

**Premier’s Award for Innovation and Excellence in Education Scoring Rubric**

Scorer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Applicant Name: \_\_\_\_\_

<b>Criteria</b>	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>	<b>Comments</b>
Direct Board Participation	The Board is aware of the initiative and has supported it through the budget process.	The Board is aware of the innovation and has endorsed it. It is captured in the Board’s annual report and showcased at the Board table.	The Board has endorsed the initiative and there is some evidence it is a priority as evidenced by progress reports coming back to the Board table.	Significant evidence demonstrates the Board advances this initiative and is a Board priority. Regular reporting and dashboard on progress is presented to the Board.	
Innovative Nature of Initiative <b>(Weight X2)</b>  <i>Note: Submissions must meet a minimum threshold score of “Two” by the external panel scoring the nominations, to be selected.</i>	The initiative does not stem from asking new questions. It stays within existing frameworks and reproduces existing ideas. It relies on existing models or ideas, and it is not new or unique. The innovation has little to no social benefit/common good.	The initiative generates some original ideas and shows some imagination but is predictable and stays within conventional boundaries. The innovation has limited social benefit/common good.	The initiative generates some original ideas and shows some imagination and attempts to step outside conventional boundaries. The initiative builds upon current research and/or practice and replicates those practices within this initiative. The innovation has general social benefit/common good.	The initiative stems from asking new questions and seeking new perspectives to generate new ideas. It draws upon ingenuity and imagination to go outside conventional boundaries. The initiative builds upon current research and/or practice; however, new practices are occurring in this initiative. The innovation has broad social benefit/common good.	<b>(Weight X2)</b>
Sustainability of the Innovation within the Present System or School	The innovation was a one-time solution to a challenge and will not be sustained in the school/division without new resources.	There is evidence that this innovation will be sustained within the construct that it was created. (e.g., one school or original set of participating schools)	There is evidence that the Board has adopted this innovation as part of its ongoing practice, with likelihood of the initiative being replicated throughout the division.	There is a statement by the Board that commits to this innovation on an ongoing basis as a practice throughout the school division.	

Client (Teachers, Parents, Students, SCCs) Support for Innovation	Clients affected by the innovation have not been involved in any aspects of the design, development, and implementation of the initiative.	Clients affected by the innovation have been informed of the innovation throughout aspects of its design, development, and implementation.	Clients affected by the innovation were involved in some aspects of its design, development, and implementation.	Clients affected by the innovation have been actively engaged in its design, development and implementation, as equal partners in the process.	
Partnerships in Support of the Innovation	There is no evidence of partnerships.	There is some evidence of partnerships.	Partnerships were created and were involved in the initiative.	Partners were engaged and played a key role in the initiative.	
Improved Student Achievement	There are no data submitted with the application as evidence to support the claim of improved student achievement as a result of this initiative.	There are general data submitted that provide positive evidence for the claim of improved student achievement as a result of this initiative. It is unclear that the data is specific and relevant to the initiative.	There are qualitative or quantitative data from the school/division that provide positive evidence for the claim of improved student achievement as a result of this initiative. The data is specific and relevant to the initiative.	There are qualitative and/or quantitative data from the school/division as well as from an independent source (e.g., provincial assessment data, graduate student research, or documented through a research study) that provide positive evidence for the claim of improved student achievement as a result of this initiative. The data are specific and relevant to the initiative.	

Total Score: /28