

## **Scoring Rubric for Classroom Tech Mini-Grant**

Applicant:

<b>Reviewer:</b>						
<b>General Comments:</b>						
<b>Criteria</b>	<b>0</b> No Basis	<b>2</b> Poor	<b>3</b> Average	<b>4</b> Above Average	<b>5</b> Excellent	<b>Score</b>
<b>Project Abstract (10 points)</b> A clear and concise abstract ( <b>100-150 word limit</b> ) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom. <i>Rate 2 criteria on the 5 point scale.</i>						
1. Abstract describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.						
2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.						
<b>Project Description (50 points)</b> Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.  If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.  If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project. <i>Rate 10 criteria on the 5 point scale.</i>						
1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.						
2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.						
3. Proposal describes in detail the project based learning unit(s) that will encompass the project, and project features support acquisition of digital and media literacy skills. Project based learning (or problem based learning) with a constructivist approach and essential questions are the heart of these projects. Team projects must show evidence that these pedagogies are clearly understood and applied.						
4. Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.						
5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.						

6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	
8. Proposal indicates thoughtful inclusion of students with special needs and uses appropriate technology to assist those learners in order to promote the achievement of all students.	
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	
10. Proposal indicates specific plans for video production training as needed and an outline for the promotional video that describes the various stages of design and implementation of the project.	
<b>Capacity for Success (35 points)</b> Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students. <i>Rate 7 criteria on the 5 point scale.</i>	
1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.	
2. Proposal describes why participation in this effort is appropriate for district and the capacity the school or district has that will insure the success of the project.	
3. Proposal describes any structures, policies, and/or procedures already in place in school or district that support the project and the project-based learning philosophy.	
4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.	
5. Proposal indicates team member and district/administrative support with respect to: <ul style="list-style-type: none"> <li>• implementing the project in classrooms,</li> <li>• supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program,</li> <li>• participating in required mini-grant meetings,</li> <li>• producing the 3 minute documentary video for presentation,</li> <li>• preparing the lesson plans and materials necessary for sharing with other,</li> <li>• attending the Mini-Grant celebration day,</li> <li>• presenting the project within the district and at a regional or state venue, and</li> <li>• participating in post-project evaluations for program improvement.</li> </ul>	
6. Proposal discusses the Extent of Impact within the School – indicates the anticipated number of staff that will be directly and indirectly impacted by the project, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.	
7. Proposal discusses the Extent of Impact to Other Schools – Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.	
<b>Budget (5 points)</b> Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.	
Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes \$100 per teacher for attendance at celebration event.	
<b>TOTAL SCORE (MAX is 100):</b>	<b>0</b>