



Rating Rubric ● Peconic Teacher Center Grants Program

	0 Points	1 Point	2 Points	3 Points	4 Points
Project Description	Description is unstated.	Description is stated but vague and without sufficient detail.	Description is not highly focused or well-developed.	Description is adequately focused, developed, and clear.	Description of project is exceptionally clear, allowing rater to perceive both the whole and its many and varied constituent parts.
Need for project	Does not address need.	Provides little evidence supporting need, relation to audiences.	Identifies some need in relation to student and peer audiences.	Identifies need in relation to student and peer audiences.	Describes a compelling need supported by evidence requiring appropriate approaches to instruction and assessment. Very clearly relates project to student and peer audiences.
Project Objectives	Objectives are not stated.	Objectives are in conflict or not connected.	Objectives are not supported by Project Description and/or Steps to Implementation.	Objectives are supported by Project Description and/or Steps to Implementation.	Objectives are clear, precise, and manageable within the grant's parameters. Objectives are supported fully by Project Description and Steps to Implementation.
New York State Learning Standards	Standards are not stated.	References to the Standards are vague and not logically organized.	References to the Standards are not well developed and clear.	References to the Standards are clear and are supported In a limited way by other documentation.	References to the Standards are clear and are strongly supported by other documentation.
Project Activities	Activities are not stated.	Activities are vague and/or not logically organized and not supported of outcomes.	Activities are better developed but not fully supportive of outcomes.	Activities are clear and organized and are supported by Project Outcomes.	Activities are admirably designed to meet outcomes within the Timeline and Budget.
Steps to Implementation	Steps to Implementation are not listed.	Some steps are listed.	Steps are limited but not a sufficient number to give rater a sense of progression and development.	Steps are listed with adequate development.	Steps to Implementation are very well sequenced to give rater a clear view of how activities will be structured and merge into one another.
Timeline	Fails to present a plan identifying the sequence of activities needed to complete the project.	Unclear in showing how time, resources, and sequence move the project time need to completion.	Provides a partially sequential plan showing how the project moves from need to completion.	Provides an adequately sequential plan showing how the project moves from need to completion.	Presents a clear sequential plan including specific benchmark activities showing how the project moves from need to completion.
Anticipated Outcomes for Applicants	Does not state anticipated outcomes for applicant.	Anticipated outcomes for applicants are stated but are poorly organized, extremely unclear, and/or not supported by Project Description.	Anticipated outcomes for applicants are organized but vague and/or only partially supported by Project Description.	Anticipated outcomes for applicants are sufficiently clear and adequately presented and supported by the Project Description.	Anticipated outcomes for applicants are very clear and well-presented and are supported by the Project Description.



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Anticipated Outcomes for Students	Does not state anticipated outcomes for students.	Anticipated outcomes for students are stated but are poorly organized, extremely unclear, and/or not supported by Project Description.	Anticipated outcomes for students are organized	Anticipated outcomes for students are sufficiently clear and adequately presented and supported by the Project Description	Anticipated outcomes for students are very clear and well-presented and are supported fully by the Project Description.
Anticipated Outcomes for Department, Building, and District	Does not state anticipated outcomes for department, building, and district.	Anticipated outcomes for department, building, and district are stated but poorly organized, extremely unclear, and/or not supported by Project Description.	Anticipated outcomes for department, building, and district are organized, but vague and/or only partially supported by Project Description.	Anticipated outcomes for department, building, and district are sufficiently clear and adequately presented and supported by the Project Description.	Anticipated outcomes for department, building, and district are very clear and well-presented and are supported fully by the Project Description.
Plan For Project Evaluation	Does not include components showing how student and peer learning and project effectiveness will be evaluated.	Components showing how student and peer learning and project effectiveness will be evaluated are extremely unclear, poorly unorganized, and/or not supported by Project Activities.	Components showing how student and peer learning and project effectiveness will be evaluated are organized but vague and/or only partially supported by Project Activities.	Components showing how student and peer learning and project effectiveness will be evaluated are sufficiently clear and adequately presented and supported by Project Activities.	Components showing how student and peer learning and project effectiveness will be evaluated are very clear and well-presented and supported fully by the Project Description.
Plan for Sharing with Colleagues	Does not indicate how the finished project will be presented.	Few strategies for sharing finished project, but rater cannot see an organized plan for presentation.	Provides strategies for sharing finished project and rater can begin to see a plan developing for presentation.	Provides an adequate plan for presenting the finished project with colleagues.	Provides a clear, thoughtful, multi-dimensional plan for presenting the finished project with colleagues.
Project Budget	Does not present a budget.	Does not clearly link proposed expenditures to project activities and/or outcomes.	Shows some linkage among proposed expenditures and activities but contains insufficient detail and/or is insufficiently clear.	Shows adequate relationship of project activities to costs and includes excellent support to complete the project.	Clearly shows relationship of project activities to costs and includes excellent support to complete the project.
Innovative Nature of Proposal	Does not design innovative activities improving learning and teaching.	Shows some originality.	Somewhat innovative and refers to NYS Standards.	Provides an adequate innovation and is connected to NYS Standards.	Provides an exemplary in originality and a connection of activities to NYS Standards.