## Levels of Achievement

Please refer to the rubric below for guidance on the criteria EcoSchools Canada uses to assess school applications (also known as your school’s Plan on the ECA).

<table>
<thead>
<tr>
<th>Participant</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
<th>Platinum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Initiated</td>
<td>Emerging Program</td>
<td>Developing Program</td>
<td>Accomplished Program</td>
<td>Outstanding Program</td>
</tr>
<tr>
<td>The EcoSchools program was initiated.</td>
<td>The EcoSchools program is in its early stages and some environmental learning and action has been demonstrated.</td>
<td>The EcoSchools program is in development and environmental learning and action has been demonstrated throughout the school.</td>
<td>The EcoSchools program has a strong foundation with the whole school community, and environmental learning and action is well integrated throughout the school year.</td>
<td>The EcoSchools program is well-established. Environmental learning and action is a defining element of school culture throughout the school year and extends beyond the school walls.</td>
</tr>
</tbody>
</table>

## Assessment Criteria by Level

Each item in this section must be completed to qualify for the associated Level of Achievement. Fulfilment of these items will be combined with an EcoSchools Assessor’s evaluation of Program Elements (page 2) to award a Level of Achievement for the year.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
<th>Platinum</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Create a Plan (school application) on ECA</td>
<td>✓ Create a Plan (school application) on ECA</td>
<td>✓ Create a Plan (school application) on ECA</td>
<td>✓ Create a Plan (school application) on ECA</td>
<td>✓ Create a Plan (school application) on ECA</td>
</tr>
<tr>
<td></td>
<td>✓ Submit application before deadline</td>
<td>✓ Submit application before deadline</td>
<td>✓ Submit application before deadline</td>
<td>✓ Submit application before deadline</td>
</tr>
<tr>
<td></td>
<td>✓ Achieve 50-65 points</td>
<td>✓ Achieve 66-74 points</td>
<td>✓ Achieve 75-100 points</td>
<td>✓ Achieve 101 or more points</td>
</tr>
<tr>
<td></td>
<td>✓ Participate in school visit, if required</td>
<td>✓ Program Elements have been started</td>
<td>✓ Participate in school visit, if required</td>
<td>✓ Participate in school visit, if required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Program Elements are somewhat fulfilled</td>
<td>✓ Program Elements are mostly fulfilled</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ Program Elements are fulfilled or go above and beyond</td>
</tr>
</tbody>
</table>
# EcoSchools Certification Rubric

**Program Elements**

**Rigour**
- **Action documentation**: suitable documentation is uploaded to actions
- **Action description**: clear description of how actions were implemented
- **Data accuracy**: data questions are complete, answered accurately, and allow for impact measurement
- **Planning**: evidence of self-assessment, action planning, goal setting, etc.
- **Application completeness**

**Collaboration and Reach**
- **Staff and student involvement**: participation from a variety of staff and students throughout the school community
- **Interdisciplinarity**: environmental program is integrated in a diversity of classes and subject areas
- **Visibility / communications**: regular communication with school community, environmental program is visible throughout school
- **Community involvement**: environmental program extends beyond the school walls

**Student Leadership**
- **Student engagement**: diverse participation from across the student body
- **Student leadership**: opportunities for student leadership and skill building
- **Inclusiveness**: student voice is at the heart of the environmental program, representing a breadth of involvement from planning to celebration

**Extensions and Reflection**
- **Reflection and celebration**: evidence of reflection on how actions and campaigns went, as well as celebration
- **Extended learning**: for example, Extend the Learning suggestions in each action’s Action Guide; connection with UN Sustainable Development Goals; other learning extensions based in EcoSchools’ Action Criteria
- **Outdoor learning**: opportunities for students to learn outdoors and/or foster nature-connections

**Relevant Certification Questions**

- Questions related to **quantitative data** (i.e., numerical values, unique to each action)
- Action Documentation
- Action Descriptions
- Getting Started #6, 7

- Questions related to **engagement and participation** (questions #1-3 in most actions)
- Questions related to **communication** (questions #5 in most actions)
- Questions related to **broader community** (questions #6-7 in most actions)
- Questions related to **instructional time**
- Getting Started #4, 5, 10
- Environmental Literacy #1, 2, 5, 7, 8

- Questions related to **student engagement and participation** (questions #1-2 in most action cards)
- Questions related to **student leadership** (questions #4 in most action cards)
- Action Description
- Getting Started #1, 2
- Environmental Literacy #6

- Questions related to **reflection and celebration**
- Questions related to **extending the learning**
- Questions related to **SDGs**
- Action Description
- Getting Started #8, 9
- Environmental Literacy #3, 7, 8, 9