional: 17-20 pts.	Skilled: 13-16 pts.	Proficient: 9-12 pts.	Developing: 5-8 pts.	Inadequate: 1-4 pts.
The degree to which photos and other documentation exhibit excellence in agricultural literacy methods used by the applicant, to include but not limited to: news articles, bulletin board examples relating to agricultural literacy, community outreach, school newsletters, grant award letters, etc.	Documentation and photos clearly and concisely exhibit excellence in agricultural literacy teaching methods and dedication of the educator to ongoing agricultural literacy integrations throughout the year. Documentation is well organized and concisely demonstrates links between this and the narrative, lesson plan, and educator's program. Educator demonstrates community involvement to extend agricultural literacy to community.	Documentation and photos sufficiently exhibit excellence in agricultural literacy teaching methods and dedication of the educator to ongoing agricultural literacy integrations throughout the year. Documentation is generally well organized and demonstrates most links between this and the narrative, lesson plan, and educator's program. Educator demonstrates community involvement to extend agricultural literacy to community.	Documentation and photos are geared toward excellence in agricultural literacy teaching methods, but lack showing dedication of the educator to ongoing agricultural literacy integrations throughout the year. Documentation is generally well organized and demonstrates a few links between this and the narrative, lesson plan, and educator's program. Educator demonstrates little community involvement to extend agricultural literacy to community.	Documentation and photos are geared toward showing one classroom event in agricultural literacy. Documentation is somewhat organized and labeled, and demonstrates one to two links between this and the narrative, lesson plan, and educator's program. Educator demonstrates little community involvement to extend agricultural literacy to community.	Documentation and photos are geared toward the teacher's general classroom but do not indicate a clear link with the narrative or lesson plan. Evidence for community extensions with agricultural literacy are missing.
Section XIII: Format	Exceptional: 5	Skilled: 4	Proficient: 3	Developing: 2	Inadequate: 1
The degree to which the applicant has completed the application in accordance to the instructions.	Each part of the application was included and correctly labeled. Application was perfectly formatted per specifications (Section XIII.A). Punctuation and spelling errors were non-existent. All parts were clearly labeled, cohesive,	Each part of the application was included and correctly labeled. Application was formatted per specifications (Section XIII.A). Punctuation and spelling errors were non-existent. All parts were clearly labeled, but cohesiveness could have	Each part of the application was included and correctly labeled. Application was formatted per specifications (Section XIII.A) in most areas. Cohesiveness lacking.	All sections were correctly labeled, but the documents were sloppy and contained numerous spelling and grammar errors. Little cohesiveness.	The application was missing a section(s) and generally lacked any cohesiveness.

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