

Rubric for Grants for Innovative Education 2020-2021

Criteria	Excellent	Good	Poor/Not Present
<p>1. Achievement: articulates specific learning outcomes directly linked to student involvement and expected student achievement.</p> <p><i>Answers the question: "What is the purpose of your project? How will it increase student achievement and involvement?"</i></p>	<ul style="list-style-type: none"> • Strong and direct link to expected student achievement • Is engaging, age appropriate, and excites student learners <p>8-10 points</p>	<ul style="list-style-type: none"> • Indirect or partial link to expected student achievement • Potentially increases student learning <p>4-7 points</p>	<ul style="list-style-type: none"> • No link to expected student achievement <p>0-3 points</p>
<p>2. Innovation: demonstrates a new concept or new or unique application of an existing idea.</p> <p><i>Answers the question: "How is this project unique from other educational programs and initiatives at your school?"</i></p>	<ul style="list-style-type: none"> • A new concept, or a unique application of an existing concept, is presented. <p>16-20 points</p>	<ul style="list-style-type: none"> • Moderately innovative concept or application is used. <p>8-15 points</p>	<ul style="list-style-type: none"> • Innovation is unclear, poorly articulated, or not present. <p>0-7 points</p>
<p>3. Methods: defines specific instructional methods or activities that lead to student learning outcomes.</p> <p><i>Answers the question: "How will the project be implemented?"</i></p>	<ul style="list-style-type: none"> • Clearly defines instructional methods or activities that lead to student learning outcomes <p>8-10 points</p>	<ul style="list-style-type: none"> • Somewhat defines instructional methods or activities that lead to student learning outcomes <p>4-7 points</p>	<ul style="list-style-type: none"> • Inadequately defines instructional methods or activities that lead to student learning outcomes <p>0-3 points</p>
<p>4. Assessment: uses clear and measurable outcomes to assess program impact.</p> <p><i>Answers the question: "How will you measure and assess student outcomes from this project?"</i></p>	<ul style="list-style-type: none"> • Clear and measurable assessment process. • Uses student assessment results to make ongoing program improvements <p>6-8 points</p>	<ul style="list-style-type: none"> • Assessment tools present • Limited use of student assessment results to make program improvements <p>2-5 points</p>	<ul style="list-style-type: none"> • Little or no documented assessment outcomes. • Student assessment results not tied to program improvements <p>0-1 point(s)</p>
<p>5. Sustainability: addresses a plan for sustaining the project beyond the grant year.</p> <p><i>Answers the question: "How will the school keep the project going?"</i></p>	<ul style="list-style-type: none"> • Clearly identifies a reasonable method to effectively continue the project after the grant year <p>6-8 points</p>	<ul style="list-style-type: none"> • Somewhat defines a method to continue the project after the grant year <p>2-5 points</p>	<ul style="list-style-type: none"> • Does not address sustainability or inadequately identifies a method to continue the project after the grant year <p>0-1 point(s)</p>
<p>6. Project Budget</p> <p><i>Answers the question: "How will the money be spent?"</i></p>	<ul style="list-style-type: none"> • Budget plan well presented and practical. <p>8-10 points</p>	<ul style="list-style-type: none"> • Budget plan may have some gaps – allocation/support issues <p>4-7 points</p>	<ul style="list-style-type: none"> • budget plan poorly presented, impractical <p>0-3 points</p>
<p>7. Marketing HSF as funding source for your program.</p>	<ul style="list-style-type: none"> • Clear plan to promote HSF internally and externally. <p>4 points</p>	<ul style="list-style-type: none"> • Marketing plan may be unclear or incomplete. <p>2 points</p>	<ul style="list-style-type: none"> • Marketing plan poorly presented or missing. <p>0 points</p>