



# Ignite Project Submission Guidelines

Online submission is required at [VAASL.org/ignite-project](http://VAASL.org/ignite-project). File submission includes uploading a completed copy of the project application and supporting documents. Applicants must be current VAASL members.

**Submission Deadline: June 30th, 2022 11:59 PM**



## What is an Ignite Project?

A project-based learning experience that gives students an opportunity to explore one of the UN Global Goals. Some Ignite projects may include a service learning component, but it is not a requirement.

## Submission Components

Project Title

Librarian Name

School Name

Designated Charitable organization:

Identify a charitable organization related to the project. This organization will receive a donation from VAASL in your honor should your project be chosen as the final winner.

## Partners

In the Partners section, describe who was involved with this project to bring it to completion. Did you work with one class, a grade level, a department, an entire school, a club? What teachers collaborated with you? What community partners were involved? Or did you complete this on your own?

## Global Goals

No Poverty  
Zero Hunger  
Good Health and Well-being  
Quality Education  
Gender Equality  
Clean Water and Sanitation  
Affordable and Clean Energy  
Decent Work and Economic Growth  
Industry, Innovation, and Infrastructure  
Reduced Inequalities  
Sustainable Cities and Communities  
Responsible Consumption and Production  
Climate Action  
Life Below Water  
Life on Land  
Peace, Justice, and Strong Institutions

## National School Library Standards

Which AASL National School Library Standards were addressed in this project? *Standards can be accessed at [standards.aasl.org](https://standards.aasl.org). Example format: Inquire. Think. 1.*

## Project Overview

Explain how the project/UN Global Goal/service learning pieces were chosen. Was there a specific need in the community? Was it based on a student's desire to make a change? Did someone from the community connect with you and it sparked from there? How did this project begin and what was the hope/desire for it?

Provide a thorough description of actions taken in this project. Be sure to include dates.

## Service Learning Component

If service learning was included in this project, describe the service component.

## Learning Outcome

What did your students learn from this project?

## Works Cited

Provide a list of resources, MLA or APA formatted.

## Student Evidence

Provide five examples of student work, notes, or other sample components from the project. This may include photo evidence. Copies of photo releases should be kept on site by the applicant. District photo release documentation may be used.

Provide two examples of student reflections of the project in print, audio, or video formats.

## Librarian Reflection

Provide a reflection of the experience, your personal learning, and what you will take forward from here. (No more than one page.)

## Additional Information

What additional information should we consider? Links to online evidence may be included, such as video or photographic evidence provided to the school community.

## Format

Download the Ignite Project Application. Use the framework for completing the application. Upload final copies as a PDF file. These can be exported from most word processing, presentation, and scanning software. Video evidence can be uploaded as a file, or shared as a link in the final field of additional information.

## Rubric

|                                    | 4   | 3   | 2   | 1   |
|------------------------------------|---|---|---|---|
| Project Title                      |   |   |   |   |
| Partners involved in the project   |   |   |   |   |
| Global Goal chosen and explain why | The goal was chosen and the reason why was written in complete sentences. The explanation showed specific evidence of the connections between the students, the community (local or global), and the impact this project could have. Why this project was needed is detailed in the answer. | The goal was chosen and the reason why was given with limited evidence of connections between the students/community(local or global)/ and the project impact. Why this project is needed was shared with limited examples. The explanation was written with some grammatical errors. | Either the goal or the reason why is missing. Or the evidence lacks significantly in regards to connecting the project to the students and community (local or global). | Neither the goal or reason why is provided.           |
| Project Overview                   | A list of actions with dates are provided in complete sentences.  | A list of actions with dates are provided in incomplete sentences.  | Either a list of actions or the dates are missing.  | Neither the list of actions or the dates are missing. |

|                  |   |   |  |                               |
|------------------|---|---|--|-------------------------------|
| Learning Outcome | The outcome is provided in clear, complete sentences and includes how the goals were met. | The outcome is provided but is written in incomplete sentences. | The outcome is unclear and is written in incomplete sentences. | The outcome was not provided. |
|------------------|---|---|--|-------------------------------|

|                     |   |   |   |                                    |
|---------------------|---|---|---|------------------------------------|
| Student Reflections | Two strong student reflections are included | One strong student reflection is included | One weak student reflection is included | No student reflection is included. |
|---------------------|---|---|---|------------------------------------|

*Clarifying Notes and Examples: Student reflections will look different across grade and skill levels. Kindergarten students will likely have illustrated reflections with short sections of text and an accompanying teacher transcription of dictation. Older students will have a handwritten or typed reflection.*

|                   |   |  |                         |                         |
|-------------------|---|--|-------------------------|-------------------------|
| Reference Sources | References are an integrated component of the student project |  | References are included | References not included |
|-------------------|---|--|-------------------------|-------------------------|

|                          |  |   |  |   |
|--------------------------|--|---|--|---|
| AASL Standards Addressed | AASL National School Library Standards integrated throughout the process | AASL National School Library Standards included |  | AASL National School Library Standards not included |
|--------------------------|--|---|--|---|

|                               |  |  |  |   |
|-------------------------------|--|--|--|---|
| Photo/Video Evidence Included | Evidence is included which follows both the process and the final outcome. | Evidence is included but only the final outcome is provided. | Evidence is included but only the process is provided. | Evidence is not included or there is not clear distinction between process and final outcome. |
|-------------------------------|--|--|--|---|

|                                |   |  |   |  |
|--------------------------------|---|--|---|--|
| <p>Librarian Reflection</p>    | <p>Librarian(s) includes a reflection focusing on the process and is written in 2-3 paragraphs.</p> | <p>Librarian(s) includes a reflection focusing on the process and is written in 1 paragraph.</p> | <p>Librarian(s) includes a reflection but doesn't have a focus.</p> | <p>Librarian(s) does not include a reflection piece.</p> |
| <p>Additional Items Shared</p> |   |  |   |  |

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