



BY INSIDE EDUCATION



PROPOSAL SCORING RUBRIC

Inside Education, in cooperation with Founding Partner BP Canada, has decided to maintain the existing judging rubric for the 2018-19 A+ for Energy Program.

Renewed emphasis is on three crucial topics: *student experience*, *planning and impacts*, and *creativity*.

You will need to include all of the following in your application:

- Identify the energy topic(s) that is to be the focus of your project:
 - Renewable/Alternative Energy Sources
 - Nonrenewable/Conventional Energy Sources
 - Energy Conservation
 - Energy Efficiency
 - Energy Technology & Innovation
 - Energy Perspectives
 - Energy Stakeholders
 - Energy Careers
- An explanation of the goal(s) for your project and a description of how the project is connected to the energy topic(s) above
- Identification of any safety concerns

Student Learning and Experience (45%)

	2	1	0
Energy Literacy	Clearly identifies how the energy topic will develop student understanding and the application of this understanding to a real world context	Mentions energy in relation to the project but does not explain how it will develop student understanding and/or lacks connections to real world context	There is little to no connection to the energy topic or how it will develop student understanding of energy
Sharing Knowledge	Provides diverse opportunities for students to share and communicate about energy in meaningful ways	There are limited opportunities for students to communicate about energy	Project lacks opportunities for students to share their knowledge about energy
Student Leadership	Project is student driven, and provides multiple opportunities for student involvement in setting project direction or input to the outcomes or activities as appropriate for their age	Students have occasional direction or input to the project outcome or activities as appropriate for their age, but opportunities for student input are missed	Provides little or no student input or direction on project outcome or activities
Curriculum Alignment	Highlights Alberta Program of Studies, outlining how students will achieve these outcomes with emphasis on cross-curricular outcomes	Connected to Alberta Program of Studies but does not emphasize how students will achieve these outcomes and lacks cross-curricular emphasis	Does not have clear connections to the Alberta Program of Studies
Student Action	Project is action based and reflects a project-based learning model emphasizing student inquiry, skill development, and critical thinking	Project is action based but is teacher-centred with minimal opportunity for student inquiry, skill development and/or critical thinking	Project is not action based
Learning Styles	Uses multiple differentiated learning strategies that will engage a wide variety of learners	Project utilizes a single learning modality that may limit student engagement	Project has limited potential to reach different learning modalities and applicant did not fully explore these opportunities

Creativity (20%)

	2	1	0
Engagement	Project includes creative and engaging activities that align with budget items and clearly support learning outcomes	Project includes creative and engaging activities but these are not supported budget items or do not support learning outcomes	Project does not include creative and engaging activities
Inspiration	The project is designed to inspire and empower because it is considered to be thought-provoking, motivating or provide a unique student experience	Project has potential to inspire and empower students but does not fully explore these opportunities	Project does not stimulate the generation of student ideas, action or further exploration of energy topics
Innovation	Project is a new idea or a novel approach to an existing one	Project is interesting but not unique; has potential for further development	Project lacks innovation or novelty

Project Planning and Impacts (35%)

	2	1	0
Budget	Provides a categorized budget that identifies specific budget items and how they are aligned with project activities	Provides a budget that outlines costs but does not identify how specific budget items are associated with project activities	Provides overall cost but does not identify specific budget items and overlooks resources it will take to implement the project
Timeline	Includes a detailed and realistic monthly timeline for project implementation	Indicates length of time required to complete the project	Omits timeline
Sustainability	Includes specific opportunities for sustainability (opportunities to expand, carry forward or have a lasting impact). These opportunities are supported by the project timeline, budget items and activities	Mentions sustainability but is not specific about how it is supported by activities, timeline and budget items	Omits any mention of sustainability
Evaluation	Describes an evaluation plan that captures HOW student learning and impact of the project will develop energy literacy	Evaluation process does not clearly identify how student learning will be demonstrated in the context of energy literacy	Evaluation of student learning is not mentioned
Partnership Strategy	Project is integrated into the school programs and philosophy and builds relationships within the school and broader community	Project has partnership opportunities within the school and/or community but applicant has not fully realized the potential for these partnerships	Project lacks partnership opportunities and does not engage a wider audience in energy education initiatives