



**Vista Higher Learning Future Language Educator Scholarship  
Recommended Rubric for K–12 Students**

Name of Nominee: \_\_\_\_\_

<b>Requirements:</b> <ul style="list-style-type: none"> <li>• Current high school transcript</li> <li>• List of community activities</li> <li>• A one-page statement of your future plans to become a language teacher (750 words max)</li> <li>• Recommendation letter from peer</li> <li>• Recommendation letter from language teacher</li> <li>• Recommendation letter from a teacher or administrator</li> <li>• Hyperlink to video</li> </ul>
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**Section 1: Transcript**

<b>Category</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>		<b>Exceptional</b>	
<b>GPA in world language courses</b>	<input type="checkbox"/> Overall GPA < 3.199	<input type="checkbox"/> Overall GPA < 3.2-3.499	<input type="checkbox"/> Overall GPA 3.5-3.74		<input type="checkbox"/> Overall GPA > 3.75	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

*COMMENTS:*

**Section 2: Community Activities**

<b>Category</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>		<b>Exceptional</b>	
<b>Leadership &amp; Service</b>	<input type="checkbox"/> Membership in organizations outweighs active involvement; no indication of leadership positions	<input type="checkbox"/> Service to community organizations outweighs membership; some evidence of student initiative, though activity may be outside of language and culture.	<input type="checkbox"/> Evidence of service and leadership predominate in a variety of community activities related to the study of second languages.		<input type="checkbox"/> Demonstrates promise of a strong teacher candidate with evidence of leadership having made an impact beyond the language classroom.	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

*COMMENTS:*



**Section 3: Student's statement for future plans**

<b>Category</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exceptional</b>
<b>Student statement</b>	<ul style="list-style-type: none"> <li>Statement shows little sense of purpose or excitement about his/her decision to become a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Statement shows some sense of purpose about his/her decision to become a teacher but may lack a clear focus.</li> </ul>	<ul style="list-style-type: none"> <li>Statement demonstrates a clear sense of purpose about his/her decision to become a language teacher with some supporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>Statement leaves no doubt in the reader's mind as to sense of purpose about his/her decision to become a language teacher with strong evidence of support to follow through in the profession.</li> </ul>
<b>score</b>	1   2   3	4   5   6	7   8   9	10

*COMMENTS*

**Section 4: Letters of Recommendation**

<b>Category</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exceptional</b>
<b>Letters of Recommendation (one holistic score for all 3 letters)</b>	<input type="checkbox"/> Recommendations are superficial, may not highlight student's ability or potential in world languages.	<input type="checkbox"/> Recommendations are somewhat inconsistent, may speak more about outside factors (the courses taken, likeable student) rather than specific contributions in and beyond the classroom.	<input type="checkbox"/> Recommendations are consistent and corroborate the student's statement about this commitment to pursue a career as a language teacher.	<input type="checkbox"/> Recommendations are consistently meritorious and provide insight to this student's ability, uniqueness, drive and promise as a potential language teacher.
<b>score</b>	1   2   3	4   5   6	7   8   9	10

*COMMENTS:*



<b>Section 5: Video</b>
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Category	Beginning	Developing	Proficient	Exceptional
<b>Video</b>	<input type="checkbox"/> Student is not able to sustain the target language or communicate ideas; student is reading from notes.	<input type="checkbox"/> Student provides some evidence of what makes an A+ teacher with limited examples, <b>relative to his/her experience and level of study</b> . Control and fluency in the target language may prevent the student from developing clear ideas or giving relevant examples.	<input type="checkbox"/> Student demonstrates a good command of the language <b>relative to his/her experience and level of study</b> . Provides some examples of an A+ teacher without extensive narration.	<input type="checkbox"/> Student demonstrates a firm command of the language; may show originality and insight into what qualities are attributed to an A+ teacher. Provides compelling examples. Strong evidence of the student's commitment to pursue language teaching may complement examples cited.
<b>score</b>	2    4    6	8    10    12	14    16    18	20
<i>COMMENTS:</i>				

Total Score:    /50

Final Comments:

- *Recommend enthusiastically*
- *Recommend with reservations*
- *Do not recommend*

