

2009 Creator 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. Description of the Grant (x4) Provide a <i>detailed</i> description of the program being proposed to include, but not limited to, the purpose and the educational need.	The description provides a big picture of the program being proposed. The purpose and the educational need are clearly stated with supporting information. The writer included details such as who, what, where, when and why. There are no questions as to what the program is about.	The description provides a general overview of the program being proposed. More information would have been helpful to describe the program being proposed.	The description is vague and leaves many unanswered questions for the reader. Relevant details are lacking.	The writer omitted the <i>Description of the Grant</i> from the narrative.		
3. 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 as to what the outcomes for the students are. (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 the 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.		
4. Process (x6) Provide a detailed plan for each of the phases of the grant. <b style="text-align: center;">Development	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)	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.	The writer provided a vague description of the development plan. There are many unanswered questions for the reader.	The writer omitted the <i>Development Plan</i> from the narrative.		
<b style="text-align: center;">Implementation	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)	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.	The writer provided a vague description of the implementation plan. There are many unanswered questions for the reader.	The writer omitted the <i>Implementation Plan</i> from the narrative.		

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Assessment	<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.</p> <p style="text-align: right;">(x2)</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.	The writer provided a vague description of the assessment plan. There are many unanswered questions for the reader.	The writer omitted the <i>Assessment Plan</i> from the narrative.		
<p>5. Innovative Idea (x2) Explain how this grant is unique and innovative to the applicant and the district.</p>	The idea is unique to the applicant <i>and</i> the district.	The idea is unique to the applicant but <i>has been used by other educators in the district.</i>	The idea is unique to the applicant <i>or</i> has been used extensively by other educators in the district.	The writer omitted the <i>Innovative Idea</i> from the narrative.		
<p>6. Dissemination Plan (x2) Describe three ways this grant will be shared with other educators.</p>	Grant information will be shared in at least <i>three</i> ways, <i>including one beyond the district.</i>	Grant information will be shared in <i>three</i> ways but <i>none beyond the district.</i>	Grant information will be shared in at least one or two ways.	The writer omitted the <i>Dissemination Plan</i> from the narrative.		
<p>7. 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.</p> <p style="text-align: right;">(x2)</p>	The budget narrative explains and/or justifies most expenditures. More information would have been helpful.	The budget narrative is vague. It does not explain and/or justify expenditures.	The writer omitted the <i>Budget Narrative</i> from the narrative.		
In a table, specify individual costs per item.	<p>Budget Table: A <i>table</i> that specifies the following fields: the item being purchased, the cost per item, the cost if purchasing more than one of a particular item, and the total cost of all expenditures. The total cost is correctly computed and matches the amount requested.</p> <p style="text-align: right;">(x2)</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.	The total is not correctly computed or it does not match the amount requested.	The writer omitted the <i>Budget Table</i> from the narrative.		
<p>8. Professional Presentation (x2) Proposals are expected to demonstrate evidence of professionalism. No response required from applicant.</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>	The narrative demonstrates evidence of a professional presentation but <i>contains one to three errors.</i>	The narrative <i>does not demonstrate evidence</i> of a professional presentation. It contains <i>four to five errors</i> which interfere with readability.	There is little evidence of professionalism. There are more than five errors.		