



## Nevada STEM Advocate of the Year Scoring Rubric

Each criterion will be scored individually by the reviewers (OSIT, NDE, Regional STEM Network Committees) using this rubric to ensure a fair and comprehensive evaluation of each applicant's contributions to STEM education.

Applicant Name:	
Reviewer Name:	

<b>Final Score (100 points possible)</b>		
<u>Criteria</u>	<u>Points Possible</u>	<u>Points Given</u>
1: Impact on Students	30	
2: Leadership & Promotion	25	
3: Community Collaboration	20	
4: Beliefs and Philosophy	20	
5: Quality of Application	5	
6: <i>Bonus Points for Innovation</i>	3	
<b>Total:</b>		
Notes/Comments:		

**Criterion 1: Impact on Students (30 points possible)**

<u>Descriptors</u>	<u>Points Possible</u>	<u>Points Given</u>
<p>26-30 points:</p> <ul style="list-style-type: none"><li>• Illustrates an actionable commitment to increasing students' awareness of and participation in STEM opportunities.</li><li>• Demonstrates an exceptional impact on students' STEM mindset, interests, and identities.</li><li>• Demonstrates an exceptional impact on students' participation and retention in STEM.</li><li>• Demonstrates a robust history of advocacy.</li></ul> <p>21-25 points:</p> <ul style="list-style-type: none"><li>• Illustrates a general plan for increasing students' awareness of and participation in STEM opportunities.</li><li>• Demonstrates a significant impact on students' STEM mindset, interests, and identities.</li><li>• Demonstrates a significant impact on students' participation and retention in STEM.</li><li>• Demonstrates a recent history of advocacy.</li></ul> <p>11-20 points:</p> <ul style="list-style-type: none"><li>• Illustrates a clear interest in increasing students' awareness of and participation in STEM opportunities.</li><li>• Demonstrates a moderate impact on students' STEM mindset, interests, and identities.</li><li>• Demonstrates a moderate impact on students' participation and retention in STEM.</li><li>• Demonstrates a limited history of advocacy.</li></ul> <p>0-10 points:</p> <ul style="list-style-type: none"><li>• Does not advocate for increasing students' awareness of and participation in STEM opportunities.</li><li>• Demonstrates minimal impact on students' STEM mindset, interests, and identities.</li><li>• Demonstrates minimal impact on students' participation and retention in STEM.</li><li>• Does not demonstrate a history of advocacy.</li></ul>	<b>30</b>	
<p>Notes/Comments:</p>		

**Criterion 2: Leadership and Promotion (25 points possible)**

<u>Descriptors</u>	<u>Points Possible</u>	<u>Points Given</u>
<p>20-25 points:</p> <ul style="list-style-type: none"><li>• Demonstrates leadership in STEM initiatives within the region and state.</li><li>• Demonstrates effective promotion of regional STEM initiatives, opportunities, and news.</li><li>• Provides evidence of building the leadership capacity of other regional STEM advocates.</li></ul> <p>13-19 points:</p> <ul style="list-style-type: none"><li>• Demonstrates leadership in STEM initiatives within the city/town.</li><li>• Demonstrates some promotion of regional STEM initiatives, opportunities, and news.</li><li>• Provides evidence of building the leadership capacity of colleagues.</li></ul> <p>6-12 points:</p> <ul style="list-style-type: none"><li>• Demonstrates leadership in STEM initiatives within the school community/neighborhood.</li><li>• Demonstrates limited promotion of regional STEM initiatives, opportunities, and news.</li><li>• Demonstrates an interest in building leadership capacity of others.</li></ul> <p>0-5 points:</p> <ul style="list-style-type: none"><li>• Demonstrates minimal leadership in STEM initiatives.</li><li>• Demonstrates minimal promotion of regional STEM initiatives, opportunities, and news.</li><li>• Demonstrates little interest in building leadership capacity of others.</li></ul>	<p>25</p>	
<p>Notes/Comments:</p>		

<b>Criterion 3: Community Collaboration (20 points possible)</b>		
<b><u>Descriptors</u></b>	<b><u>Points Possible</u></b>	<b><u>Points Given</u></b>
<p>16-20 points:</p> <ul style="list-style-type: none"> <li>• Illustrates collaborative efforts to engage diverse stakeholders in STEM advocacy.</li> <li>• Demonstrates a commitment to expanding STEM opportunities in the community.</li> <li>• Demonstrates impact on expansion/extension of STEM pathways.</li> </ul> <p>11-15 points:</p> <ul style="list-style-type: none"> <li>• Demonstrates some collaborative efforts to partner with other STEM advocates.</li> <li>• Demonstrates a commitment to sustaining STEM opportunities in the community.</li> <li>• Demonstrates an understanding of the importance of cohesive STEM pathways.</li> </ul> <p>6-10 points:</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the importance of collaboration for STEM advocacy.</li> <li>• Demonstrates an interest in providing STEM opportunities in the community.</li> <li>• Demonstrates an understanding of the importance of cohesive STEM pathways.</li> </ul> <p>0-5 points:</p> <ul style="list-style-type: none"> <li>• Describes limited collaboration with other STEM stakeholders.</li> <li>• Demonstrates limited understanding of the importance of collaboration.</li> </ul>	20	
Notes/Comments:		

**Criterion 4: Beliefs and Philosophy (20 points possible)**

<u>Descriptors</u>	<u>Points Possible</u>	<u>Points Given</u>
<p>16-20 points:</p> <ul style="list-style-type: none"><li>• Articulates a clear and compelling philosophy regarding STEM education.</li><li>• Demonstrates a strong belief in the transformative power of STEM pathways.</li><li>• Illustrates alignment between beliefs and achievements.</li><li>• Positions equity as an essential component of STEM advocacy.</li></ul> <p>11-15 points:</p> <ul style="list-style-type: none"><li>• Articulates a mostly clear and compelling philosophy on STEM education.</li><li>• Articulates the importance of STEM pathways.</li><li>• Illustrates partial alignment between beliefs and achievements.</li><li>• Considers equity a component of STEM advocacy.</li></ul> <p>6-10 points:</p> <ul style="list-style-type: none"><li>• Provides an unclear philosophy on STEM education.</li><li>• Demonstrates unfamiliarity of the importance of STEM pathways.</li><li>• Illustrates limited alignment between beliefs and achievements.</li><li>• Provides limited discussion of equity as a component of STEM advocacy.</li></ul> <p>0-5 points:</p> <ul style="list-style-type: none"><li>• Does not provide a philosophy on STEM education.</li><li>• Demonstrates unfamiliarity of the existence of STEM pathways.</li><li>• Illustrates misalignment between beliefs and achievements.</li><li>• Demonstrates misunderstanding around equity in STEM.</li></ul>	20	
Notes/Comments:		

**Criterion 5: Quality of Application (5 points possible)**

<u>Descriptors</u>	<u>Points Possible</u>	<u>Points Given</u>
<p>5 points:</p> <ul style="list-style-type: none"><li>• Presents a clear, comprehensive, and well-structured application packet.</li><li>• Provides compelling evidence supported by examples and achievements.</li><li>• Articulates responses that effectively demonstrate the applicant’s impact and contributions. Includes data regarding impact.</li></ul> <p>3-4 points:</p> <ul style="list-style-type: none"><li>• Presents a mostly clear, comprehensive, well-structured application.</li><li>• Provides evidence supported by examples/achievements.</li><li>• Articulates responses that demonstrate the applicant’s impact and contributions.</li></ul> <p>1-2 points:</p> <ul style="list-style-type: none"><li>• Presents a somewhat clear and structured application.</li><li>• Provides limited evidence supported by examples/achievements.</li><li>• Provides responses that generalize the applicant’s impact and contributions.</li></ul> <p>0 points:</p> <ul style="list-style-type: none"><li>• Presents an unclear or unstructured application.</li><li>• Provides little to no evidence supported or examples/achievements.</li><li>• Poorly articulates the applicant’s impact.</li></ul>	<p>5</p>	
<p>Notes/Comments:</p>		

<b>Criterion 6: Additional Points</b>		
<b><u>Descriptors</u></b>	<b><u>Points Possible</u></b>	<b><u>Points Given</u></b>
<ul style="list-style-type: none"><li>Bonus points for exceptional, outstanding, or innovative practices that significantly exceed the standard expectations.</li></ul>	3	
Notes/Comments:		