ESSER Learning Loss Turtle Mountain Schools Grant
Grant Application Scoring Rubric

Name of Applicant (proposal name): _____

Review Number: _____

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
Project Description	The applicant: • Clearly describes a need for the project. • Clearly describes all project components which strongly address the identified need. • Provides detailed information about how the grant award will be used for the project • Identifies a specific, link to evidence of research or scientific base for project. • (If applicable) Has relevant and committed partners with clearly defined roles related to the grant.	The applicant: • Describes a need for the project. • Describes all the components of the project addressing the identified need. • Provides some details about how the grant award will be used for the project. • Identifies a somewhat specific link to evidence of research or scientific base for project. • (If applicable) Has relevant and committed partners with somewhat clearly defined roles related to the grant.	The applicant: • Describes a vague need for the project. • Describes some of the components of the project that addresses the identified need. • Provides vague details about how the grant award will be used for the project. • Identifies a general link to evidence of research of scientific base for project. • (If applicable) Has selected somewhat random partners that lack clearly defined roles related to the grant.	The applicant: • Describes a vague or unclear need for the project. • Poorly describes the components of the project which do not address the identified need. • Provides no information about how the grant award will be used for the project. • Does not identify a link to evidence of research or scientific base for project. • (If applicable) Has random partners that lack clearly defined roles related to the grant.	A clear project description is not provided
Alignment to School or District Goals	The applicant: • Clearly demonstrates project is directly related to the school or district goals	The applicant: • Demonstrates project is related to the school or district goals	The applicant: • Demonstrated project is somewhat related to the school or district goals.	The applicant: • Vaguely demonstrated project is loosely related to the school or district goals.	Alignment to school or district goals was not included.

Learning Loss	The applicant's project: • Has the potential to strongly improve an aspect or introduces a new approach to student learning loss at the classroom, school, or district level. • Description contains clear, specific links to research or scientific base for the project. • Was created with consideration of the context in which it will be applied. • Is an approach that has been rarely before or never before seen in the context.	The applicant's project: • Has the potential to improve an aspect or introduces a new approach to student learning loss at the classroom, school, or district level. • Description contains links to research or scientific base for the project. • Was created with consideration of the context in which it will be applied. • Is an approach that has been rarely before seen in the context.	The applicant's project: • Has slight potential to improve an aspect of student learning loss at the classroom, school, or district level. • Description contains some limited links to research or scientific base for the project. • Was created with little consideration of the context in which it will be applied. • Is an approach that has been seen often in the context.	The applicant's project: • Has no potential to improve an aspect of education at the classroom, school, or district level. • Description does not contain links to research or scientific base for the project. • Was created with no consideration of the context in which it will be applied. • Is an approach that has been seen often in the context.	Indicators of innovation are not provided.
Implementation	The applicant's: • Includes details about how the project will be implemented immediately. • The scope of work includes many milestones to be achieved. • The scope of work is highly likely to lead to successful project implementation.	The applicant: • Includes some details about how the project will be implemented immediately. • The scope of work includes some milestones to be achieved. • The scope of work is likely to lead to successful project implementation.	The applicant: • Includes vague details about how the project will be implemented immediately. • The scope of work includes few milestones to be achieved. • The scope of work is somewhat likely to lead to successful project implementation	The applicant: • Includes no details about how the project will be implemented immediately. • The scope of work is missing milestones to be achieved. • The scope of work is unlikely to lead to successful project implementation.	Details about implementation are not provided.
Expected Outcomes	The applicant: • Clearly describes how success of the project will be determined. • Clearly describes evidence of successful project implementation.	The applicant: • Describes how success of the project will be determined. • Describes evidence of successful project implementation.	The applicant: • Vaguely describes how success of the project will be determined. • Vaguely describes evidence of successful project implementation.	The applicant: • Does not describe how success of the project will be determined. • Does not describe evidence of successful project implementation.	No expected outcomes are provided.

Evaluators Comments:

Total Points Earned (20 possible)

Project Description Score: _____

Goal Alignment Score: _____

Innovation Score: _____

Implementation Score: _____

Expected Outcome Score: _____

TOTAL SCORE: _____

Evaluator's Signature _____ **Date:**_____