

### Rubric for Standards and Assessments Grant Proposals

|                                | <b>4</b>  | <b>3</b>  | <b>2</b>  | <b>1</b>  | <b>0</b>  |
|--------------------------------|---|---|---|---|---|
| <b>Needs &amp; Rationale</b>   | Clearly communicates the need for the project and documents using data  | Clearly communicates the need for the project.  | Communicates the need for the project.  | Vaguely communicates the need for the project, leaving basic questions in mind.             | Unclear as to the need for the project.   |
| <b>Standards</b>               | Provides clear and specific connections to appropriate learning and performance standards, in layman's terms rather than NYS Standards terminology. | Provides clear and specific connections to appropriate learning and performance standards             | Provides connections to appropriate learning and performance standards.       | Provides vague connections to appropriate learning and performance standards.               | Provides few or no connections to appropriate learning and performance standards. |
| <b>Outcomes</b>                | Explicitly communicates meaningful student outcomes tied to district goals.   | Explicitly communicates meaningful student outcomes.  | Communicates meaningful student outcomes.                                     | Communicates few meaningful student outcomes.   | Vaguely communicates few or no meaningful student outcomes.                       |
| <b>Activities</b>              | Detailed, well-thought out plans and timeline, with opportunities for formative assessment built in.  | Well thought-out plans and timeline.  | Planning is evident. General timeline is provided.                            | General plans, skimpy timeline.   | Vague, general plans. No timeline.  |
| <b>Budget</b>                  |   | Budget requests are appropriate, detailed, and in line with the project.                              | Budget requests are appropriate and in line with the project                  | Budget requests are not all appropriate; some may be more appropriate for district funding. | Budget requests are not appropriate for the project.                              |
| <b>Assessment</b>              | Shows clear evidence of an effective, multi-faceted plan for assessing impact on student learning   | Shows evidence of an effective plan for assessing impact on student learning using multiple measures. | Shows evidence of an effective plan for assessing impact on student learning. | Plan provides for collection of some evidence, criteria for assessing impact is unclear     | Plan does not provide for assessment of impact on student learning.               |
| <b>Sharing with Colleagues</b> | Clear evidence of a plan to share with district colleagues throughout the project.  | Clear evidence of a plan to share with building colleagues throughout the project.                    | Clear evidence of a plan for sharing with colleagues                          | Plan for sharing is vague.  | No evidence of a plan for sharing with colleagues                                 |
| <b>Columns Total</b>           |   |   |   |   |   |