Rubric for Judging Learning Grants by SRP

**Directions: Please use this rubric to guide your scoring of the Learning Grants by SRP. This is to give you an idea of what makes a good project proposal. There is still leeway within each category for your judgment. Please assign each proposal a score for each category and write it on the Evaluation Form.

Portion of Proposal	Excellent	Satisfactory	Unsatisfactory	Not Present
Description: **(10 points)** **50-150 words describing the project**	10-8 points: Well articulated, clearly written. Project applies to math/science areas. Project integrates technology.	7-4 points: Project addresses math and/or science areas.	3-1 points: Project loosely addresses math and/or science areas but not primary focus	0
Statement of Need: **(5 points)** **What opportunity or need exists in the school environment? How will SRP's grant dollars fulfill the needs identified in the project proposal?**	5-4 points: Compelling case is made for a need present in the school environment. Project fully addresses the need presented including academic and financial need.	3-2 points: Good case is made for a need present in the school environment. Project addresses the need presented but not fully or not in the most effective way.	1 point: Weak case is made for a need present in the school environment. Did not address academic need for project. Project does not necessarily address the need presented.	0
Project Description and Timeline: **(10 points)** **Describe components, activities and goals of proposed project; what will be accomplished, and what is the timeline for the project?**	10-8 points: Project activities described well. A clear picture is given of what will be done in project. Project works towards accomplishing academic goals in math and/or science. Timeline clearly articulated.	7-4 points: Project activities described adequately. Have a good idea what will be accomplished. Project works towards accomplishing academic goals in math and/or science. Timeline articulated adequately.	3-1 points: Project activities described poorly. Unclear presentation of project. Project may not accomplish academic goals in math and/or science (no clear justification given). Timeline articulated inadequately.	0
Student Impact **(5 points possible)** **What is the potential number of students positively impacted by the project? What grade levels will benefit?**	5-4 points: Proposal goes beyond impact of just one classroom – project will impact many students, community, parents, etc. Grade level beneficiaries listed. Multiple grade levels involved and/or all classrooms of a certain grade level.	3-2 points: Project will impact a large amount of students, community, parents, etc. Grade level beneficiaries listed.	1 point: Project will impact only a small amount of students. Does not extend into community or home at all. Grade level beneficiaries not clear.	0

Budget **(10points possible)** **How is the grant money being spent? What will the individual components of the program cost? Materials? Staff? Are expenditures itemized? Is the proposed budget feasible for the project?**	10-8 points: Budget is clearly outlined and itemized. Stipends and field trip/travel does not exceed 25% of proposed budget. Most materials will be able to be used for multiple years. Budget is feasible and money would be well-spent if followed.	7-4 points: Budget is outlined and itemized. Stipends and field trip/travel does not exceed 25% of proposed budget. Some materials will be able to be used for multiple years. Budget is feasible.	3-1 points: Budget is not clearly outlined or itemized. Materials are consumable and will not be able to be used for multiple years. Budget is not feasible. *Stipends and field trip/travel does not exceed 25% of proposed budget. *IF more than 25% should not be eligible or could be granted partial money. Please note when reviewing.*	0
Evaluation Process **(10 points possible)** **How does the teacher plan to evaluate the relative success of the project? What objective measures will be used to assess the program's accomplishments?**	10-8 points: Clearly explains end result of project (student learning goals) and ways that will be assessed. Uses multiple ways of assessing student progress and project effectiveness. Assessment measures are objective.	7-4 points: Partially explains end result of project (student learning goals) and ways that will be assessed. Uses one way of assessing progress (does not mention AIMS or only uses AIMS) Assessment measures are objective.	3-1 points: Does not clearly explain goals or assessment measures. Assessment measures are subjective or vague.	0