

APEGA Innovation in Education Awards

Award Evaluation Rubric

Part 1: Initiative Planning (21 points)

	EXEMPLARY (3 points)	GOOD (2 points)	ADEQUATE (1 point)	INCOMPLETE (0 points)
INITIATIVE DESCRIPTION	<ul style="list-style-type: none"> The initiative description is detailed and clear 	<ul style="list-style-type: none"> The initiative description is clear but lacks some detail 	<ul style="list-style-type: none"> The initiative description is clear but lacks considerable detail 	<ul style="list-style-type: none"> The initiative description is not clear
GOAL DEFINITION	<ul style="list-style-type: none"> The goals are clearly defined and realistic 	<ul style="list-style-type: none"> The majority of the goals are clearly defined and realistic 	<ul style="list-style-type: none"> The majority of the goals are clearly defined but some are not realistic 	<ul style="list-style-type: none"> The goals are not clearly defined
DEFINING SUCCESS	<ul style="list-style-type: none"> The applicant clearly defines what the initiative's success looks like, including major and minor checkpoints 	<ul style="list-style-type: none"> The applicant provides a general vision of what the initiative's success looks like but does not provide specifics 	<ul style="list-style-type: none"> The applicant provides a general vision of what the initiative's success looks like but does not provide specifics 	<ul style="list-style-type: none"> The applicant does not provide a general vision of what the initiative's success looks like
MEASURES OF SUCCESS	<ul style="list-style-type: none"> Specific and realistic measures of success are provided, along with reasoning behind the measures Both quantitative (numbers) and qualitative (stories, feedback, etc.) measures are identified 	<ul style="list-style-type: none"> Specific and realistic measures of success are provided Only quantitative (numbers) or qualitative (stories, feedback, etc.) measures are identified 	<ul style="list-style-type: none"> Measures of success are provided, but some are unrealistic or unspecific Only quantitative (numbers) or qualitative (stories, feedback, etc.) measures are identified 	<ul style="list-style-type: none"> Measures of success are not defined or are inadequate
BUDGET	<ul style="list-style-type: none"> The budget is detailed, realistic, and encompasses all foreseeable costs needed for the initiative's success Each expense has a valid purpose, and the associated costs are realistic 	<ul style="list-style-type: none"> The budget is detailed, realistic, and encompasses most foreseeable costs needed for the initiative's success Each expense has a valid purpose, and most of the associated costs are realistic 	<ul style="list-style-type: none"> The budget is realistic and encompasses most foreseeable costs needed for the initiative's success, but lacks detail Each expense has a valid purpose, and the associated costs are realistic 	<ul style="list-style-type: none"> The budget is not detailed or realistic Expenses do not add value to the end result, are not necessary for the initiative's success, or are unrealistic
TIMELINE	<ul style="list-style-type: none"> Short- and long-term activities and associated tasks are set and are specific, detailed, and realistic Specific and realistic deadlines are listed for each activity and task The completion of listed tasks will result in the initiative's success 	<ul style="list-style-type: none"> A list of short- and long-term activities and associated tasks and deadlines for each were provided, but they only meet two of the following criteria: <ul style="list-style-type: none"> specific realistic detailed 	<ul style="list-style-type: none"> A list of short- and long-term activities and associated tasks and deadlines for each were provided, but they only meet one of the following criteria: <ul style="list-style-type: none"> specific realistic detailed 	<ul style="list-style-type: none"> Completion of the listed activities by the listed deadlines will not result in the initiative's success between September 2019 and June 2020
RISK ASSESSMENT	<ul style="list-style-type: none"> All major risks to the initiative's success are listed Thorough plans to react to or avoid each risk are considered in detail A detailed contingency timeline is included 	<ul style="list-style-type: none"> All or most major risks to the initiative's success are listed Basic plans to react to or avoid all risks are listed A basic contingency timeline is included 	<ul style="list-style-type: none"> All or most major risks to the initiative's success are listed <p>At least one of the following is true:</p> <ul style="list-style-type: none"> Plans to address risks are lacking A contingency timeline is not included 	<ul style="list-style-type: none"> Applicant has not considered the potential risks or has stated that there are no risks

Part 2: Initiative Impact (15 points)

If any of the following statements are false, then the initiative will not be eligible for the awards.

The initiative:

- is STEM focused
- has a significant engineering or geoscience component
- will help students gain an in-depth, conceptual understanding of the content
- will expose students to relevant and realistic STEM applications
- will be student-led and hands on
- will engage every student in at least one Grade 1 to 12 class
- will last at least 6 months
- will engage or impact a larger community outside of the classroom

	EXEMPLARY (3 points)	GOOD (2 points)	ADEQUATE (1 point)	INCOMPLETE (0 points)
INITIATIVE MOTIVATION	<ul style="list-style-type: none"> • The initiative's focus is relevant, important, and authentic to the students or the greater community 	<ul style="list-style-type: none"> • A large part of the initiative addresses a topic that is relevant, important, and authentic to the students or the greater community 	<ul style="list-style-type: none"> • A small part of the initiative addresses a topic that is relevant, important, and authentic to the students or the greater community 	<ul style="list-style-type: none"> • The initiative does not address topics that are relevant, important, or authentic to the students or the greater community
STUDENT ENGAGEMENT	<ul style="list-style-type: none"> • The initiative is highly engaging for students, student-led, and hands-on 	<ul style="list-style-type: none"> • The initiative is moderately engaging for students, student-led, and hands-on 	<ul style="list-style-type: none"> • The initiative is slightly engaging for students, student-led, and hands-on 	<ul style="list-style-type: none"> • The initiative is not engaging for students, student-led, or hands-on
STUDENT VOICE AND CHOICE	<ul style="list-style-type: none"> • Student voice and choice are incorporated and prioritized in initiative planning 	<ul style="list-style-type: none"> • Student voice and choice are incorporated and prioritized most aspects of initiative planning 	<ul style="list-style-type: none"> • Student voice and choice are incorporated in only some aspects of initiative planning 	<ul style="list-style-type: none"> • Student voice and choice are not prioritized in initiative planning
EFFECT ON STUDENTS	<ul style="list-style-type: none"> • The initiative will help all participating students develop skills that will assist them in future endeavours • Skill development is emphasized through all steps of the initiative 	<ul style="list-style-type: none"> • The initiative will help all participating students develop skills that will assist them in future endeavours • Skill development is emphasized through most steps of the initiative 	<ul style="list-style-type: none"> • The initiative will help all participating students develop skills that will assist them in future endeavours • Skill development is emphasized through some steps of the initiative 	<ul style="list-style-type: none"> • Skill development is not prioritized in the initiative
EFFECT ON COMMUNITY	<ul style="list-style-type: none"> • The initiative will have a significant, positive effect on a group outside of the classroom • The effect can be easily measured 	<ul style="list-style-type: none"> • The initiative will have a moderate, positive effect on a group outside of the classroom • The effect can be easily measured 	<ul style="list-style-type: none"> • The initiative will have a small, positive effect on a group outside of the classroom • The effect will be difficult to measure 	<ul style="list-style-type: none"> • The initiative will have no effect on a group outside of the classroom • The effect will be impossible to measure

Part 3: Letter of School Support* (3 points)

	EXEMPLARY (3 points)	GOOD (2 points)	ADEQUATE (1 point)	INCOMPLETE (0 points)
LEVEL OF SUPPORT	<ul style="list-style-type: none"> The school or school board is in full support of the applicant's proposed initiative and will provide substantial assistance to the applicant to ensure initiative success The initiative is directly tied to the school's or school board's goals 	<ul style="list-style-type: none"> The school or school board is in support of the applicant's proposed initiative and will provide some assistance to the applicant The initiative is indirectly tied to the school's or school board's goals 	<ul style="list-style-type: none"> The school or school board is in support of the applicant's proposed initiative but is unlikely to provide assistance to the applicant There is no mention of the relation between the initiative and the school's or school board's goals 	<ul style="list-style-type: none"> The school or school board is not in support of the applicant's proposed initiative There is no mention of the relation between the initiative and the school's or school board's goals

*Applications submitted without a letter of school support will not be eligible for the awards.

Part 4: Video Submission* (12 points)

	EXEMPLARY (3 points)	GOOD (2 points)	ADEQUATE (1 point)	INCOMPLETE (0 points)
CREATIVITY	<ul style="list-style-type: none"> The entire video is a creative presentation of the information The video medium is leveraged to improve communication of the idea 	<ul style="list-style-type: none"> The video contains many creative elements The video medium communicates the idea but could have been leveraged further 	<ul style="list-style-type: none"> The video contains a few creative elements The video medium was not leveraged to improve communication of the idea 	<ul style="list-style-type: none"> The video contains no creative elements The video medium was not leveraged to improve communication of the idea
COMMUNICATION	<ul style="list-style-type: none"> The video provides clear and effective answers to all the discussion topics and the answers are detailed and organized 	<ul style="list-style-type: none"> The video provides clear and effective answers to most of the discussion topics The answers are detailed and organized 	<ul style="list-style-type: none"> The video provides clear and effective answers to only some of the discussion topics 	<ul style="list-style-type: none"> The video does not provide clear or effective answers to the discussion topics
QUALITY	<ul style="list-style-type: none"> Progress reports presented to this standard would be highly engaging and would clearly demonstrate the effects of the project 	<ul style="list-style-type: none"> Progress reports presented to this standard would demonstrate the effects of the project but would not be highly engaging 	<ul style="list-style-type: none"> Progress reports presented to this standard would only partially demonstrate the effects of the project and would not be highly engaging 	<ul style="list-style-type: none"> Progress reports presented to this standard would not demonstrate the effects of the project and would not be highly engaging

*Applications submitted without a video will not be eligible for the awards.