

**TEMA MTEM Energy Master Plan**  
*Evaluation Rubric*

\*Overall score must meet proficient category or higher



Name: \_\_\_\_\_

Date: \_\_\_\_\_

		Max Points	Score
<b>Plan Document (65%)</b>			
Section 1:	Executive Summary	5	
Section 2:	The Energy Management Department	15	
Section 3:	Information Data Base	12	
Section 4:	Continuing Analysis	14	
Section 5:	The Evolving Program	14	
Section 6:	Format	5	
<b>Presentation (35%)</b>			
Section 1:	Presentation	15	
Section 2:	Communication	20	
<b>TOTAL SCORE</b>		<b>100</b>	

Score	Description
<b>90% - 100%</b> <b>Advanced</b>	Plan includes all sections and highlights most important objectives clearly, and includes ample detail to answer reasonable questions in any required section. Overall organization and presentation were succinct, visually appealing and free from errors and omissions. Charts and graphics are used and applicable, and sources are included. Presenter is knowledgeable about the plan and uses appropriate terminology that is understood by other professionals with limited energy background. Demonstrates thorough knowledge and ability to link to overall organizational objectives.
<b>70% - 89%</b> <b>Proficient</b>	Plan covers major content areas and adequately answers any questions regarding topics covered or not included (addendum included addressing any sections not included and reasoning). Presentation focuses on covering required content clearly and adequately. Presenter demonstrates knowledge of subject matter and ability to address each critical component. Fitting for TEMA public and private members who's agencies vary in size and composition.
<b>50% - 69%</b> <b>Novice</b>	Plan needs editing. Objective is not completely clear and does not address required topics. Overall organization and presentation leaves out important details, does not provide sufficient detail and may have inaccurate statements. Presenter is unable to answer questions confidently or explain plan knowledgably.
<b>0% - 49%</b> <b>Unsatisfactory</b>	Does not meet minimal standards.

**Office Use:**

**MTEM #:**

**MTEM DATE:**

## Plan Document (65%)

### Section 1: Executive Summary

*Possible Elements: definition of an energy master plan and why it is important*

<b><i>Superior</i></b>	Student presents a clear and comprehensive examination of what an Energy Master Plan is and why it is important, specific to their organization.	<b>5</b>	<b>Comments:</b>
<b><i>Excellent</i></b>	Student presents an examination of what an Energy Master Plan is and why it is important, targeted to their organization, but too generalized.	<b>4</b>	
<b><i>Satisfactory</i></b>	Student presents a cursory examination of what an Energy Master Plan is and why it is important, provides general insight, not specific to their organization.	<b>3</b>	
<b><i>Marginal</i></b>	Student presents a cursory or incomplete examination of what an Energy Master Plan is and why it is important, provides general insight, not specific to their organization.	<b>2</b>	
<b><i>Unsatisfactory</i></b>	Does not meet minimal standards.	<b>0 - 1</b>	
		<b>Score:</b>	

### Section 2: The Energy Management Department

*Possible Elements: energy department tasks/responsibilities; role within the organization; energy policy; recommended list of operations guidelines*

<b><i>Superior</i></b>	Student presents a clear and comprehensive examination of the Energy Management Department, based on the possible elements.	<b>15</b>	<b>Comments:</b>
<b><i>Excellent</i></b>	Student presents an examination of the Energy Management Department, based on the possible elements.	<b>12</b>	
<b><i>Satisfactory</i></b>	Student presents a cursory examination of the Energy Management Department, based on the possible elements.	<b>9</b>	
<b><i>Marginal</i></b>	Student presents a cursory or incomplete examination of the Energy Management Department, based on the possible elements.	<b>6</b>	
<b><i>Unsatisfactory</i></b>	Does not meet minimal standards.	<b>0 - 3</b>	
		<b>Score:</b>	

### Section 3: The Information Data Base

*Possible Elements: accurate information data base; campus description & assessment; utility data analysis; facility benchmarking; equipment inventory; work order history*

<b>Superior</b>	Student presents a clear and comprehensive examination of the Information Database, based on the possible elements.	<b>12</b>	<b>Comments:</b>
<b>Excellent</b>	Student presents an examination of the Information Database, based on the possible elements.	<b>9</b>	
<b>Satisfactory</b>	Student presents a cursory examination of the Information Database, based on the possible elements.	<b>6</b>	
<b>Marginal</b>	Student presents a cursory or incomplete examination of the Information Database, based on the possible elements.	<b>3</b>	
<b>Unsatisfactory</b>	Does not meet minimal standards.	<b>0 - 2</b>	
		<b>Score:</b>	

### Section 4: Continuing Analysis

*Possible Elements: methodology; energy survey reports & recommendations; behavioral energy management program; communications; EMCS analysis; maintenance/custodial practices; purchasing electricity; design specification upgrade*

<b>Superior</b>	Student presents a clear and comprehensive examination of the Continuing Analysis, based on the possible elements.	<b>14</b>	<b>Comments:</b>
<b>Excellent</b>	Student presents an examination of the Continuing Analysis, based on the possible elements.	<b>11</b>	
<b>Satisfactory</b>	Student presents a cursory examination of the Continuing Analysis, based on the possible elements.	<b>8</b>	
<b>Marginal</b>	Student presents a cursory or incomplete examination of the Continuing Analysis, based on the possible elements.	<b>5</b>	
<b>Unsatisfactory</b>	Does not meet minimal standards.	<b>0 - 2</b>	
		<b>Score:</b>	

## Section 5: The Evolving Program

*Possible Elements: evolving facility improvement program; replacement project prioritization; financing the program; commissioning/ retro-commissioning; measurement & verification process*

<b><i>Superior</i></b>	Student presents a clear and comprehensive examination of the Evolving Program, based on the possible elements.	<b>14</b>	<b>Comments:</b>
<b><i>Excellent</i></b>	Student presents an examination of the Evolving Program, based on the possible elements.	<b>11</b>	
<b><i>Satisfactory</i></b>	Student presents a cursory examination of the Evolving Program, based on the possible elements.	<b>8</b>	
<b><i>Marginal</i></b>	Student presents a cursory or incomplete examination of the Evolving Program, based on the possible elements.	<b>5</b>	
<b><i>Unsatisfactory</i></b>	Does not meet minimal standards.	<b>0 - 2</b>	
		<b>Score:</b>	

## Section 6: Format

<b><i>Superior</i></b>	Clear and consistent formatting throughout. Free from spelling and grammar errors, verbiage is understandable and professional. Document is ready to be submitted to the board.	<b>5</b>	<b>Comments:</b>
<b><i>Excellent</i></b>	Formatted in and appropriate manner. Generally free of spelling and grammar errors, references are used, terminology is explained and is acceptable to be presented to a board.	<b>4</b>	
<b><i>Satisfactory</i></b>	Needs minor editing. Overall outline is not completely clear, some spelling and grammar errors, some acronyms or terms have explanation, minor work needed to be board ready.	<b>3</b>	
<b><i>Marginal</i></b>	Needs extensive editing. Format is confusing, numerous spelling and grammar errors are found, acronyms or terms are used without explanation, not ready to be presented to a board.	<b>2</b>	
<b><i>Unsatisfactory</i></b>	Does not meet minimal standards.	<b>0 - 1</b>	
		<b>Score:</b>	

## Presentation (35%)

### Section 1: Presentation / Format

*Possible Elements: visual presentation that represents the overall plan*

<b><i>Superior</i></b>	Student highlights important objectives and includes appropriate level of detail on visually appealing slides. Slides serve as a professional representation of the plan document.	15	Comments:
<b><i>Excellent</i></b>	Student conveys overall objectives of the plan and includes some level of detail on visually appealing slides. Slides serve as an overall representation of the plan document.	12	
<b><i>Satisfactory</i></b>	Student presents slides that require minor editing and revision of organization to be more clear. Slides serve as an overall representation of the plan document, but not succinct.	9	
<b><i>Marginal</i></b>	Student presents slides that require extensive editing, numerous spelling and grammar errors are found, and do not include major aspects of the plan document.	6	
<b><i>Unsatisfactory</i></b>	Does not meet minimal standards.	0 - 3	
		<b>Score:</b>	

### Section 2: Communication

*Possible Elements: verbal and visual demonstration of content knowledge*

<b><i>Superior</i></b>	Student presents information confidently, with the ability to answer any reasonable questions with demonstrated knowledge. Slides cover required content well and are referred to.	20	Comments:
<b><i>Excellent</i></b>	Student presents information with some confidence, notes may be used, but not relied upon. Presenter can adequately answer questions.	15	
<b><i>Satisfactory</i></b>	Student presents with little confidence and has difficulty engaging with the audience. Presenter has difficulty answering questions and does not refer to the slides or visual aids.	10	
<b><i>Marginal</i></b>	Student presents with a high degree of discomfort, does not engage with the audience and is not able to answer reasonable questions.	5	
<b><i>Unsatisfactory</i></b>	Does not meet minimal standards.	0 - 2	
		<b>Score:</b>	