

**Beyond the Books Educational Foundation**  
**Rubric for**  
**BEYOND THE BOX Grant Applications**

| <b>Evaluation Criteria</b>  | <b>Application Must</b>  | <b>10 Points</b>  | <b>5 Points</b>  | <b>1 Point</b>   | <b>Score</b> |
|---|--|---|--|--|--------------|
| <b>1) Application describes a program or activity that is innovative and creative.</b>                                | Describe an innovative and creative approach to learning that demonstrates a new concept or a unique application of an existing idea.  | The application contains a new concept, or a unique application of an existing concept.   | Moderately innovative concept or application is used.  | Innovation is unclear, poorly articulated, or not present.   |              |
| <b>Evaluation Criteria</b>  | <b>Application Must</b>  | <b>5 Points</b>   | <b>3 Points</b>  | <b>1 Point</b>   | <b>Score</b> |
| <b>2) Application clearly describes the proposed program or activity.</b>   | Clearly describe the proposal. Identify your goals/objectives and describe what you plan to do.  | Proposal includes a complete description. Goals and objectives are realistic and clearly stated.  | Proposal includes a partial description of the program. Goals and objectives may be unclear or not entirely realistic.   | Proposal description is incomplete or unclear. Goals and objectives are unrealistic or are absent. |              |
| <b>3) Application demonstrates how proposed program or activity will have a direct impact on student achievement.</b> | Describe in detail how the proposal has a direct impact on the achievement of students. Plan articulates a direct link to student involvement and expected student achievement.                              | There is a strong and direct link to expected student achievement. The proposal is engaging, age appropriate, and excites student learners. | There is an indirect or partial link to expected student achievement. The proposal potentially increases student learning.   | No link to expected student achievement.   |              |
| <b>4) Application clearly describes collaboration and educational connections.</b>                                    | Include collaborative partners who each add value to the proposed program or activity. Collaborative partners may include grade levels, inter-departmental partnerships, business or community partnerships. | Proposal is specific in defining collaborative partners, their roles, and how these partnerships enhance the proposed program or activity.  | The proposal identifies limited collaborative involvement and provides some indication of the impact the collaboration partners will have on the proposed program or activity. | There is little or no collaboration identified in the proposal.                                    |              |

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|---|---|---|--|---|--------------|
| <b>5) Application clearly describes research-based strategies and clearly relates those strategies to proposal.</b>             | Present a clear connection between the proposal or activity and current educational research.   | The proposal is specific in defining relevant educational research, which supports the proposed plan or activity. Multiple sources are cited within the proposal. | The proposal identifies a limited number of educational research sources supporting the proposed plan or activity. | Educational research is not included in the proposal.                           |              |
| <b>6) Application describes how proposed plan or activity is educationally sustainable.</b>                                     | Present a clear, realistic proposal showing how the skills and concepts will be implemented into teaching and learning and will be sustained over time. | The proposal is specific in describing how the proposed plan or activity could continue with minimal support.   | The proposal somewhat defines a method to continue the plan or activity.   | This project could not continue or does not address educational sustainability. |              |
| <b>7) Application includes a variety of appropriate methods to evaluate the effectiveness of the program or activity.</b>       | Identify and describe clear methods of evaluating the effectiveness of the proposed plan or activity on student achievement.                            | Proposal contains pre and post assessments of student achievement and are reported at the end of the program or activity.   | An assessment plan with limited student achievement information is identified within the plan.                     | There are no methods of assessment or evaluation identified in the proposal     |              |
| <b>8) Application includes a list of items and a budget in whole dollars that is complete and contains all the information.</b> | Be realistic with a complete budget of proposal expenditures in whole dollars with a list of items.   | Plan includes a complete budget in whole dollars and a list of items.   | A partial budget is included.  | Budget is incomplete or not included.   |              |
| <b>Total Score - Max 45 points</b>  |   |   |  |   |              |

Reader Notes/Comments: