



RUBRIC EVALUATION GUIDELINES

Use the following guidelines to help complete your Rubric Evaluation in your
INITIAL APPLICATION or RENEWAL APPLICATION.

CULTURE AND COMMUNITY 20 possible total points

School Philosophy and Culture – 4 possible points		Professional Development – 4 possible points
Environmental themes, concepts and ForestSmart Schools Projects are at the core of how administration and staff think about curriculum and building operations.	Overview	Training of school staff is used intentionally as a way of building ForestSmart Schools capacity.
School has one environmentally focused event.	1 point	Instructional strategies and ecological literacy courses related to ForestSmart Schools initiatives are accepted as legitimate topics for professional development.
Some administrative support exists to use ForestSmart Schools projects in certain cases as a specific strategy for engaging students.	2 points	Some administrative support exists to use ForestSmart Schools projects in certain cases as a specific strategy for engaging students.
School administration encourages teachers to incorporate ForestSmart Schools projects into the curriculum.	3 points	Teachers and Administrators work closely together through professional development to implement ForestSmart Schools initiatives into the curriculum.
School mission or philosophy statement clearly articulates or embodies the importance of creating a ForestSmart Schools culture.	4 points	Substantial planning time and skills training on topics or strategies that will enhance ForestSmart Schools goals are provided to teachers.

Planning – 4 possible points		Outreach – 4 possible points
ForestSmart Schools activities are systematically included as core components of major planning efforts.	Overview	This indicator will address how schools share with other schools and the community what they are doing to green their school and emphasizes the importance of communication and networking.
ForestSmart Schools activities are planned by one or two teachers.	1 point	A school's efforts to become green are known only within the school.
ForestSmart Schools goals are developed and implemented at one grade level.	2 points	Some temporary signs and other educational displays make the green elements and practices of the school clear to visitors as well as students and school staff.
School improvement plan identifies "green" strengths and weaknesses.	3 points	Results about the school's green projects and initiatives are published and shared in many ways and in many places.
School and/or district level plans address ForestSmart Schools goals as a core component. Several-year plans exists (and is regularly updated) for implementing ForestSmart Schools activities.	4 points	Student and faculty presentations/publications about their ForestSmart Schools are given at local, state and/or national conferences.

Community Partnerships – 4 possible points	
Non-school community members are actively engaged and regularly support students and teachers and are invited to actively help plan and implement learning projects for and with students.	Overview
Community involvement consists mostly of occasional guest speakers and newsletters sent home from school.	1 point
Occasional forums exist for community members to ask for help on local environmental issues and/or give input on student learning.	2 points
Local organizations regularly support school greening projects.	3 points
A ForestSmart Schools committee exists that includes both the community and school reps.	4 points

SCHOOL SUSTAINABILITY 24 possible points

Energy – 4 possible points		Water – 4 possible points
Energy conservation behaviors related specifically to electricity use are relatively easy practices to implement and have an enormous impact on the environment.	Overview	Conserving water in everyday actions can have a huge impact on the campus footprint and help preserve NC's precious resource.
Administration is reviewing school energy practices to determine areas for energy conservation.	1 point	Administration and staff make efforts to support water conservation.
Energy conservation goals are set at a school level.	2 points	Water conservation goals are set at a school level.
Energy management is an integral part of the school's planning policies.	3 points	Water management is an integral part of the school's planning policies.
School energy use and associated costs savings are bench marked, analyzed, and documented presented to school community on a regular basis.	4 points	Water conservation associated costs savings are bench marked, analyzed, and documented presented to school community on a regular basis.

Solid Waste – 4 possible points		Transportation – 4 possible points
Recycling, reusing and reducing the materials used in schools is typically the initial practice that engages students and staff to develop conservation habits that last a lifetime.	Overview	Our choices for transportation can affect our nation's energy footprint and have an impact on our health and well-being, too.
Occasional projects and materials focused on reducing and reusing are utilized in the classrooms and in school common areas.	1 point	School conducts a baseline audit of their transportation footprint and promotes a variety of modes of transportation.
Classrooms develop practices and policies to reduce waste. One shot programs such as a "Zero Waste Lunch" day occur regularly.	2 points	School adopts a transportation program that provides students, parents and staff with different commuting options and resources.
1 to 3 materials are recycled (other than those mandated, if applicable) on a school wide basis.	3 points	School establishes a well-rounded transportation program; gaining participation across all modes.
A reuse, reduce, and recycle policy has been adopted and implemented on a school or district level.	4 points	School monitors and documents that vehicle traffic on campus has decreased by at least 10 percent as a direct result of implemented alternative mode programs.

Student Engagement – 8 possible points	
Engaging the students in the decision-making process for sustainability initiatives.	Overview
Some classrooms are integrating conservation activities into their curriculum.	2 points
Students engage in conservation audits of their classroom.	4 points
Students work with key school staff to research, propose and implement school wide conservation projects.	6 points
Students at the school are engaged in conservation activities as part of the integrated curriculum across all grade levels. Efforts are documented, celebrated, and shared with the community.	8 points



HEALTHY SCHOOLS 24 possible points

Outdoor Learning Labs – 4 possible points		Habitat Improvements – 4 possible points
Schoolyard enhancements maximize the students' opportunity to interact with nature and to understand the wonder and science within the world around them.	Overview	Areas of the school grounds and/or nearby community are managed to enhance ecological integrity that has been diminished by human activity.
School grounds are used occasionally for activities related to the curriculum.	1 point	Although the built environment is the primary landscape feature, some effort has been made to increase green space.
One outdoor area is well programmed within the school as an observation or study area linked to curriculum enhancement.	2 points	Some school grounds and /or local habitats are inventoried and enhanced.
Outdoor learning activities are prominently and extensively integrated into the curriculum across grade levels.	3 points	Small scale habitat projects are ongoing that emphasize native and migratory species and ecosystems.
School ground plays a central role in the school day with school gardens, outdoor classrooms and schoolyard enhancements an integral part of the curriculum throughout the school.	4 points	Schools work with the local community to tie school grounds efforts to other land and habitat conservation projects.

School Gardens/Farm Connections – 4 possible points		Air Quality – 4 possible points
Gardens and farming relationships are developed to connect students with an understanding of and appreciation for where food and flowers come from.	Overview	The indoor air quality of the school is an important factor in the health and well-being of all occupants.
Curriculum includes information about where food comes from and engages students in growing plants within at least one classroom.	1 point	Classrooms adopt a checklist to monitor cleanliness and air quality.
One or more classrooms integrate food lifecycle curriculum and engage students in growing plants from seed for themselves and the community.	2 points	Students conduct a baseline audit to identify the Indoor Air Quality (IAQ) status of their school.
One or more classrooms join to create a school garden that engages multiple areas of the curriculum.	3 points	The Administration, students and staff coordinate to improve indoor air quality of a school wide basis.
School curriculum actively engages students in the design, creation and maintenance of the school gardens and shares the fruits of their knowledge with the community.	4 points	The school has formed an IAQ team in partnership with the community to support air quality improvements.

Whole Nutrition – 4 possible points		Health & Fitness – 4 possible points
Developing good habits of nutrition is a fundamental life skill that schools can help build and support.	Overview	High standards for nutrition, fitness and outdoor quality time have a positive impact on the health of the students.
At least one classroom has a curriculum component that includes a positive food experience.	1 point	Classroom teachers add activity modules to class work.
School makes a commitment to support students and parents in making healthy food choices.	2 points	The students participate in a group hike as part of one of their classes.
The school's policy on all food available to students aligns a curriculum on healthy eating.	3 points	The school encourages teachers to get students moving in outdoor activities as part of their regular classes.
School adopts a multi-component approach to integrating positive food and farm experiences into curriculum, engaging parents and community partners and connecting classroom and cafeteria.	4 points	The students create a school wide challenge to get everyone moving.



CURRICULUM INTEGRATION 24 possible points

Interdisciplinary Approach – 4 possible points		Environmental Education – 4 possible points
Local, state, and/or national learning standards are met through an “EIC” (Environment as an Integrating Context) approach.	Overview	Students study environmental topics and explore possible local, state, national or global solutions with a focus on community-oriented approach.
Curriculum focus is limited to environmental topics only in science classroom.	1 point	Lessons tend to only emphasize awareness of environmental topics and issues.
Environmental lessons and activities are a major component of science and occasionally require input from other disciplines.	2 points	Lessons attempt to connect environmental issues to students’ daily lives and/or their community.
Non-science disciplines often collaborate in developing comprehensive EIC projects.	3 points	Lessons require students to demonstrate critical thinking about environmental issues.
An EIC approach is a primary method for meeting learning standards in most disciplines.	4 points	Students routinely take the lead identifying, studying, proposing solutions, and communicating clearly to the public about current and relevant environmental issues.

Field Studies & Hands-on Learning – 4 possible points		Responsible Citizenship – 4 possible points
Students learn about their local natural and built environments through guided first-hand investigation.	Overview	Students learn about the history of this country, local and national government structures and the roles and responsibilities of being a citizen.
Study of the environment includes at least one field-based or outdoor investigation.	1 point	Students are introduced to the structures of the community and its interactions with the environment.
Some students demonstrate, through grade level appropriate presentations, specific knowledge and understanding of the local environments.	2 points	Students can explain how personal behavior and participation affects the larger community and environment.
Local environments outside the classroom are often and regularly used for teaching and learning.	3 points	As a regular part of the curriculum, students research and report on local issues and the opportunities for participatory engagement.
Most students can accurately describe the major ecological features and species of their school and/or community environments because of multiple first-hand experiences.	4 points	Students engage with decision makers about the school's impact and role within the larger community.

STEAM Integration – 4 possible points		Service Learning – 4 possible points
Integrated Science, Technology, Engineering, Arts, and Mathematics Curriculum are aligned with the state standards and enhance learning.	Overview	Service Learning is a strategy that combines meaningful community service with curriculum and personal reflection.
Early Level Attributes from the NC STEM Program Rubric are met for school.	1 point	Students from one class participate in a community project that is linked to their curricular studies and then share their experience with artwork, poems, etc.
Developing Level Attributes from the NC STEM Program Rubric are met for school.	2 points	Students in at least one grade participate in and/or study a community project and present their reflections on their experience to others at the school.
Prepared Level Attributes from the NC STEM Program Rubric are met for school.	3 points	The students in the school are regular partners with a local non-profit to support an issue that corresponds to their curricular studies. The students present their findings and experiences to the community at large.
Target Level Attributes from the NC STEM Program Rubric are met for school.	4mich points	The school has a policy and practice of engaging service learning across the whole school. Students are active participants with community projects and have the opportunity to be involved from the design stages forward.



INNOVATION 8 possible points

Innovation – 8 possible points	
Innovations will be open-ended and will allow the school to document what new initiatives the school is trying to go “above and beyond” in becoming a ForestSmart Schools. These innovations might address indicators such as transportation or how students are working on issues such as indoor air quality. There are 8 possible points in this component.	Overview

REVIEW – TOTAL POSSIBLE POINTS		
COMPONENT	INDICATORS	POINTS
Culture & Community	School Philosophy & Culture	4
	Professional Development	4
	Planning	4
	Outreach	4
	Community Partnerships	4
	TOTAL	20
School Sustainability	Energy	4
	Water	4
	Solid Waste	4
	Transportation	4
	Student Engagement	8
	TOTAL	24
Healthy Schools	Outdoor Learning Labs	4
	Habitat Improvements	4
	School Gardens & Farm Connections	4
	Air Quality	4
	Whole Nutrition	4
	Health & Fitness	4
	TOTAL	24
Curriculum Integration	Interdisciplinary Approach	4
	Environmental Education	4
	Field Studies & Hands-on Learning	4
	Responsible Citizenship	4
	STEAM Integration	4
	Service Learning	4
	TOTAL	24
Innovation	TOTAL	8
TOTAL POSSIBLE POINTS		100

