

# DCMO BOCES SCHOOL LIBRARY SYSTEM

## MINI-GRANTS



### **RATING RUBRIC FOR SCHOOL LIBRARY SYSTEM MINI-GRANTS**

**PART 1**      **Clarity of need and description:** Why is there a need for this project attendance incentive? Is the grant clearly stated and in line with the guidelines?

- 4 The grant clearly communicates the intended purpose of the project attendance incentive. There is a clear and distinct connection to the New York State Learning Standards. The need for the grant is very clearly stated. The guidelines for the mini-grant are clearly met.
- 3 The grant communicates the intended purpose of the project attendance incentive. There is a connection to the New York State Learning Standards. The need for the grant is clearly stated. The grant is well written with minimum errors. Most guidelines for the mini-grants are clearly stated.
- 2 The purpose of the project/attendance incentive is vague and leaves questions. There is a vague connection to the New York State Learning Standards. The need for the grant is unclear or inadequately stated. The grant is not well organized or is written with errors. Important guidelines for the mini-grants have not been addressed.
- 1 It is unclear what the writer is asking for. There is no connection to the New York State Learning Standards. The grant could be more organized and well written. Important guidelines are not addressed.

**PART 2**      **Outcomes for participants:** Educational significance in terms of learning, motivation and impact upon instruction and professional growth.

- 4 The grant clearly communicates outcomes for participants. The impact provided by this project attendance incentive is very clear. There is a high potential for participant motivation. The impact on learning is clearly evident and a lasting effect on performance may result.
- 3 The grant communicates outcomes for participants. The impact provided by this project project/attendance incentive is clear. There is a potential for student motivation. The impact on learning is evident and an effect on performance may result.
- 2 The grant communicates vague outcomes for participants. The impact provided by this project/attendance incentive is minimal. There is little potential for participant motivation. The impact on learning is not completely evident and an effect on performance may not result.
- 1 The grant does not communicate outcomes for participants. No impact is provided by this project/attendance incentive. There is no potential for participant motivation. The impact on learning is not evident and an effect on performance will not result.

**PART 3**

**Educational Significance for Potential Use by other School Library Media Specialists**

- 4 The grant clearly explains how the participant will benefit professionally from attendance at the School Library Media Related Conference and share their knowledge with others.
- 3 The grant explains how the participant will benefit professionally from attendance at the School Library Media Related Conference and share their knowledge with others.
- 2 The grant is vague about how the participant will benefit professionally from attendance at the School Library Media Related Conference and share their knowledge with others.
- 1 The grant does not explain how the participant will benefit professionally from attendance at the School Library Media Related Conference or share their knowledge with others.

**PART 4**

**Workable procedures and budget for implementing activities**

- 4 The grant follows all budget guidelines. It is very clear and explicit about how the funding will be spent. The budget requests are appropriate in view of the project/attendance incentive. The budget is clearly defined relating expenditures to the project/attendance incentive.
- 3 The grant follows all budget guidelines. It is generally clear and explicit how the funding will be spent. The budget requests are appropriate in view of the project/attendance incentive. The budget generally relates expenditures to the project/attendance incentive but is estimated in some cases.
- 2 The grant may or may not follow all budget guidelines. It is not always clear and explicit how the funding will be spent. The budget requests may be more appropriate for the school/district to fund. The budget is not clearly related to the project/attendance incentive.
- 1 The grant does not follow all budget guidelines. It is not clear how the funding will be spent. The budget requests are not appropriate for the project/attendance incentive. The budget requests are not related to the project/attendance incentive outline.

Total Score \_\_\_\_\_