

ARLI Fellowship Proposal Scoring Rubric

	4 = Strongly Agree	3 = Somewhat Agree	2 = Disagree	1 = Strongly Disagree
A. Applicant provides a rationale for selecting the ARLI Program.	Applicant provides clear reasons for participating in the program, including desire to improve teaching practice and increase student learning.	Applicant provides sufficient reasoning for participating in the program, including desire to improve teaching practice and increase student learning.	Applicant provides lackluster reasons for participating in the program, and desire to improve teaching practice and increase student learning is not clear.	The applicant does not convince the reviewer that he/she wishes to be part of the ARLI Program.
B. Applicant's participation in this program aligns with his/her personal goals for professional development.	Applicant has aligned personal goals for professional growth with the programmatic goals of ARLI (improving teaching practice and increasing student learning).	Applicant's personal goals for professional growth are explained, but only somewhat align with the goals of the program.	Applicant's personal goals for professional growth are vague and their alignment with the goals of the program is not explored.	The applicant's goals for professional growth are not mentioned.
C. Applicant's discussion of potential area of research demonstrates an ability to thoughtfully reflect on and analyze work.	Applicant's discussion of a possible area of research is thoughtful. Applicant clearly demonstrates an ability to reflect on and analyze her work.	Applicant's discussion of a possible area of research is satisfactory. Applicant demonstrates the potential to thoughtfully reflect on and analyze practice.	Applicant's discussion of a possible area of research is vague. Applicant does not clearly demonstrate the potential to thoughtfully reflect on or analyze practice.	Applicant's discussion of a possible area of research does not demonstrate an ability to thoughtfully reflect on or analyze practice.
D. Applicant's discussion of an education policy issue of interest is clear and reflects an understanding of the specific policy.	Applicant's discussion of an education policy issue is clearly worded and exhibits a strong understanding of the policy itself.	Applicant's explanation of an education policy issue is satisfactory and exhibits an adequate understanding of the policy itself.	Applicant's explanation of an education policy issue is vague and/or exhibits only a shallow understanding of the policy itself.	Applicant does not discuss an education policy issue.
E. Applicant provides a specific example of how s/he has produced positive classroom or school-wide change.	Applicant provides a compelling example of how s/he has produced positive classroom or school-wide change.	Applicant provides a moderately-detailed example of how s/he has produced positive classroom or school-wide change.	Applicant provides a vague, nondescript example of how s/he has produced positive classroom or school-wide change.	Applicant does not provide an example of how s/he has produced positive classroom or school-wide change.
F. Applicant is able to provide evidence of his/her commitment to professional growth and "lifelong learning".	Applicant provides solid examples of his/her commitment to professional growth and lifelong learning. Evidence may consist of advanced degrees or certificates, awards, honors, grants, memberships to professional education organizations and/or networks, etc.	Applicant provides one or two satisfactory examples of his/her commitment to professional growth and lifelong learning.	Applicant provides one vague example of his/her commitment to professional growth and lifelong learning.	Applicant does not provide any examples of a commitment to professional growth and lifelong learning.
G. Applicant has clearly demonstrated his/her ability to make the ARLI Program a priority among other personal and professional commitments.	Applicant clearly conveys how s/he will make the ARLI Fellowship commitment a priority, among other personal and professional commitments.	Applicant reasonably conveys how s/he will make the ARLI Fellowship commitment a priority, among other personal and professional commitments.	Applicant imprecisely conveys how s/he will make the ARLI Fellowship commitment a priority, among other personal and professional commitments.	Applicant does not convey how s/he will make the ARLI Fellowship commitment a priority.
H. Applicant provides an example of a collaborative experience s/he has had, and is able to articulate the impact of that experience.	Applicant provides a specific example of a collaborative experience, and explains how this experience had a lasting impact on the applicant.	Applicant provides a sufficient example of a collaborative experience, and includes some evidence that this experience had an impact on the applicant.	Applicant provides an inarticulate example of a collaborative experience and/or does not include evidence that this experience had any impact on the applicant.	Applicant does not provide an example of a collaborative experience.
I. Applicant shares thoughts clearly throughout; applicant demonstrates writing competency; proposal has few grammatical or typographical errors.	Applicant demonstrates solid writing ability; thoughts are coherent, organized, and thorough. There are few grammatical or typographical errors.	Applicant demonstrates satisfactory writing ability; thoughts are coherent and decently organized. There are some grammatical or typographical errors.	Applicant's writing is weak; thoughts are not well organized. There are several grammatical or typographical errors.	Applicant demonstrates poor writing ability; thoughts are disorganized and incoherent. There are many grammatical or typographical errors.
J. The application includes a "Letter of Support" that speaks specifically to the applicant's strengths in the outlined areas (Part III).	Applicant has included a Letter of Support that speaks to the applicant's strengths in many to all of the outlined areas.	Applicant has included a Letter of Support that speaks to the applicant's strengths in some of the outlined areas.	Applicant has included a Letter of Support, but it is not well presented (incoherent, lacking thought, etc).	Applicant has not included a Letter of Support.