

Impact 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"> inspires excitement, motivation and/or sparks interest in teachers and students promote innovative teaching practices provide 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"> inspires excitement, motivation and/or sparks interest in teachers and students promote innovative teaching practices provide a sufficient correlation to positive effects on student learning and performance 	<p>General description provided; narrative minimally convinces 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 how the program:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or interest in teachers and students, promotes innovative teaching practices provides a sufficient correlation to positive effects on student learning and performance 	<p>Insufficient 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 how the program:</p> <ul style="list-style-type: none"> inspires excitement, motivation and/or interest in teachers and students, promotes <i>innovative</i> teaching practices provides a sufficient correlation to positive effects on student learning and performance 	<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 	<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 	<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 	<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>

	<ul style="list-style-type: none"> show evidence that students are applying learning intentions to their learning establish a direct link to the Success Criteria 	<p>to clarify their learning plan</p> <ul style="list-style-type: none"> link directly to the Success Criteria 	<p>interpreting or 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. Program Elements or Components	<p>Program elements or components:</p> <ul style="list-style-type: none"> are clearly stated and establish the influence on students are easily interpreted and applied to improvements by students 	<p>Program elements or components:</p> <ul style="list-style-type: none"> are clearly stated and describe the affect on students provide formative feedback about how it inspired, excited, motivated, and/or 	<p>Program elements or components:</p> <ul style="list-style-type: none"> are identified, but may be unclear in how students were inspired or motivated. provide minimal formative feedback about inspiration, motivation, 	<p>Program elements or components:</p> <ul style="list-style-type: none"> are identified, but, provide insufficient information about inspiration, improvements, or enhancing student learning 	<p>Program elements or components are not provided</p>

	<ul style="list-style-type: none"> show evidence that students are improving or enhanced their learning establish a direct link to the Success Criteria 	<p>sparked the interest in students.</p> <ul style="list-style-type: none"> Answers the question, "How did this lead to improvement in or enhance student learning?" 	<p>improvements, or enhancements</p> <ul style="list-style-type: none"> 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"> May be too vague or unclear to answer the question, "How did this lead to improvement in or enhance student learning?" 	
5. 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
6. 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> <ul style="list-style-type: none"> inspire excitement, motivation and/or 	<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"> inspire excitement, motivation and/or sparks interest in teachers and students 	<p>Quantitative and/or qualitative data provides minimal 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 	<p>Anecdotal data may be provided in the narrative, but, is not supported by quantitative or qualitative evidence. Insufficient 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 	Data/ evidence is not provided.

	<p>sparks interest in 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 	<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>teaching practices</p> <ul style="list-style-type: none"> provides a convincing and direct correlation to positive effects on student learning and performance 	<p>sparks interest in 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 	
Required	Data is clearly and directly linked to Success Criteria and Learning Intentions.	Data is directly linked to Success Criteria and Learning Intentions.	Data minimally linked to Success Criteria or Learning Intentions	Data insufficiently linked to Success Criteria or Learning Intentions	Data/ evidence is not provided.
Required	Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc.)	Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc.)	Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc.)	Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc.)	Visual representation of data (charts, video, infographic, student artifacts, etc). Is not provided.
Required	The method for data collection and evaluation is described in detail, including the medium used in evaluation.	The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.	The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.	The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.	No method for data collection is described.
7. “Why deserving of Impact Award”; Sustainability & Replication	<p>Provides a convincing and persuasive:</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 	<p>Provides a sufficient:</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. 	<p>Provides minimal:</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. 	<p>Provides an insufficient:</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. 	<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>teachers, students and community.</p> <ul style="list-style-type: none"> Outline of the program's sustainability and a road map highlighting how others might replicate your success. 	<ul style="list-style-type: none"> Outline of the program's sustainability and a road map highlighting how others might replicate your success. 	<ul style="list-style-type: none"> Outline of the program's sustainability and a road map highlighting how others might replicate your success. 	<ul style="list-style-type: none"> Outline of the program's sustainability and a road map highlighting how others might replicate your success. 	
8. Information Literacy & Responsibility (File uploads)	<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 40 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.