## **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 &	Applicant provides the basic contact,	Applicant provides the basic contact,	Applicant provides basic contact, grant	Applicant does not provide all of the
Executive Summary	grant amount, and identification	grant amount, and identification	amount, and identification	basic contact, grant amount, and
(10 points)	information. The Executive Summary	information. The Executive Summary	information. The Executive Summary	identification information requested.
	details the project technologies,	details the project technologies,	has limited detail on the project	In addition, the Executive Summary
Application Section 1	implementation plan highlights, and	implementation plan highlights, and	technologies, implementation plan	provided is very generic with little or
	the impact on schools, students, and	the impact on schools, students, and	highlights, and the impact on schools,	no detail on technology to be used,
	teachers in an organized and coherent	teachers, but information on one of	students, and teachers. It also lacks	number of schools and students
	way	these items is incomplete. The	coherency and organization	impacted, or information on the
	(10 points)	summary lacks some coherency or	(4 points)	implementation plan for deployment
		organization.		(0 points)
		(7 points)		
Digital Learning	The LEA's strategy clearly	The LEA's strategy clearly	The LEA's strategy does not	The LEA's strategy does not
Strategy	demonstrates how this grant will	demonstrates how this grant will	<b>5</b> ,	demonstrate how this grant will
(20 points)	_	facilitate learning with technology that	_	facilitate learning with technology that
, ,	gives students some control over time,	gives students some control over time,		gives students some control over time,
Application Section 3	pace, path, and/or pace (definition of	pace, path, and/or pace (definition of		pace, path, and/or pace (definition of
 I	digital learning). Applicant provides a	digital learning). However, the		digital learning). The narrative lacks
	clear link to improved student	applicant either does not provide a	may mention student outcomes, the	details or focuses strictly on
	outcomes. Applicant clearly describes	clear link to improved student	focus of the narrative is more on the	technology being implemented. Any
	what this grant will enable that is not	outcomes or does not clearly describe	technology being implemented.	discussion of students is not clearly
	possible under the LEA's current	what this grant will enable that is not	Information on the number of	linked to improved outcomes.
	infrastructure. Applicant provides the	possible under the LEA's current	students, teacher, instructional areas,	Information on the number of
	number of students, teacher,	infrastructure. Applicant provides the	and schools positively impacted may	students, teacher, instructional areas,
	instructional areas, and schools	number of students, instructional	be either incomplete or unclear.	and schools positively impacted is
	positively impacted by the application.	areas, classrooms, and schools	(8 points)	either incomplete or unclear.
	(20 Points)	positively impacted by the application.		(0 points)
		(14 points)		

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

June 16, 2014 Connections for Classrooms 2