

Reader _____ **RUBRIC FOR EVALUATION OF 2025 SHANNON GRANT PROPOSALS** **Grant #** _____

CRITERION	0 points	1 point	2 points	Score
<p>EFFECTIVE INSTRUCTION LEADING TO CLEARLY SPECIFIED OUTCOMES The proposal includes a clear statement of expected student outcomes.</p>	<p>Does not include statement(s) of expected student outcomes in cognitive, affective or psychomotor domains so instructional effectiveness cannot be discerned</p> <p style="text-align: center;">OR</p> <p>Activities and or materials do not seem likely to lead to achievement of specified student outcome(s)</p> <p style="text-align: center;">OR</p> <p>Outcomes stated in terms of teacher behavior or changes in activities only</p>	<p>Outcomes can be deduced from the proposal, but are not clearly stated</p> <p style="text-align: center;">OR</p> <p>Actual instruction is only vaguely described and does not seem related to efficient achievement of student outcomes as outlined in the proposal</p>	<p>The proposal clearly outlines activities that will likely lead to clearly stated positive student outcomes that could not be achieved with traditional materials and instruction.</p>	
<p>DIFFERENTIATED OUTCOMES</p>	<p>Outcomes are not reflective of student differences (across race, gender, handicapping condition, or multiple levels of student achievement and/or aptitude)</p>	<p>Outcomes reflect attention to one or two dimensions of student differences</p>	<p>Outcomes reflect attempts to differentiate instruction according to student differences and needs</p>	
<p>INNOVATIVE IDEAS (CREATIVITY) Proposal is imaginative and demonstrates innovative goals, methods, or outcomes.</p>	<p>Only low level and/or mundane outcomes, activities and/or materials are included. Would support activities one would already expect to be going on the classroom with typical activities and materials</p>	<p>A limited degree of creativity in ideas for outcomes, activities, or materials. Recycles old ideas that might have been creative at one time but have already been done in this school or across other schools.</p>	<p>The proposal is very innovative. Outcomes, activities and/or materials are not typical for the students or classroom(s). Outcomes, activities and materials are atypical but appropriate for students and the intended outcomes.</p>	
<p>PURPOSE/MEETS A NEED The proposal is designed to meet specific and significant student or school needs.</p>	<p>Does not clearly identify a need or does not identify a need that could not or would not be met by typical school/classroom activities or materials or statement of need lacks clear significance for student learning</p>	<p>Identifies an unmet need that reflects typical outcomes, activities, or materials, but does not document why the money is needed in this case to address that need (e.g., lack of sufficient funding in the school)</p>	<p>A specific unmet need is clearly identified, and a rationale is provided for its significance</p>	
<p>STUDENT TARGET GROUP</p>	<p>Not clear which students will be served by the proposal</p>	<p>Students to be served seems to be inconsistent</p>	<p>The students to be served are clearly described</p>	
<p>STUDENT INVOLVEMENT Proposal describes how students will be directly involved in, and benefit from, the funded activities.</p>	<p>Student involvement is not specified</p>	<p>Student involvement seems an afterthought or is very limited</p>	<p>Student involvement is clearly outlined and integrated throughout the proposal</p>	

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<p>OUTREACH Proposal outlines plans to share the project with other teachers and to recognize the Foundation's support.</p>	<p>No description of outreach to other teachers and no indication of how the Foundation's support will be shared. Or Plans seem cursory.</p>	<p>Description of ways the project and its impact will be shared. Or Description of how Foundation's support will be recognized</p>	<p>Clear description of outreach to other teachers AND clear plans for ensuring the Foundations support will be communicated</p>	
<p>IMPACT Proposals for projects benefiting a large number of students are preferred over those benefiting a small number of students, other factors being equal.</p>	<p>No indicator of numbers of students or size of population targeted</p>	<p>Only a small number of students impacted by the proposal and only for one year</p>	<p>Plans indicate that a significant number of students will likely be impacted immediately <i>or</i> indicators of how additional students are likely to be impacted in subsequent years</p>	
<p>BUDGET Proposal includes realistic, complete, and economical itemized list of expenditures. We encourage proposals for projects that would not ordinarily be funded as part of regular school budgets. Grants for materials and programs that can be used over a number of years will be given preference over consumables and one-time projects.</p>	<p>No budget or items are all those that one would expect to be funded by a typical school budget or items do not seem integral to the achievement of the proposal goals Materials will be consumed immediately</p>	<p>Items are justified as necessary and not included in a typical school budget, BUT the materials seem to be over-priced. No indication of steps that have been taken to be economical in purchase. Materials like to last several years</p>	<p>Complete and economical itemized list of expenditures, items would not ordinarily be funded as part of regular school budgets. Materials likely to have a long life</p>	
<p>EVALUATION The proposal clearly explains how the project results will be attained and measured.</p>	<p>No evaluation plan</p>	<p>Evaluation limited to only having carried out activities</p>	<p>Evaluation related to student outcomes and documents the way data will be obtained and measured</p>	
			<p>TOTAL SCORE - # POINTS OUT OF 20</p>	

NOTES