

Georgia CEC Mini-Grant Rubric

Criteria	Strong Evidence (4)	Sufficient Evidence (3)	Insufficient Evidence (2)	No Evidence (1)	Score
Creativity and Innovation	Proposal includes an approach, program, or project that is exceptionally innovative or creative (new or unique).	Proposal includes a new or creative approach, program, or project.	By reading the proposal, it is unclear whether the request includes components that are creative or innovative.	Proposal does not reflect new or creative approaches or programs.	
Clarity of Objectives and Action Plan	Objectives are clearly stated along with a detailed plan of action that presents a convincing picture of how the outcome will impact students.	Objectives are clearly stated along with a plan of action. These present a clear picture of how the outcome will impact students.	Objectives are stated but it is unclear as to how the outcome will impact students.	Objectives may or may not be stated and there may be limited to no evidence as to how the outcome will impact students.	
Quality of Impact	-Proposal provides an exceptionally detailed plan showing how the request will be implemented. -The knowledge or materials gained from the request is readily transferred to colleagues, and is sustainable over time.	-Proposal provides a clear, realistic plan showing how the request will be implemented. -The knowledge or materials gained from the request is readily transferred to colleagues, and is sustainable over time.	-Proposal provides some information, but it is not sufficiently clear as to how the request will be implemented. -It does not illustrate how the knowledge or material gained is readily transferred to colleagues and it may not be sustainable over time.	-Proposal fails to present a plan for implementation of the request, and/or does not demonstrate how knowledge or material gained from the request is readily transferred to colleagues, and is sustainable over time.	
Plan for documenting Success	Plans for evaluating success are aligned with project objectives and intended student outcomes and reflect multiple measures of assessment -A wide variety of potential sources of evidence is identified.	-Plans for evaluating success are aligned with project objectives and intended student outcomes. -A variety of potential sources of evidence is identified.	-Plans for evaluating success are limited or there is questionable alignment with project objectives and intended student outcomes. -Sources of assessment evidence are unclear or incomplete.	-Plans for evaluating success are not aligned with project objectives or intended student outcomes. -Documentation is limited in type or scope.	

