



Learn. Earn. Reflect.

Deeper Learning Micro-credential Challenge

Win up to \$10,000

Scoring Rubrics

Submissions will be scored by a panel of Deeper Learning experts based on the rubrics below. Please see Official Rules for complete details at www.digitalpromise.org/mcofficialrules.

Part 1. Micro-credential Documentation

The number of points each team receives is determined by the average micro-credentials earned per educator.

Step 1: The judges will calculate the average number of micro-credentials earned per educator on each team.

Step 2: The judges will rank each entry based on that average.

Step 3: Submissions in the top 20 percent of submissions who earned the most micro-credentials per educator will get 50 points (full score), the second 20 percent will receive 40 points, etc.

Micro-credential Pathway Scoring Rubric

Quintile Ranking	100% - 80%	79% - 60%	59% - 40%	39% - 20%	19% - 0%	Points earned
Points	50	40	30	20	10	_ / 50

Part 2. Impact Reflection

Each reflection is scored according to the rubric below, with a total of 50 possible points.

Impact Report Scoring Rubric

	Yes	Almost	Not Yet	Points Earned
<p>Why did your team join the Deeper Learning Micro-credential Challenge? What goal did your team hope to accomplish through the Challenge and why? Were you successful in meeting your goals?</p>	<p>(16-20 points) Educator Team conveys a sense of purpose and explains the composition of their team. They identify goals, and compellingly describe how they did or did not achieve their goals. This includes examples and evidence supporting their conclusion(s). Each team member's contribution is well articulated.</p>	<p>(8-15 points) Educator Team provides some description of their goals and whether or not they were achieved, but does not provide sufficient evidence or examples. Each team member's contribution is somewhat articulated.</p>	<p>(0-7 points) Educator Team fails to identify their goals, or does so ambiguously. There are few if any elaborations on evidence associated with the goals, and no specific examples are stated. It is unclear how each team member contributed to the results of the project.</p>	<p>_ / 20</p>
<p>Why is Deeper Learning important to your team and your teaching practice? Did the Micro-credential Challenge impact your team's professional growth? If so, how? How will you ensure that Deeper Learning continues to happen in your classroom?</p>	<p>(16-20 points) Educator Team explains why Deeper Learning is important to their practice and how the Challenge impacted their professional growth in a compelling way. They explain how and why it is important to their teaching practice, including examples and evidence. Educator team describes concrete ideas or steps to ensuring Deeper Learning continues in their classroom(s).</p>	<p>(8-15 points) Educator Team explains the importance of Deeper Learning, but it is not well-connected to their professional growth or teaching practice. Team provides limited evidence or examples. Educator Team has some idea of identified steps for continuing Deeper Learning in their classroom(s).</p>	<p>(0-7 points) Educator Team does not compellingly explain Deeper Learning or why it is important to their professional growth and/or teaching practice. No examples are included. Educator Team provides no ideas or steps to ensuring Deeper Learning continues.</p>	<p>_ / 20</p>
<p>Was the process of earning Deeper Learning micro-credentials valuable? If so, how? What micro-credentials does your team wish existed that are not currently available?</p>	<p>(8-10 points) Educator Team provides a compelling description of why the micro-credentials were or were not valuable, including examples. Educator Team identifies observable teaching practices that would make compelling micro-credentials.</p>	<p>(4-7 points) Educator Team provides a minimal description of why the micro-credentials were or were not valuable. Educator Team identifies potential micro-credentials, but they are not observable or compelling.</p>	<p>(0-3 points) Educator Team does not articulate why micro-credentials were or were not of valuable. Educator Team does not identify teaching practices that would be appropriate for future micro-credentials.</p>	<p>_ / 10</p>