

Achieve Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
1. Program Description	<p>Complete, exceptionally clear and detailed description is provided; specific program elements validate the exceptional, unprecedented or extraordinary nature of the project including its unique, specific teaching and learning innovations which:</p> <ul style="list-style-type: none"> • Inspire teachers and students • promote innovative teaching practices • provides a convincing and direct correlation to positive effects on student learning and performance 	<p>Sufficient description is provided; clearly addresses through specific program elements the exceptional, unprecedented or extraordinary nature of the project including its unique, specific teaching and learning innovations which:</p> <ul style="list-style-type: none"> • Inspire teachers and students • promote innovative teaching practices • provides a sufficient correlation to positive effects on student learning and performance 	<p>General description provided; narrative is insufficient to fully convince that the program is exceptional, unprecedented or extraordinary, and/or specific program elements are missing. Partially, refers to specific teaching and learning, but, may not convince new innovation and/or may not completely address how these learning innovations and teaching practices affect student learning and performance</p>	<p>Minimal description attempted, but fails to convince that program is exceptional, unprecedented or extraordinary and/or specific program elements are missing. Does not provide adequate evidence of innovation in teaching or learning or effects on performance.</p>	<p>A coherent program description is not provided.</p>
2. Learning Intention¹	<p>Learning Intentions (objectives) of the program:</p> <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 • show evidence that students are applying 	<p>Learning Intentions (objectives) of the program:</p> <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 	<p>Learning Intentions (objectives) of the program are identified, but:</p> <ul style="list-style-type: none"> • may lack clarity in establishing a purpose or destination for learning, • students may have difficulty in interpreting or 	<p>Learning Intentions (objectives) of the program are unclear, incomplete and/or are not directly related to the Success Criteria.</p>	<p>Program Learning Intentions are not provided.</p>

	<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 		
3. Success Criteria²	<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 • show evidence that students are successfully utilizing success criteria • Answers the question, “How will students know they have been successful?” 	<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>
4. Data/ Evidence	<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>	<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 	<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 	<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>	<p>Data/ evidence is not provided.</p>

<p>Required</p> <p>Required</p> <p>Required</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 is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc.)</p> <p>The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p>	<p>teachers and students</p> <ul style="list-style-type: none"> • promotes innovative teaching practices • provides a convincing and direct correlation to positive effects on student learning and performance <p>Data is directly linked to Success Criteria and Learning Intentions.</p> <p>Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc.)</p> <p>The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p>	<p>teachers and students</p> <ul style="list-style-type: none"> • promotes innovative teaching practices • provides a convincing and direct correlation to positive effects on student learning and performance <p>Data minimally linked to Success Criteria or Learning Intentions</p> <p>Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc.)</p> <p>The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</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 insufficiently linked to Success Criteria or Learning Intentions</p> <p>Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc.)</p> <p>The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p>	<p>Data/ evidence is not provided.</p> <p>Visual representation of data (charts, video, infographic, student artifacts, etc). Is not provided.</p> <p>No method for data collection is described.</p>
<p>5. Information Literacy & Responsibility (File upload)</p>	<p>Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>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>Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>

<p><i>(CFF Use only)</i> Total Points Earned this section out of 20 possible:</p>	<p>Judges' Comments:</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.