NATIONAL TEACHING COUNCIL

PORTFOLIO RUBRIC FOR NQTs

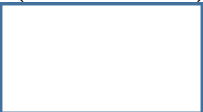|	3	2	1	
Dimension	**Target**	**Acceptable**	**Unacceptable**	**Not Rated**
EVIDENCE OF ATTENDANCE TO WORK				
Attendance	Evidence of more than 600 mins a term or more than 900 mins a semester of teaching, confirmed through a letter by your Head of school or lead mentor	Evidence of at least 600 mins a term or 900 mins a semester of teaching, confirmed through a letter by your Head of school or lead mentor	Evidence of 400 mins a term or 700 mins a semester of teaching, confirmed through a letter by your Head of school or lead mentor	Evidence of less than 400 mins a term or less than 700 mins a semester of teaching, confirmed through a letter by your Head of school or lead mentor
PERSONAL TEACHING PHILOSOPHY				
(i) Goals	Goals are specific to the context of the area of work.	Goals are usually specific to the area of work, but can sometimes be stated too broadly.	Goals are often unfocused or incomplete.	Goals are so broadly that they could apply to any area of work.

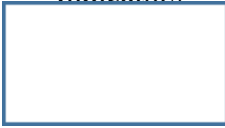|				
	Connects learning activities to disciplinary, academic, personal, and professional learning goals.	Usually connects learning activities to learning goals, although the connection is sometimes not well developed.	Articulation of learning activities is often basic and unreflective, with few connections to learning goals.	Does not connect learning activities to learning goals.
(ii) Teaching method	Method stated and the description of activities suggest engagement of learners in creative pedagogies that ensures Universal Design for Learning	Teaching method mentioned and the description of activities do not encourage learner centeredness	Teaching methods mentioned are broadly stated without specifically linked to learning activities stated.	No teaching method is mentioned in the philosophy
(iii) Assessment	Incorporates descriptions of specific formal and informal assignments that ensures inclusivity (e.g., tests, papers, portfolios).	Incorporates descriptions of specific assignments but does not cater for inclusivity among learners with diverse needs.	Descriptions of work activities are usually stated too broadly or generally.	Does not specifically describe any work activities.
SCHEME OF LEARNING				
(i) Learning Indicators	Measurable learning indicators are identified.	Learning indicators are identified, but one or two indicators are not measurable or are not clearly written; or some relevant learning indicators are missing.	Learning indicators are not identified or are not measurable.	Learning indicators are not applicable to the completion of this specific Learning assignment.

(ii) Alignment To Core Competencies/Values And Attitudes	All learning indicators are well aligned with the national standard(s)/core competencies /values and attitudes	Some learning indicators are not well aligned with the national standard(s)/core competencies /values and attitudes	Some learning indicators are not aligned with the national standard(s)/core competencies /values and attitudes	No learning indicators have been identified nor aligned with the national standard(s)/core competencies /values and attitudes
(iii)RESOURCE PLANNING	Appropriate resources with a management plan carefully structured to outline all the important components	Appropriate resources are identified with a management plan which lacks detail or is missing important components.	Appropriate resources are identified but their management is not planned for or the management plan contains major or consistent problems.	Appropriate resources are not identified and/or their management is not planned for or the management plan contains major or consistent problems.
(iv) SEQUENCING OF PRESENTATION	Sequence of activities, procedures and transitions are clear and logical.	Sequence of activities, procedures and transitions are presented but lack clarity or need some revision in sequence.	Sequence of activities, procedures and transitions are not presented or contains major or consistent problems.	This category was not applicable to the completion of this specific activity and assignment.
(v) TIMING	Time allotted for each component of the activity is identified and achievable.	Time allotted for each component of the activity is identified, but over- or under-estimates the time requirements for one or more components	Time allotted for each component of the activity is not identified.	This category was not applicable to the completion of this specific activity and assignment.

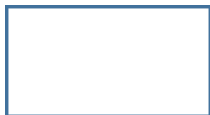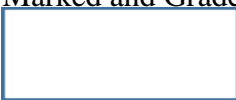| (vi) Appropriateness of Language (GRAMMAR)	Learner plan has been edited for proper grammar, spelling, punctuation and is suitable for the age level of learners	Learner plan contains a few misspellings or grammatical errors with some portions of the language not suitable for the age levels of learners	Learner plan contains several misspellings or grammatical errors and language used does not suit the age levels of learners	Learner plan was not available or content did not relate to the lesson.
(vi) Awareness of Learners' Skills, Knowledge, and Language Proficiency	Clearly demonstrates awareness of learners' skills, knowledge and language proficiency, and how to support learners to improve from their current status	Clearly demonstrates awareness of learners' skills, knowledge and language proficiency but does not indicate supportive measures for improving learners competences in these areas	Demonstrates insufficient awareness of learners' skills, knowledge, and language proficiency	Does not clearly demonstrates awareness of learners' skills, knowledge and language proficiency
LEARNING PLAN				
(i) Statement of Teaching Methodology	Presents examples of teaching methods and strategies (e.g. questions, test, exercises, feedbacks, portfolios processes) representing different teaching goals within the learning environments which conform to the descriptions in the statement of philosophy	Presents examples of teaching methods and strategies (e.g. questions, test, exercises, feedbacks, portfolios processes) representing one teaching goal within the learning environment but do not conform to descriptions in the statement of philosophy	Presents teaching methods and strategies with no examples representing similar teaching goals within the learning environments	Presents nothing on teaching methods and strategies and no examples representing teaching goals within the learning environments

(ii) Assessment of Learner's Learning	Presents examples of formal and informal assignments (e.g. tests, papers, portfolios, journals) representing different learning goals and learning environments which are evidence of the implementation of the statement teacher's teaching philosophy	Presents examples of assignments representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied and these do not conform to the description in the statement of philosophy	Examples of assignments are generally similar in learning goal or environment applied but do not support development of any core skills	Provides no examples of assignments.
REFLECTIVE TEACHING				
(i) Identify Areas for improvement	Areas of improvements identified are specific and clear	Areas of improvements identified, though general, are clear	Areas of improvements identified are general and not clearly stated	Areas of improvements identified do not have any bearing on the course
CONTENT STANDARD				
Knowledge of Content-	Articulates advanced knowledge of the concepts in the discipline through the development of essential understandings and creative ideas that are aligned to standards across disciplines.	Articulates knowledge of the concepts in the discipline through the development of essential understandings and creative that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.	Articulates a basic knowledge of the grade level concepts in the discipline. Teacher demonstrates limited connections across grade levels.	Contains errors or the teacher's plan does not articulate knowledge of the content standards.
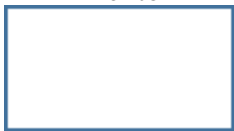
IMPLEMENTATION   OF ASSESSMENT STRATEGIES

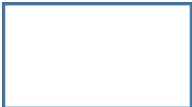|				
Alignment of Assessment with Indicators	Assessments are aligned with learning indicators.	Assessments are somewhat aligned with learning indicators.	Assessments are not identified with learning indicators.	This category was not applicable to the completion of this specific Learning planning assignment.
Formative Assessment	Learning plan includes opportunities for formative assessment (Assessment for learning, Assessment as Learning) and feedback.	Learning plan includes opportunities for formative assessment (Assessment for learning, Assessment as Learning) and feedback, however these assessments need to be strengthened.	Learning plan does not include or contain appropriate formative assessment and feedback.	The plan does not contain any activity for formative assessment
SUMMATIVE ASSESSMENT	Learning plan includes opportunities for summative assessment (Assessment of Learning) and feedback.	Learning plan includes opportunities for summative assessment (Assessment of learning) and feedback, however these assessments need to be strengthened.	Learning plan does not include or contain appropriate summative assessment and feedback.	Learning plan does not contain any activity for summative assessment

PROBLEM IDENTIFICATION STRATEGIES AND SOLUTION PROCESS				
ACTION RESEARCH:				
Description of Identification and Solution Processes	Describes clearly how the learning needs of a learner have been identified and addressed through Action Research	Describes how the learning needs of a learner have been identified with proposed solutions without resorting to Action Research	Describes how the learning needs of a learner have been identified but does not describe how they were addressed through Action Research	Does not describe how the learning needs of a learner are identified to be addressed through Action Research
PROFESSIONAL DEVELOPMENT				
(i) Collaboration	Evidence of willingness to collaborate with colleagues demonstrated with more than two (2) evidence of participation.	Evidence of willingness to collaborate with colleagues demonstrated with at least two (2) evidence of participation.	Evidence of willingness to collaborate with colleagues demonstrated but does not provide evidence of participation.	No evidence of collaboration with other colleagues demonstrated.
(ii) Sample of Learners' work Marked and Graded	Exercises given are marked and graded.	Exercises are given but few are marked.	Few exercises of learners are given but not marked.	No exercises of learners have been given

(iv) Report on formal meetings with mentor	Report of meeting with mentor indicates five meetings throughout the induction period.	Report of meeting with mentor indicates at least three (3) meetings throughout the induction period.	Only one report on a meeting with the mentor provided	No report has been provided
(v) Records of training attended	Sufficient number of varied training documented	Sufficient number of training documented but are not varied	Insufficient number of training documented	No training documented in the logbook
(vi) A report on core competencies	Report adequately describes the various methods used to support learners to develop the core competencies	Report on the core competencies identifies the methods but do not adequately describe how they were used in achieving the competencies	Report on the core competencies only mention the methods but do not describe how they were used in achieving the competencies	Report does not identify any method used to support the development of learners' core competencies
(vii) Use of technology	Evidence of regular use of appropriate technology within learning environment to support learning provided.	Evidence of use of appropriate technology within learning environment to support learning provided.	Evidence of willingness to use technology indicated but no sufficient information on usage.	No evidence of technology is used.
(viii) Report from Mentor	More than two reports were submitted and they are based on the template provided	Two reports were submitted and they are all in line with the templates provided	Only one report was submitted and it is based on the template provided	No report was submitted

(ix) Recommendation For Training	Recommendations made are for enhancement of competencies already acquired	Recommendation suggests training gap in either content knowledge or methodology which can affect learners' attainment	Recommendation suggests gaps in both methodology and content knowledge which are likely to adversely influence learners' attainment	Recommendations suggest intensive training on applications of learning theories with content
PARTICIPATING IN CO -CURRICULMN ACTVITIES				
Co-Curricular Activities	A brief report covering at least 5 co-curricular activities was attached	A brief report covering at least 3 co-curricular activities was attached	A brief report covering at least 1 co-curricular activity was attached	No report on co-curricular activities engaged in was attached
EVIDENCE OF PARTICIPATING IN SCHOOL BASED ACTIVITIES				
Samples of Learners' work you have marked and graded.	Fifteen samples of learners' work marked and graded, showing comments.	Ten samples of learners' work marked and graded, showing comments.	Five samples of learners' work marked and graded, showing comments.	Less than five samples of learners' work marked and graded, showing comments.
Formal Meetings With Mentor	Minutes of at more than 5 formal meetings with mentor or lead mentor or any other	Minutes of at least 3 formal meetings with mentor or lead mentor or any other education officer (e.g. Head of schools, Circuit Supervisor) attached	Minutes of at least 1 formal meetings with mentor or lead mentor or any other education officer (e.g. Head	No minutes of formal meetings with mentor was attached

	education officer (e.g. Head of schools, Circuit Supervisor)		of schools, Circuit Supervisor) attached	
Evidence of In-service Training workshop/CPD	Evidence of at least five In-service training workshop/CPD participated (Certificates/ photographs)	A brief report on at least 2 core competences used in your lessons and those that needed support to be used in subsequent lessons.	Evidence of at least one In-service training workshop/CPD participated (Certificates/ photographs)	No evidence was provided
Core Competencies	A brief report on at least five (5) core competences used in your lessons and those that needed support to be used in subsequent lessons.	A brief report on at least three (3) core competences used in your lessons and those that needed support to be used in subsequent lessons.	A brief report on at least two (2) core competences used in your lessons and those that needed support to be used in subsequent lessons.	No report was provided
Mentors' Comment	Mentor's comments show satisfactory conduct, performance and willingness of NQT to learn and lends support to peers and learners.	Mentor's comments show satisfactory conduct, performance and willingness of NQT to learn.	Mentor's comment does not show satisfactory conduct, performance and willingness of NQT to learn.	No satisfactory comment on NQT was given by the Mentor
Head Teachers' Recommendation	Stamped and signed recommendation letter from the, the recommendation letter describes how the NQT embarked on a project to support implementation of at least one educational policy	Stamped and signed recommendation letter from the head indicating 3 co-curricular activities supported by the NQT in addition to 2 to 4 general functions consistently performed during the Induction period	Stamped and signed recommendation letter from the head indicating 2 to 4 general functions of NQT during the Induction period	No satisfactory comment on recommendation letter

OVER ALL PERFORMANCE IS = (TOTAL SCORE ÷105) X 100 The pass score should not be less than 60%