

“Innovation in Education” Grant Program: Rubrics

Revised: 1/17/2022



Rubric Sections:

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- III. **Innovate Award** *(starts on page 5)*
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- VI. **Help Section** *(starts on page 12)*

I. Three Required Prompts for All Awards: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
1. Program Description	Complete and exceptionally clear description is provided; specific program elements validate the exceptional, unprecedented or extraordinary nature of the program.	Complete description provided; clearly addresses through specific program elements the exceptional, unprecedented or extraordinary nature of the program.	General description provided; attempts are insufficient to fully convince that the program is exceptional, unprecedented or extraordinary.	Minimal description attempted, but fails to convince that program is exceptional, unprecedented or extraordinary and/or specific program elements are missing.	A coherent program description is not provided.
2. Learning Intention¹	Learning Intentions (objectives) of the program: <ul style="list-style-type: none"> • are clearly stated and establish a purpose or destination for learning • are easily interpreted and applied to learning by students • shows evidence that students are applying 	Learning Intentions (objectives) of the program: <ul style="list-style-type: none"> • are clearly stated, establish a purpose or destination for learning • are easily interpreted and applied to learning by students to clarify their learning plan 	Learning Intentions (objectives) of the program are identified, but: <ul style="list-style-type: none"> • may lack clarity in establishing a purpose or destination for learning, • students may have difficulty in interpreting or 	Learning Intentions (objectives) of the program are unclear, incomplete and/or are not directly related to the Success Criteria.	Program Learning Intentions are not provided.

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	<p>learning intentions to their learning</p> <ul style="list-style-type: none"> establish a direct link to the Success Criteria 	<ul style="list-style-type: none"> link directly to the Success Criteria 	<p>applying to their learning plan</p> <ul style="list-style-type: none"> may not establish a direct link to the Success Criteria 		
<p>3. Success Criteria²</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> provide a means for teachers and students to utilize feedback specifically oriented to the learning intentions provide formative feedback giving students a means for comparing their present performance against the destination Answers the question, “How will students know they have been successful?” shows evidence that students are successfully utilizing success criteria 	<p>Success Criteria:</p> <ul style="list-style-type: none"> provide a means for teachers and students to utilize feedback specifically oriented to the learning intentions provide formative feedback giving students a means for comparing their present performance against the destination Answers the question, “How will students know they have been successful?” 	<p>Success Criteria:</p> <ul style="list-style-type: none"> are identified, but, may be unclear in how students can utilize feedback specifically oriented to the learning intentions provide minimal formative feedback giving students a means for comparing their present performance against the destination May be too vague or unclear to answer the question, “How will students know they have been successful?” 	<p>Success Criteria:</p> <ul style="list-style-type: none"> are identified, but, provide insufficient a means for students to utilize feedback specifically oriented to the learning intentions provide insufficient formative feedback giving students a means for comparing their present performance against the destination May be too vague or unclear to answer the question, “How will students know they have been successful?” 	<p>Success Criteria are not provided.</p>

^{1,2} "A Map for Meaningful Learning - Educational Leadership - ASCD."

<http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/A-Map-for-Meaningful-Learning.aspx>. Accessed 9 Jan. 2019.

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II. Inspire Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
Inspire #1. Program Elements or Components	<ul style="list-style-type: none"> • clearly stated and establish the influence on students • are easily interpreted and applied to improvements by students • show evidence that students are improving or enhanced their learning • establish a direct link to the Success Criteria 	<ul style="list-style-type: none"> • clearly stated and describe the effect on students • provide formative feedback about how it inspired, excited, motivated, and/or sparked the interest in students. • Answers the question, “How did this lead to improvement in or enhance student learning?” 	<ul style="list-style-type: none"> • identified, but may be unclear in how students were inspired or motivated. • provide minimal formative feedback about inspiration, motivation, improvements, or enhancements • May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?” 	<ul style="list-style-type: none"> • identified, but, provide insufficient information about inspiration, improvements, or enhancing student learning • May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?” 	Program elements or components are not provided
Inspire #2. Quantitative or Qualitative Evidence	Strong quantitative and/or qualitative data provides convincing and persuasive evidence in support of how the specific program elements inspires excitement, motivation and/or sparks interest in students and is clearly and directly linked to improvement and/or enhancement of student learning.	Quantitative and/or qualitative data provides sufficient evidence in support of how the specific program elements inspires excitement, motivation and/or sparks interest in students and is linked to improvement and/or enhancement of student learning.	Quantitative and/or qualitative data provides insufficient evidence in support of how the specific program elements inspires excitement, motivation and/or sparks interest in students and is linked to improvement and/or enhancement of student learning.	Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence to inspire.	Data / evidence is not provided.

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<p>Inspire #3. Evidence / File Uploads / Video URL</p>	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>
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III. Innovate Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
Innovate #1. Facilitate Teaching Innovations	<p>Innovations:</p> <ul style="list-style-type: none"> are strongly identified and provide sufficient information about the program and elements or components related to teaching innovations strongly provide sufficient feedback about how the program and elements or components enhanced student learning 	<p>Innovations:</p> <ul style="list-style-type: none"> are identified and provide sufficient information about the program and elements or components related to teaching innovations provide sufficient feedback about how the program and elements or components enhanced student learning 	<p>Innovations:</p> <ul style="list-style-type: none"> are identified, but may be unclear in how it was innovative provide minimal feedback about how the program and elements or components enhanced student learning Some details are provided but still may be too vague or unclear 	<p>Innovations:</p> <ul style="list-style-type: none"> are identified, but provide insufficient information about the program and elements or components related to teaching innovations provide insufficient feedback about how the program and elements or components enhanced student learning May be too vague or unclear 	Innovations are not provided
Innovate #2. Quantitative and Qualitative Supporting Evidence	<p>Strong quantitative and/or qualitative data provides convincing and persuasive evidence in support of how the program’s unique, specific teaching and learning innovations which:</p> <ul style="list-style-type: none"> promote innovative teaching practices Can quantify program achievements / results that drive 	<p>Quantitative and/or qualitative data provides sufficient evidence in support of how the program’s unique, specific teaching and learning innovations:</p> <ul style="list-style-type: none"> promote innovative teaching practices provide a convincing and direct correlation to positive effects on student learning and performance. 	<p>Quantitative and/or qualitative data provides insufficient evidence in support of how the program’s unique, specific teaching and learning innovations:</p> <ul style="list-style-type: none"> promote innovative teaching practices provide a convincing and direct correlation to positive effects on student learning and performance. 	<p>Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence. Minimal evidence is provided in support of how the program’s unique, specific teaching and learning innovations:</p> <ul style="list-style-type: none"> promote innovative teaching practices provide a convincing and direct correlation 	Data / evidence is not provided.

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	student learning.			to positive effects on student learning and performance.	
Innovate #3. Evidence / File Uploads / Video URL	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>

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IV. Achieve Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
Achieve #1. Quantifiable Evidence and Data	<p>Quantitative and supporting qualitative data provides strong, convincing and persuasive evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students Promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Quantitative and supporting qualitative data provides sufficient evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Quantitative and/or qualitative data provides insufficient evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence. Minimal evidence is provided in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Data / evidence is not provided.</p>
Achieve #2. Describe a Piece of Evidence in your Uploaded File or Video to Highlight for the Judges	<p>Complete and exceptionally clear description of evidence is provided; specific program elements validate the exceptional, unprecedented or extraordinary</p>	<p>Complete description of evidence provided; clearly addresses the specific evidence to define it an exceptional, high-achieving program.</p>	<p>General description of evidence provided; attempts are insufficient to fully convince that the program is an exceptional, high-achieving program.</p>	<p>Minimal description of evidence attempted, but fails to convince that program is an exceptional, high-achieving program.</p>	<p>Data / evidence is not provided.</p>

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	achievements of the program.				
Achieve #3. Evidence / File Uploads / Video URL	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>

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V. Impact Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
Impact #1. Program Elements or Components	<ul style="list-style-type: none"> clearly stated and establish the influence on students are easily interpreted and applied to improvements by students show evidence that students are improving or enhanced their learning establish a direct link to the Success Criteria 	<ul style="list-style-type: none"> clearly stated and describe the effect on students provide formative feedback about how it inspired, excited, motivated, and/or sparked the interest in students. Answers the question, “How did this lead to improvement in or enhance student learning?” 	<ul style="list-style-type: none"> identified, but may be unclear in how students were inspired or motivated. provide minimal formative feedback about inspiration, motivation, improvements, or enhancements May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?” 	<ul style="list-style-type: none"> identified, but, provide insufficient information about inspiration, improvements, or enhancing student learning May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?” 	Program elements or components are not provided
Impact #2. Facilitate Teaching Innovations	<p>Innovations:</p> <ul style="list-style-type: none"> are strongly identified and provide sufficient information about the program and elements or components related to teaching innovations 	<p>Innovations:</p> <ul style="list-style-type: none"> are identified and provide sufficient information about the program and elements or components related to teaching innovations provide sufficient feedback about 	<p>Innovations:</p> <ul style="list-style-type: none"> are identified, but may be unclear in how it was innovative provide minimal feedback about how the program and elements or components enhanced student learning 	<p>Innovations:</p> <ul style="list-style-type: none"> are identified, but provide insufficient information about the program and elements or components related to teaching innovations 	Innovations are not provided

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	<ul style="list-style-type: none"> strongly provide sufficient feedback about how the program and elements or components enhanced student learning 	<p>how the program and elements or components enhanced student learning</p>	<ul style="list-style-type: none"> Some details are provided but still may be too vague or unclear 	<ul style="list-style-type: none"> provide insufficient feedback about how the program and elements or components enhanced student learning May be too vague or unclear 	
<p>Impact #3. Quantifiable Evidence and Data</p>	<p>Quantitative and supporting qualitative data provides strong, convincing and persuasive evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students Promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Quantitative and supporting qualitative data provides sufficient evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Quantitative and/or qualitative data provides insufficient evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence. Minimal evidence is provided in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or sparks interest in teachers and students promotes innovative teaching practices provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Data / evidence is not provided.</p>



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<p>Impact #4. “Why deserving of Impact Award”; Sustainability & Replication</p>	<p><i>Provides a convincing and persuasive:</i></p> <ul style="list-style-type: none"> answer to why the program is deserving of the Impact award summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community. Outline of the program’s sustainability and a road map highlighting how others might replicate your success. 	<p><i>Provides a sufficient:</i></p> <ul style="list-style-type: none"> answer to why the program is deserving of the Impact award summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community. Outline of the program’s sustainability and a road map highlighting how others might replicate your success. 	<p><i>Provides minimal:</i></p> <ul style="list-style-type: none"> answer to why the program is deserving of the Impact award summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community. Outline of the program’s sustainability and a road map highlighting how others might replicate your success. 	<p><i>Provides an insufficient:</i></p> <ul style="list-style-type: none"> answer to why the program is deserving of the Impact award summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community. Outline of the program’s sustainability and a road map highlighting how others might replicate your success. 	<p><i>No answer</i></p> <ul style="list-style-type: none"> Does not answer the question “Why is the program deserving of the Impact award?” Does not provide a statement of sustainability and replication.
<p>Impact #5. Evidence / File Uploads / Video URL</p>	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative</p>

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	D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.	D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.	D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.	D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.	content is not cited and/or permission to use is not provided.
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VI. HELP SECTION

- A. TROUBLESHOOTING: If you're unable to submit your application, please refer to the tips below.
 - 1. CHECKBOXES: Confirm that all required checkboxes are checked.
 - 2. REQUIRED FIELDS: Confirm that all required fields with the (*) symbol have data.
 - 3. LIMITS: Confirm that you didn't exceed a word or character limit.
 - 4. DATA ENTRY NOTE: If importing text from Microsoft Word, paste using CTRL+SHIFT+V (Cmd+Alt+V on a Mac) to paste "unformatted text". This eliminates invisible codes from Word that negatively affect word and character counts or cause strange paragraph breaks.

- B. SUPPORT: For technical support or assistance with questions, email Randy@classroomofthefuture.org or Jane@classroomofthefuture.org

- C. PAST WINNERS: For inspiration, you may wish to review our list of [Past Award Winners](#) page or [Innovation Awards Video Library](#) describing previous winning programs.