

2009 A+ for Energy – ALBERTA SUSTAINABILITY PROPOSAL SCORING RUBRIC

Energy Content (25%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • The age-appropriate energy content students learned and how this content fit within the larger instructional program in Year 1 • How an additional year of funding will add new content or depth to students' content knowledge • How proposed activities complement the energy content that students learned as a result of the Year 1 activities • How these proposed activities reflect "lessons learned" from the Year 1 implementation. 			
Energy sources	<ul style="list-style-type: none"> • clearly identifies one or more energy sources as the focus of the proposed project OR if focused on energy efficiency, conservation or alternative technologies, project identifies underlying source(s) of energy as appropriate 	<ul style="list-style-type: none"> • mentions at least one energy source or form as the focus of the proposed project 	<ul style="list-style-type: none"> • mentions energy related to the proposed project 	<ul style="list-style-type: none"> • does not mention energy or energy topics as the focus of the proposed project
Energy content	<ul style="list-style-type: none"> • clearly states what learning outcomes students will know as a result of participation in the project 	<ul style="list-style-type: none"> • indicates what learning outcomes students will know as a result of participation in the project 	<ul style="list-style-type: none"> • describes (even minimally) some learning outcomes as a result of participation in the project 	<ul style="list-style-type: none"> • omits student learning outcomes as part of the project proposal
Accuracy / age level	<ul style="list-style-type: none"> • describes content that is accurate and age-appropriate 	<ul style="list-style-type: none"> • describes content that is mostly accurate and age-appropriate without significant errors 	<ul style="list-style-type: none"> • displays some content misconceptions or content that is not age-appropriate 	<ul style="list-style-type: none"> • displays serious content misconceptions or age-inappropriate expectations
Instruction program	<ul style="list-style-type: none"> • clearly describes how the project fits within the school's (or district's) larger instructional program 	<ul style="list-style-type: none"> • describes to some degree how the project (possibly without its context) relates to the school's (or district's) larger instructional program 	<ul style="list-style-type: none"> • describes the project or activity and mentions the school's (or district's) larger instructional program, but the relationship between the two may be missing 	<ul style="list-style-type: none"> • omits any description of how the project fits within the school's (or district's) larger instructional program

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Goal Setting (10%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • How this year's goals differ from the Year 1 project • The sustainability proposal's specific strategy for project expansion and sustainability. 			
Target audience	<ul style="list-style-type: none"> • identifies the target audience and any special considerations (gifted, ESL, students with disabilities, reluctant readers, etc.) 	<ul style="list-style-type: none"> • identifies the target audience 	<ul style="list-style-type: none"> • reference to target audience but not clearly identified 	<ul style="list-style-type: none"> • target audience not included
Realistic	<ul style="list-style-type: none"> • establishes realistic goals, given the project design and described / requested resources 	<ul style="list-style-type: none"> • establishes goals, related to some degree, to the project design and described / requested resources 	<ul style="list-style-type: none"> • establishes goals that may not be supported by the project design and described / requested resources 	<ul style="list-style-type: none"> • does not establish goals, or includes goals that are not supported by the project design and described / requested resources
Measurable	<ul style="list-style-type: none"> • includes measurable learning outcomes by which the impact of the project can be determined 	<ul style="list-style-type: none"> • includes learning outcomes, some of which are measurable, by which the impact of the project may be determined 	<ul style="list-style-type: none"> • includes learning outcomes that are difficult to measure in terms of the impact of the project 	<ul style="list-style-type: none"> • includes learning outcomes that are not measurable or are unrelated to the impact of the project
Timeline	<ul style="list-style-type: none"> • clearly identifies the length of time and / or timeline for project implementation 	<ul style="list-style-type: none"> • identifies the length of time or timeline for project implementation 	<ul style="list-style-type: none"> • identifies generally when the project may occur 	<ul style="list-style-type: none"> • omits when the project will occur •
Sustainability	<ul style="list-style-type: none"> • includes specific opportunities for potential sustainability (supported by the Budget and Activities sections) 	<ul style="list-style-type: none"> • includes unspecific opportunities for potential sustainability 	<ul style="list-style-type: none"> • identifies whether the project is repeatable in future years 	<ul style="list-style-type: none"> • omits whether the project is repeatable

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Activities to Reach Goals (20%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • A description of new activities; • An explanation of any changes to the previous activities that were a part of the Year 1 project. 			
Supports knowledge	<ul style="list-style-type: none"> • includes creative activities that clearly support learning outcomes that relate to the identified content and stated goals 	<ul style="list-style-type: none"> • includes activities that generally support student learning outcomes that relate to the identified content and stated goals 	<ul style="list-style-type: none"> • includes some activities that may support learning outcomes that relate to the identified content and stated goals 	<ul style="list-style-type: none"> • includes activities that support little or no learning outcomes that relate to the identified content or stated goals
Activity description	<ul style="list-style-type: none"> • describes each activity clearly with a rationale for its inclusion 	<ul style="list-style-type: none"> • describes each activity in general terms with some rationale for inclusion 	<ul style="list-style-type: none"> • lists most activities but with little or no description or rationale 	<ul style="list-style-type: none"> • omits list of most or all activities
Role description	<ul style="list-style-type: none"> • describes the role of students and adults involved with each activity 	<ul style="list-style-type: none"> • lists who is involved with each activity 	<ul style="list-style-type: none"> • mentions the involvement of some participants 	<ul style="list-style-type: none"> • does not mention participants
Resource alignment	<ul style="list-style-type: none"> • describes how requested resources (budget) are aligned with activities 	<ul style="list-style-type: none"> • lists requested resources that are generally aligned with activities 	<ul style="list-style-type: none"> • lists requested resources that are only minimally aligned with the stated activities 	<ul style="list-style-type: none"> • omits list of requested resources, or requested resources are not aligned with stated activities
Safety	<ul style="list-style-type: none"> • identifies and fully addresses any potential safety considerations 	<ul style="list-style-type: none"> • identifies and vaguely addresses potential safety considerations 	<ul style="list-style-type: none"> • may identify and address some potential safety considerations 	<ul style="list-style-type: none"> • omits identification of potential safety considerations or how to address them

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Student Leadership (15%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • A description of the leadership activities in which students participated in Year 1; • How their involvement in these activities enhanced their learning. 			
Sharing Knowledge	<ul style="list-style-type: none"> • provides clear opportunities for students to share their knowledge about energy or energy topics with the identified community 	<ul style="list-style-type: none"> • provides opportunities for students to share their knowledge about energy or energy topics with the identified community 	<ul style="list-style-type: none"> • provides some opportunity for students to share their knowledge about energy or energy topics but may not identify the community 	<ul style="list-style-type: none"> • omits any opportunity for students to share their knowledge about energy or energy topics
Student learning	<ul style="list-style-type: none"> • provides opportunities for students to engage in leadership activities that meaningfully furthers student learning of the identified content 	<ul style="list-style-type: none"> • provides opportunities for students to engage in leadership activities that furthers student learning of most of the identified content 	<ul style="list-style-type: none"> • provides opportunities for students to engage in leadership activities but with little connection to the content being learned 	<ul style="list-style-type: none"> • omits opportunities for students to further their learning through leadership activities
Student direction	<ul style="list-style-type: none"> • provides significant student direction or input to the outcome of the project or activities as appropriate 	<ul style="list-style-type: none"> • provides some student direction or input to the outcome of the project or activities as appropriate 	<ul style="list-style-type: none"> • provides little student direction or input to the outcome of the project or activities where it is appropriate for them to do so 	<ul style="list-style-type: none"> • provides no student direction or input to the outcome of the project or activities
Differentiation	<ul style="list-style-type: none"> • differentiates all learning to personalize or deepen students' academic opportunity 	<ul style="list-style-type: none"> • differentiates some learning to personalize or deepen students' academic opportunity 	<ul style="list-style-type: none"> • differentiates little learning to personalize or deepen students' academic opportunity 	<ul style="list-style-type: none"> • differentiates no instruction or learning during the project
School partnerships	<ul style="list-style-type: none"> • clearly describes how any partnerships with other classes / schools / grade levels provide benefit to all the students involved 	<ul style="list-style-type: none"> • describes how any partnerships with other classes / schools / grade levels provide benefit to some or all the students involved 	<ul style="list-style-type: none"> • Mentions partnerships with other classes / schools / grade levels but with little explanation or discussion of benefit to students 	<ul style="list-style-type: none"> • may or may not mention partnerships with other classes / schools / grade levels but with little or no explanation of discussion of benefit

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Community Involvement (10%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • Whether current community partners are continuing their involvement from Year 1; • A description of how their partnership contributed to the success of the Year 1 program. 			
Community defined	<ul style="list-style-type: none"> • clearly defines the community to be involved in the project 	<ul style="list-style-type: none"> • defines the community to be involved in the project 	<ul style="list-style-type: none"> • refers to the community to be involved in the project 	<ul style="list-style-type: none"> • omits mention of community involvement
Identifies members	<ul style="list-style-type: none"> • identifies members of the community for meaningful involvement in the design, implementation and / or review of the project or activities 	<ul style="list-style-type: none"> • identifies members of the community for some involvement in the design, implementation and / or review of the project or activities 	<ul style="list-style-type: none"> • identifies few or no members of the community for involvement in the design, implementation or review of the project or activities 	<ul style="list-style-type: none"> •
Partnership building	<ul style="list-style-type: none"> • describes a process to build partnerships across grade-levels or disciplines within the school, district or wider community as appropriate 	<ul style="list-style-type: none"> • identifies sources of collaboration or assistance across grade levels or disciplines within the school, district or wider community as appropriate 	<ul style="list-style-type: none"> • omits sources of collaboration or assistance across grade levels or disciplines within the school, district or wider community 	<ul style="list-style-type: none"> •
Partnership strategy	<ul style="list-style-type: none"> • describes a strategy to partner with the community to provide valued services, information or resources to build lasting relationships with the school (and identifies contacts already made) 	<ul style="list-style-type: none"> • identifies a process to partner with the community to build or reflect a lasting relationship with the school (however contact has not yet been made) 	<ul style="list-style-type: none"> • mentions potential partners within the community that could be contacted 	<ul style="list-style-type: none"> •
Extended expertise	<ul style="list-style-type: none"> • identifies relevant businesses or organizations to provide extended expertise (and identifies contacts already made) 	<ul style="list-style-type: none"> • identifies businesses or organizations that may provide extended expertise 	<ul style="list-style-type: none"> • omits businesses or organizations who could provide expertise 	<ul style="list-style-type: none"> •

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Project Evaluation (10%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • A description of the successes of the Year 1 implementation; • Any lessons learned; how success will be measured this year. 			
Goal alignment	<ul style="list-style-type: none"> • describes an evaluation plan in alignment with the project goals and content 	<ul style="list-style-type: none"> • identifies an evaluation plan in alignment with some project goals and / or content 	<ul style="list-style-type: none"> • identifies an evaluation plan but with minimal alignment to stated goals or content 	<ul style="list-style-type: none"> • omits an evaluation plan related to stated project goals or content
Measurability	<ul style="list-style-type: none"> • clearly states measurable learning outcomes to gauge the impact of the project on student learning about energy 	<ul style="list-style-type: none"> • lists some measurable learning outcomes to gauge the impact of some aspect of the project on student learning about energy 	<ul style="list-style-type: none"> • few learning outcomes to measure student learning about energy 	<ul style="list-style-type: none"> • omits measurable learning outcomes
Capturing learning	<ul style="list-style-type: none"> • provides a process for capturing student learning throughout the grant implementation 	<ul style="list-style-type: none"> • lists some potential student products to capture student learning and when they might be used (throughout the project implementation) 	<ul style="list-style-type: none"> • lists non-specific student products to capture student learning and / or is unclear on when the measurement tools will be used 	<ul style="list-style-type: none"> • omits when measurement tools will be used
Evaluation tools	<ul style="list-style-type: none"> • describes a variety of tools and / or experiences that will be used to capture student learning throughout the project (aligned with activities) 	<ul style="list-style-type: none"> • lists some potential tools and / or experiences to capture student learning; but may not be specific about when tools will be used 	<ul style="list-style-type: none"> • lists few potential tools or experiences to capture student learning or when the tools will be used 	<ul style="list-style-type: none"> • omits identification of tools or student products to capture student learning

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Project Budget (10%)	<p>The following MUST be addressed within the body of the application IN ADDITION to the Rubric Levels stated below in order to achieve a score in this Category:</p> <ul style="list-style-type: none"> • Which resources purchased with Year 1 funding will be re-used; • How non-consumables purchased as a part of the Sustainability Proposal will be used for future project implementation. 			
Description	<ul style="list-style-type: none"> • includes specific information on types of materials, equipment, software and services needed to implement the project and totals the grant amount (\$5,000 or \$10,000) 	<ul style="list-style-type: none"> • includes some information on types of materials, equipment, software and services needed to implement the project and generally totals the grant amount (\$5,000 or \$10,000 plus or minus 10%) 	<ul style="list-style-type: none"> • includes little or no information on types of materials, equipment, software and services needed to implement the project and may not total the grant amount (\$5,000 or \$10,000 plus or minus 10%) 	<ul style="list-style-type: none"> • omits information about resources needed to implement the project and/or does not total the grant amount (\$5,000 or \$10,000 plus or minus 10%)
Justification	<ul style="list-style-type: none"> • justifies the projected costs aligned to the content, goals and activities stated in the application 	<ul style="list-style-type: none"> • justifies most projected costs aligned to the content, goals and / or activities stated in the application 	<ul style="list-style-type: none"> • reflects some of the content, goals or activities stated in the application 	<ul style="list-style-type: none"> • reflects few or none of the content, goals or activities stated in the application
Category costs	<ul style="list-style-type: none"> • provides reasonable costs in categories of expenditure rounded to the nearest dollar 	<ul style="list-style-type: none"> • provides reasonable costs by category of expenditure 	<ul style="list-style-type: none"> • provides costs by category but some costs may not be reasonable 	<ul style="list-style-type: none"> • does not include costs by category and/or costs may not be reasonable
Application limits	<ul style="list-style-type: none"> • adheres to application limits (no more than 25% of requested funds to personnel costs) 			<ul style="list-style-type: none"> • does not adhere to application limits