Code Number: \_\_\_\_\_\_\_\_

**Boonville Education Foundation**

**Grant Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA**  | **4**  | **3**  | **2**  | **1**  | **SCORE** |
| **Media Statement** (15 points) | Statement clearly details how project will impact students. Statement is written in a way that is easy for public to understand. | Statement somewhat details how project will impact students. Statement is written in a way that is somewhat easy for public to understand. | Statement includes only partial details about how project will impact students. Statement is written in a way that is difficult for public to understand. Includes spelling and grammatical errors. | Statement does not include details and not written in a way that they public can understand. Includes spelling and grammatical errors. |  |
| 15 14 13 12 11 | 10 9 8 7 6  | 5 4 3 2 1  | 0 |
| **Missouri Learning Standards** (15 points) | *Clearly* describes the ways in which the purchased items(s) enhance and support *specifically referenced* Missouri Learning Standards. | *Somewhat* describes the ways in which the purchased items(s) enhance and support *general* Missouri Learning Standards. | *Partially* describes the ways in which the purchased items(s) enhance and support *general* Missouri Learning Standards. | Does not state how projectMeets Missouri Learning Standards. |  |
| 15 14 13 12 11 | 10 9 8 7 6  | 5 4 3 2 1  | 0 |
| **Instructional** **Goals of the** **District CSIP** (15 points) | *Clearly* describes the ways in which the purchased item(s) complement *specifically referenced* Instructional Goals of the CSIP. | *Somewhat* describes the ways in which the purchased item(s) complement *general* Instructional Goals of the CSIP. | *Partially* describes the ways in which the purchased item(s) complement *general* Instructional Goals of the CSIP. | Does not state how projectmeets DistrictCSIPinstructionalgoal. |  |
| 15 14 13 12 11 | 10 9 8 7 6  | 5 4 3 2 1  | 0 |
| **Measurable** **Objectives of** **the Grant** (10 points) | Objectives/educational outcomes are *clearly* defined,measurable, obtainable and address the stated standards and goals | Objectives/educational outcomes are *somewhat* defined and address a standard *or* goal. | The objectives/educational outcomes are defined; but *not clearly* stated andcannot be measured*effectively*. | The objectives are not clearand nomeasurableoutcomes are included. |  |
| 10 9 8 | 7 6 5 4  | 3 2 1  | 0 |
| **Evaluation** (10 points) | The evaluation component identifies *specific*evaluation activitieswhich will determine the effectiveness of the project. | The evaluation component identifies evaluationactivitieswhich *may or may not* determine theeffectiveness of theproject. | The evaluation component *does not identify* specific evaluation activities. | Evaluation isnot addressed. |  |
| 10 9 8 | 7 6 5 4  | 3 2 1  | 0 |
| **Timeline** (10 points) | Timeline is *clearly* stated with *realistic* dates that are attainable. | Timeline is *general* withrealistic dates that *may or may* not be attainable. | Timeline is *not clear* or *is not realistic* for successful completion of Grant. | No timeline isincluded. |  |
| 10 9 8 | 7 6 5 4  | 3 2 1  | 0 |
| **Student Impact**(15 points) | This Grant has thepotential to involve *a large number of students* with a long-term impact. | This Grant has thepotential to involve *a moderate number of students* with some impact. | As written, this Grant will only impact a *few students*. | Potentialimpact onstudents is not addressed. |  |
| 15 14 13 12 11 | 10 9 8 7 6  | 5 4 3 2 1  | 0 |
| **Budget** (10 points) | A *detailed* budget withitems and *confirmed* costs are listed. | A *detailed* budget with items listed and *estimated* costs on most items. | *Some* items are included with costs left *blan*k on some lines. | No budget isincluded. |  |
| 10 9 8 | 7 6 5 4  | 3 2 1  | 0 |
|  |  |  |  | TOTAL |  |