

Inspire Award: 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 project and its ability to inspire teachers and students.	Complete description provided; clearly addresses through specific program elements the exceptional, unprecedented or extraordinary nature of the project and its ability to inspire teachers and students.	General description provided; attempts are insufficient to fully convince that the program is exceptional, unprecedented or extraordinary, and/or specific program elements are missing, may not highlight its ability to inspire teachers and students.	Minimal description attempted, but, fails to convince that program is exceptional, unprecedented or extraordinary and/or specific program elements are missing. Does not convince in its ability to inspire teachers and students.	A coherent program description is not provided.
2. Learning Intentions¹	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 show evidence that students are applying learning intentions to their learning establish a direct link to the Success Criteria 	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 link directly to the Success Criteria 	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 applying to their learning plan may not establish a direct link to the Success Criteria 	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.
3. Success Criteria²	Success Criteria: <ul style="list-style-type: none"> provide a means for teachers and 	Success Criteria: <ul style="list-style-type: none"> provide a means for teachers and 	Success Criteria: <ul style="list-style-type: none"> are identified, but, may be unclear in 	Success Criteria: <ul style="list-style-type: none"> are identified, but, provide insufficient 	Success Criteria are not provided.

	<p>students to utilize feedback specifically oriented to the learning intentions</p> <ul style="list-style-type: none"> • 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>students to utilize feedback specifically oriented to the learning intentions</p> <ul style="list-style-type: none"> • 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>how students can utilize feedback specifically oriented to the learning intentions</p> <ul style="list-style-type: none"> • 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>a means for students to utilize feedback specifically oriented to the learning intentions</p> <ul style="list-style-type: none"> • 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>4. Program Elements or Components</p>	<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 • show evidence that students are improving or enhanced their learning • establish a direct link to the Success Criteria 	<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 sparked the interest in students. • Answers the question, “How did this lead to improvement in or enhance student learning?” 	<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, improvements, or enhancements • May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?” 	<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 • May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?” 	<p>Program elements or components are not provided</p>

<p>5. Data/ Evidence</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Anecdotal data may be provided in the narrative, but, is not supported by quantitative or qualitative evidence.</p>	<p>Data/ evidence is not provided.</p>
<p>Required</p>	<p>Data is clearly and directly linked to Success Criteria and Learning Intentions.</p>	<p>Data is directly linked to Success Criteria and Learning Intentions.</p>	<p>Data is minimally linked to Success Criteria or Learning Intentions</p>	<p>Data is insufficiently linked to Success Criteria or Learning Intentions</p>	<p>Data/ evidence is not provided.</p>
<p>Required</p>	<p>Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p>	<p>Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p>	<p>Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p>	<p>Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p>	<p>Visual representation of data (charts, video, infographic, student artifacts, etc). Is not provided.</p>
<p>Required</p>	<p>The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p>	<p>The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p>	<p>The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p>	<p>The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p>	<p>The method for data collection and evaluation is not provided.</p>
<p>6. Information Literacy & Responsibility (File uploads)</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 out of 24 possible:</p>	<p>Judges' Comments:</p>
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^{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.