

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.

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.

Achieve Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
1. Program Description	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: <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 	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: <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 	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	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.	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 	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 	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, 	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.

	<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 	<ul style="list-style-type: none"> students may have difficulty in interpreting or applying to their learning plan 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?” 	Success Criteria are not provided.
4. Data/ Evidence	<p>Quantitative and supporting qualitative data provides strong, convincing and persuasive evidence in support of how <i>the program’s unique,</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>	<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>	<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</i></p>	Data/ evidence is not provided.

	<p><i>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 	<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 	<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><i>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 	
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.
5. Information Literacy & Responsibility (File upload)	Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where	Images, photos, charts, videos, narrative content, etc. are cited and permission to use where	Images, photos, charts, videos, narrative content, etc. are cited but, errors in format or permission to	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

	required has been obtained.	required has been obtained.	use where required may not be evident.		permission to use is not provided.
<i>(CFF Use only)</i> Total Points Earned this section out of 20 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.

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>Required</p> <p>Required</p> <p>Required</p>	<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 <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>	<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>teaching practices</p> <ul style="list-style-type: none"> 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>	<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 <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>7. “Why deserving of Impact Award”; Sustainability & Replication</p>	<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.