

2009 Classroom Research Grant Rubric

Criteria for Evaluation	3 (Exceeds)	2 (Meets)	1 (Below)	0 (Omitted)	Rating	Score
1. Introduction (x1) Grant title, Grade Level(s), Curriculum Area(s), Amount Requested.	All four areas are addressed.	Three areas are addressed.	One or two of the areas is addressed.	The writer omitted the <i>Introduction</i> from the narrative.		
2. Research Problem (x4) State the research problem.	The research problem is identified. It can be investigated through the collection and analysis of data. It has theoretical or practical significance. (x1)		The research problem is identified but it does not have theoretical or practical significance.	The writer omitted the <i>Research Problem</i> from the narrative.		
Explain the significance of the research.	The purpose of the research is stated with relevant details such as who, what, where, when and why. The writer provided a brief review of the related literature to justify the proposed research. There are no unanswered questions for the reader as to the significance of the research. (x3)	A general overview is provided. The purpose of the research is stated. The review of the literature is given. More information would have been helpful to fully describe the significance of the research.	The purpose of the research and/or the review of the literature is provided. The information provided is vague and leaves many unanswered questions for the reader.	The writer omitted the <i>Significance of the Research</i> from the narrative.		
3. Research Procedures (x4) Research Method(s)	The writer provided evidence to support the type of research method chosen for the study. There are details such as who, what, where, when and why. There are no unanswered questions as to the type of method chosen. (x2)	The writer stated the type of method being used with generalized supporting evidence. More information would have been helpful to fully describe the research method.	The reasoning for the type of method chosen is vague and leaves many unanswered questions for the reader.	The writer omitted the <i>Research Methods</i> from the narrative.		
Data Collection and Analysis	The writer provided evidence to support the type of data collection and analysis method chosen for this study. The writer stated specific strategies. Many details are provided and there are no unanswered questions as to the type of data collection and analysis method chosen. (x2)	The writer stated the type of data collection and analysis method being used with generalized supporting evidence. More information would have been helpful to fully describe the data collection and analysis process.	The reasoning for the type of data collection and analysis method chosen is vague and leaves many unanswered questions for the reader.	The writer omitted the <i>Data Collection and Analysis</i> from the narrative.		
4. Student Outcomes and NYS Standards (x4) Identify student outcomes.	Student outcomes are identified as knowledge or behaviors that the writer wants the student to gain as a result of participating in the grant. The outcomes are relevant and clearly stated with details such as who, what, where, when and why. There are no questions in regards to student outcomes. (x2)	Student outcomes are identified and relevant but more information would have been helpful to describe student outcomes.	Student outcomes are identified but do not communicate what the students are going learn as a result of this grant.	The writer omitted the <i>Student Outcomes</i> from the narrative.		
Explain their relationship to the NYS Standards.	The writer provided evidence in regards to how the NYS Standards relate to the student outcomes. The appropriate standard is cited and the relationship is explained in detail. There are no questions as to the relationship between the outcomes and the standards. (x2)	The writer gave a general answer in regards to how the NYS Standards are related to student outcomes. More information would have been helpful to explain the relationship.	The NYS Standards are listed. The writer did not explain the relationship.	The writer omitted the <i>NYS Standards</i> from the narrative.		

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<p>5. Process (x6) Provide a detailed plan for each of the phases of the grant.</p> <p style="text-align: center;">Development</p>	<p>Development: The writer provided details as to how they are going to develop the program. A distinct timeline is proposed in an orderly fashion. There are no questions for the reader as to how the program will be developed. (x2)</p>	<p>The writer gave a general answer as to how they will develop the program. More information would have been helpful to describe the development phase.</p>	<p>The writer provided a vague description of the development plan. There are many unanswered questions for the reader.</p>	<p>The writer omitted the <i>Development Plan</i> from the narrative.</p>		
<p style="text-align: center;">Implementation</p>	<p>Implementation: The writer provided details as to how they are going to implement the program. A distinct timeline is proposed in an orderly fashion. There are no questions for the reader as to how the program will be implemented. (x2)</p>	<p>The writer gave a general answer as to how they will implement the program. More information would have been helpful to describe the implementation phase.</p>	<p>The writer provided a vague description of the implementation plan. There are many unanswered questions for the reader.</p>	<p>The writer omitted the <i>Implementation Plan</i> from the narrative.</p>		
<p style="text-align: center;">Assessment</p>	<p>Assessment: The writer provided details as to how they are going to assess student outcomes. They included types of assessment, reporting and feedback methods they will be using. Assessment is relevant to student outcomes. There are no questions as to how student outcomes will be assessed. (x2)</p>	<p>The writer gave a general answer as to how they will assess student outcomes. More information would have been helpful to describe the assessment phase.</p>	<p>The writer provided a vague description of the assessment plan. There are many unanswered questions for the reader.</p>	<p>The writer omitted the <i>Development Plan</i> from the narrative.</p>		
<p>5. Dissemination Plan (x2) Describe three ways this grant will be shared with other educators.</p>	<p>Grant information will be shared in at least <i>three ways, including one beyond the district.</i></p>	<p>Grant information will be shared in <i>three ways but none beyond the district.</i></p>	<p>Grant information will be shared in at least one or two ways.</p>	<p>The writer omitted the <i>Dissemination Plan</i> from the narrative.</p>		
<p>6. Budget (x4) In paragraph form, explain all expenditures.</p>	<p>Budget Narrative: Explains and justifies <i>all</i> expenditures and are relevant. There are no questions in regards to the reasoning behind the purchases. (x2)</p>	<p>The budget narrative explains and/or justifies most expenditures. More information would have been helpful.</p>	<p>The budget narrative is vague. It does not explain and/or justify expenditures.</p>	<p>The writer omitted the <i>Budget Narrative</i> from the narrative.</p>		
<p>In a table, specify individual costs per item.</p>	<p>Budget Table: A table that specifies the following fields: the item being purchased, the cost per item, the cost for purchasing more than one of a particular item and the total cost of all expenditures. The total is correctly computed and matches the amount requested. (x2)</p>	<p>The Budget Table specifies the items being purchased but the table does not contain all of the required fields. The total is correctly computed and matches the amount requested.</p>	<p>The total is not correctly computed or it does not match the amount requested.</p>	<p>The writer omitted the <i>Budget Table</i> from the narrative.</p>		
<p>7. Professional Presentation (x2) Proposals are expected to demonstrate evidence of professionalism. No response required from applicant.</p>	<p>The narrative demonstrates evidence of a <i>well-developed, high quality</i> professional presentation with correct grammar, spelling, punctuation and syntax. <i>There are no errors.</i></p>	<p>The narrative demonstrates evidence of a professional presentation but <i>contains one to three errors.</i></p>	<p>The narrative <i>does not demonstrate evidence</i> of a professional presentation. It contains <i>four to five errors</i> which interfere with readability.</p>	<p>There is little evidence of professionalism. There are more than five errors.</p>		