CONNECTIONS FOR CLASSROOMS GRANT EDUCATIONAL IMPACT REVIEWER RUBRIC

Each application will be reviewed by at least two educational impact reviewers and two technical reviewers. Each reviewer type has a rubric that totals 50 possible points. The following rubric shows the educational impact review rubric.

Criteria	Exemplary	Satisfactory	Poor	Unsatisfactory
Applicant Overview & Executive Summary **(10 points)** *Application Section 1*	Applicant provides the basic contact, grant amount, and identification information. The Executive Summary details the project technologies, implementation plan highlights, and the impact on schools, students, and teachers in an organized and coherent way *(10 points)*	Applicant provides the basic contact, grant amount, and identification information. The Executive Summary details the project technologies, implementation plan highlights, and the impact on schools, students, and teachers, but information on one of these items is incomplete. The summary lacks some coherency or organization. *(7 points)*	Applicant provides basic contact, grant amount, and identification information. The Executive Summary has limited detail on the project technologies, implementation plan highlights, and the impact on schools, students, and teachers. It also lacks coherency and organization *(4 points)*	Applicant does not provide all of the basic contact, grant amount, and identification information requested. In addition, the Executive Summary provided is very generic with little or no detail on technology to be used, number of schools and students impacted, or information on the implementation plan for deployment *(0 points)*
Digital Learning Strategy **(20 points)** *Application Section 3*	The LEA's strategy clearly demonstrates how this grant will facilitate learning with technology that gives students some control over time, pace, path, and/or pace (definition of digital learning). Applicant provides a clear link to improved student outcomes. Applicant clearly describes what this grant will enable that is not possible under the LEA's current infrastructure. Applicant provides the number of students, teacher, instructional areas, and schools positively impacted by the application. *(20 Points)*	The LEA's strategy clearly demonstrates how this grant will facilitate learning with technology that gives students some control over time, pace, path, and/or pace (definition of digital learning). However, the applicant either does not provide a clear link to improved student outcomes or does not clearly describe what this grant will enable that is not possible under the LEA's current infrastructure. Applicant provides the number of students, instructional areas, classrooms, and schools positively impacted by the application. *(14 points)*	The LEA's strategy does not demonstrate how this grant will facilitate learning with technology that gives students some control over time, pace, path, and/or pace (definition of digital learning). While the Applicant may mention student outcomes, the focus of the narrative is more on the technology being implemented. Information on the number of students, teacher, instructional areas, and schools positively impacted may be either incomplete or unclear. *(8 points)*	The LEA's strategy does not demonstrate how this grant will facilitate learning with technology that gives students some control over time, pace, path, and/or pace (definition of digital learning). The narrative lacks details or focuses strictly on technology being implemented. Any discussion of students is not clearly linked to improved outcomes. Information on the number of students, teacher, instructional areas, and schools positively impacted is either incomplete or unclear. *(0 points)*

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Criteria	Exemplary	Satisfactory	Poor	Unsatisfactory
Alignment with District Plans (5 points) *Application Section 4* *Application Uploads:* *-LEA Strategic Plan* *-LEA Technology Plan*	*Narrative clearly shows how the application is aligned with both the LEA's Technology and Strategic/Business Plans.* *(5 points)*	*Narrative clearly shows how the application is aligned with the either LEA's Technology or Strategic/Business Plans. Or, the alignment with both plans is described, but lacks coherency.* *(3 points)*	*Narrative describes some alignment between the application and either LEA's Technology or Strategic/Business Plans, but overall, the application does not clearly align with those plans.* *(1 point)*	*The application is not aligned with the LEA's Technology or Strategic/Business Plans, or the narrative is missing.* *(0 points)*
Alignment with State Plans (5 points) *Application Section 4*	*Narrative clearly shows how the application is aligned with both the state's strategy and technical plans related to digital learning, as detailed in the Digital Learning Task Force's December 2013 recommendations.* *(5 points)*	*Narrative shows how the application is aligned with the state's strategy and technical plans related to digital learning, as detailed in the Digital Learning Task Force's December 2013 recommendations, but the alignment lacks coherency or clarity in some places.* *(3 points)*	*Narrative describes some alignment between the application and either the state's strategy and technical plans, as detailed in the Digital Learning Task Force's December 2013 recommendations, but overall the application does not clearly align with those plans.* *(1 point)*	*The application is not aligned with the state's strategy and technical plans, as detailed in the Digital Learning Task Force's December 2013 recommendations, or the narrative is missing.* *(0 points)*
Professional Development Plan (10 points) *Application Section 4* *Application Uploads:* *-Professional Development Plan*	*The professional development plan clearly describes how the LEA will ensure that instructional staff will be prepared to successfully use and integrate the systems into their instruction. The plan demonstrates a clear understanding of the instructional staff's training needs or describes a clear process to diagnose those needs. The plan describes how those needs will be addressed.* *(10 points)*	*The professional development plan describes how the LEA will ensure that instructional staff will be prepared to successfully use and integrate the systems into their instruction. The plan demonstrates some understanding of the instructional staff's training needs, or its process to diagnose needs lacks detail. The plan may also lack some detail on how those needs will be addressed.* *(7 points)*	*The professional development plan does not fully describe how the LEA will ensure that instructional staff will be prepared to successfully use and integrate the systems into their instruction. The plan lacks an understanding of the instructional staff's training needs and does not have a process to diagnose needs.* *(4 points)*	*The professional development plan does not ensure that instructional staff will be prepared to successfully use and integrate the systems into their instruction.* *(0 points)*
				Total Points (out of 50)