

Innovate 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 <i>its unique, specific teaching and learning innovations</i> which:</p> <ul style="list-style-type: none"> • promote innovative teaching practices and • 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 <i>its unique, specific teaching and learning innovations</i> which:</p> <ul style="list-style-type: none"> • promote innovative teaching practices and • provide 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 Intentions¹	<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 learning intentions to their learning 	<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 • link directly to the Success Criteria 	<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 applying to their learning plan 	<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"> establish a direct link to the Success Criteria 		<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 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?" 	Success Criteria are not provided.
4. 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 	<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 	<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 provide insufficient feedback about how the program and 	Innovations are not provided

	program and elements or components enhanced student learning	elements or components enhanced student learning	<ul style="list-style-type: none"> Some details are provided but still may be too vague or unclear 	elements or components enhanced student learning <ul style="list-style-type: none"> May be too vague or unclear 	
5. Data/ Evidence	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: <ul style="list-style-type: none"> promote innovative teaching practices and Can quantify program results/ achievements that drive student learning. 	Quantitative and/or qualitative data provides sufficient evidence in support of how the program’s unique, specific teaching and learning innovations : <ul style="list-style-type: none"> promote innovative teaching practices and provide a convincing and direct correlation to positive effects on student learning and performance 	Quantitative and/or qualitative data provides insufficient evidence in support of how the program’s unique, specific teaching and learning innovations : <ul style="list-style-type: none"> promote innovative teaching practices and provide a convincing and direct correlation to positive effects on student learning and performance 	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: <ul style="list-style-type: none"> promote innovative teaching practices and provide a convincing and direct correlation to positive effects on student learning and performance 	Data/ evidence is not provided.
Required	Data is clearly and directly linked to Success Criteria and Learning Intentions.	Data is directly linked to Success Criteria and Learning Intentions.	Data is minimally linked to Success Criteria or Learning Intentions	Data is insufficiently linked to Success Criteria or Learning Intentions	Data 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,	The method for data collection and evaluation is described, with some	The method for data collection and evaluation is minimally described	The method for data collection and evaluation is insufficiently described,	The method for evaluation is not provided.

	including the medium used in evaluation.	detail and includes the medium used in evaluation.	and lacks detail, the medium used in evaluation is unclear.	the medium used in evaluation is not provided.	
6. Information Literacy & Responsibility (File uploads)	Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.	Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.	Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.	Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.	Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.
<i>(CFF Use only)</i> Total Points Earned out of 24 possible:	Judges' Comments:				

^{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.