Graduate Teaching Assistant Rubric

Criterion	Exceeds Expectations (5 points)	Meets Expectations (3 points)	Below Expectations (1 points)	Information not provided at all 0 points
Position Description	Applicant addressed **all** the NACE duties from the position description: **TA** Teaching related activities: ***** Providing specific information ***** Drafting replies to inquiries ***** Advanced accounting ***** Related business process tasks in addition to lab or work group sessions focused on the application of course materials ***** Applying a template and grading assignments for accuracy and completeness ***** Assessing performance or progress	Applicant addressed **some** of the duties from the position description: **TA** Teaching related activities: ***** Providing specific information ***** Drafting replies to inquiries ***** Advanced accounting ***** Related business process tasks in addition to lab or work group sessions focused on the application of course materials ***** Applying a template and grading assignments for accuracy and completeness ***** Assessing performance or progress	Applicant **did not** address the duties from the position description: **TA** Teaching related activities: ***** Providing specific information ***** Drafting replies to inquiries ***** Advanced accounting ***** Related business process tasks in addition to lab or work group sessions focused on the application of course materials ***** Applying a template and grading assignments for accuracy and completeness ***** Assessing performance or progress	NA IDK No information
Competencies Related to Position Description	Applicant addressed **all** the NACE competencies related to the position description with clear descriptions (by either describing the specific competency required for the position or stating a specific competency is not required of the position): ***** Tasks require critical thinking and ***** Tasks require problem solving ***** Tasks require effective oral and written communication.	Applicant addressed **some** of the NACE competencies related to the position description with clear descriptions (by either describing the specific competency required for the position or stating a specific competency is not required of the position): ***** Tasks require critical thinking and ***** Tasks require problem solving ***** Tasks require effective oral and written communication.	Applicant **did not** address the NACE competencies related to the position description or **some** of the descriptions were unclear were unclear (by either describing the specific competency required for the position or stating a specific competency is not required of the position): ***** Tasks require critical thinking and ***** Tasks require problem solving	NA IDK No information

	* Speaks to the need for teamwork and collaboration. * Use of digital technology to solve problems, complete tasks, and accomplish goals. * Professionalism and strong work ethic * Career management in identifying and articulating one's skills, strengths, knowledge, and experiences relevant to the position. * Demonstrates global and intercultural fluency to interact respectfully with all people. * Perform as a leader to achieve goals as well as describe supervision and feedback.	* Speaks to the need for teamwork and collaboration. * Use of digital technology to solve problems, complete tasks, and accomplish goals. * Professionalism and strong work ethic * Career management in identifying and articulating one's skills, strengths, knowledge, and experiences relevant to the position. * Demonstrates global and intercultural fluency to interact respectfully with all people. * Perform as a leader to achieve goals as well as describe supervision and feedback.	* Tasks require effective oral and written communication. * Speaks to the need for teamwork and collaboration. * Use of digital technology to solve problems, complete tasks, and accomplish goals. * Professionalism and strong work ethic * Career management in identifying and articulating one's skills, strengths, knowledge, and experiences relevant to the position. * Demonstrates global and intercultural fluency to interact respectfully with all people. * Perform as a leader to achieve goals as well as describe supervision and feedback.	
Benefit to the Student	Applicant included a **clear and detailed** description of how the assistantship will benefit the student by enabling a supportive learning environment that promotes student success and belonging and improves retention (Strategic Goal 1) and providing deeply impactful experiential learning at multiple points in a student's educational experience (Strategic Goal 3).	Applicant included a **brief/general description** of how the assistantship will benefit the student by enabling a supportive learning environment that promotes student success and belonging and improves retention (Strategic Goal 1) and providing deeply impactful experiential learning at multiple points in a student's educational experience (Strategic Goal 3).	Applicant provided an **unclear** description of how the assistantship will benefit the student by enabling a supportive learning environment that promotes student success and belonging and improves retention (Strategic Goal 1) and providing deeply impactful experiential learning at multiple points in a student's educational experience (Strategic Goal 3). .	NA IDK No information
Benefit to Faculty, Department,	Applicant included a description of how the assistantship will benefit	Applicant included a description of how the assistantship will benefit	Applicant **did not** include a description of how the assistantship will	NA IDK No information

College, and University	all the following: faculty, department, college, and university and connects to the strategic goals, specifically providing support and development for faculty and staff to grow and thrive, and to support exceptional learning (Strategic Goal 2) and implementing strategies at the college, program, course, and individual faculty level to assist students in navigating their learning journey with enthusiasm and passion (Strategic Goal 4).	some of the following: Faculty, department, college, or university and connects to the strategic goals providing support and development for faculty and staff to grow and thrive, and to support exceptional learning (Strategic Goal 2) and implementing strategies at the college, program, course, and individual faculty level to assist students in navigating their learning journey with enthusiasm and passion (Strategic Goal 4).	benefit the following: faculty, department, college, or university and connects to the strategic goals providing support and development for faculty and staff to grow and thrive, and to support exceptional learning (Strategic Goal 2) and implementing strategies at the college, program, course, and individual faculty level to assist students in navigating their learning journey with enthusiasm and passion (Strategic Goal 4).	
Evaluation of Student Performance	Applicant included an explanation of the method(s) of evaluation that will be used for activities defined in this rubric, a copy of the evaluation, **and** the consequences if these parameters are not met.	Applicant included 2 of the 3 items: an explanation of the method(s) of evaluation that will be used for activities defined in this rubric, a copy of the evaluation, **and/or** the consequences if these parameters are not met.	Applicant included an explanation of the method of evaluation that will be used for activities defined in this rubric but did not include a copy of the evaluation or speak to the consequences if these parameters are not met. (Essentially, applicant only spoke to 1 of the 3 requirements)	Applicant did not explain method of evaluation, provide a copy of the evaluation, or speak to the consequences if parameters are not met.