

Study Group Team Member Grant Application Scoring Rubric

	Evaluation Criteria	4 = Strongly Agree	3 = Agree	2 = Somewhat Agree	1 = Somewhat Disagree	0 = Disagree
Rationale / Benefit to Students (30%)	a Applicant provides rationale for selecting this Study Group.	Applicant provides a detailed rationale in explaining why this particular Study Group was chosen.	Applicant provides sufficient rationale in explaining why this particular Study Group was chosen.	Applicant provides a vague rationale in explaining why this particular Study Group was chosen.	Applicant provides weak, unrelated rationale in explaining why this particular Study Group was chosen.	Applicant does not address the reasons why this Study Group was chosen.
	b Applicant explains how the Study Group's focal teaching method will benefit the unique needs of his/her students.	Applicant thoroughly explains how the chosen teaching method will benefit the unique needs of his/her students.	Applicant explains in moderate detail how the chosen teaching method will benefit the unique needs of his/her students.	Applicant explains in somewhat vague detail how the chosen teaching method will benefit the unique needs of his/her students.	Applicant mentions that the chosen teaching method might benefit the unique needs of his/her students. Lacking any specifics.	Applicant does not address how this Study Group will benefit the unique needs of his/her students.
	c Applicant's reasons for selecting this particular Study Group are compelling.	Applicant's reasons for selecting this particular Study Group are very detailed and convincing.	Applicant's reasons for selecting this particular Study Group are somewhat detailed and sufficiently convincing.	Applicant's reasons for selecting this particular Study Group are somewhat vague and unconvincing.	Applicant's reasons for selecting this particular Study Group are particularly weak and lacking passion.	Applicant does not exhibit any excitement about participating in this Study Group.
Connection to Professional Goals (30%)	d Applicant shares his/her personal goals for professional development.	Applicant clearly shares his/her personal goals for professional development.	Applicant somewhat clearly shares his/her personal goals for professional development.	Applicant vaguely lists his/her personal goals for professional development.	Applicant hardly mentions his/her personal goals for professional development.	Applicant does not mention his/her personal goals for professional development.
	e Applicant describes how his/her personal goals for professional development align with the school's collective goals and learning objectives	Applicant provides a detailed explanation as to how his/her personal goals align with the school academic plan or other school learning objectives.	Applicant provides an adequate explanation as to how his/her personal goals align with the school academic plan or other school learning objectives.	Applicant provides a vague explanation as to how his/her personal goals align with the school academic plan or other school learning objectives.	Applicant provides little explanation as to how his/her personal goals align with the school academic plan or other school learning objectives.	Applicant does not address how his/her personal goals align with the school academic plan or other school learning objectives.
	f Applicant explains how participating in the CFE Study Group Program will help him/her achieve both personal and school-wide goals.	Applicant thoroughly explains how his/her Study Group participation will aid him/her in achieving both personal and school-wide goals.	Applicant provides an adequate explanation of how his/her Study Group participation will aid him/her in achieving both personal and school-wide goals.	Applicant provides a vague explanation of how his/her Study Group participation will aid him/her in achieving both personal and school-wide goals.	Applicant provides a weak explanation of how his/her Study Group participation will aid him/her in achieving both personal and school-wide goals.	Applicant provides no explanation of how Study Group participation will aid in achieving both personal and school-wide goals.
Values Study Group Model (20%)	g Applicant provides reasoning for why he/she is interested in participating in a program employing this particular learning style.	Applicant provides detailed and convincing reasons for why he/she is interested in a program employing this particular learning style.	Applicant provides adequate, moderately compelling reasons for why he/she is interested in a program employing this particular learning style.	Applicant provides unclear reasons for why he/she is interested in a program employing this particular learning style.	Applicant provides weak reasoning as to why he/she is interested in a program employing this particular learning style.	Applicant does not at all address why he/she is interested in a program employing this particular learning style.
	h Applicant describes how he/she will add value to the Study Group experience.	Applicant thoroughly describes a characteristic or skill that will clearly contribute to the value of this Study Group experience.	Applicant provides an adequate description of a characteristic or skill that will most likely contribute to the value of this Study Group experience.	Applicant provides a vague description of a characteristic or skill that might contribute to the value of this Study Group experience.	Applicant provides a weak description of how he/she might contribute to the value of this Study Group experience.	Applicant does not address how he/she would add value to this Study Group.
Commitment (10%)	i Applicant addresses how he/she will make time to fully participate in the Study Group Program, given other personal and professional commitments.	Applicant convincingly affirms plans to ensure that participation in the Study Group Program is a priority.	Applicant sufficiently affirms plans to ensure that participation in the Study Group Program is a priority.	Applicant vaguely mentions plans to maintain the Study Group Program as a priority.	Applicant notes other commitments without addressing how to incorporate Study Group Program commitments.	Applicant does not address plans to ensure the Study Group Program is a priority.
Overall (10%)	j The application is articulate and has few spelling, grammatical, or typographical errors.	Application is articulate and addresses each question. Application has few to no spelling, grammatical, and/or typographical errors.	Application is clearly written and each question was addressed. Application has a few spelling, grammatical, and/or typographical errors.	Application is decently written, but contains numerous typographical errors; or, application contains few typographical errors, but is not written well.	Application is vague and/or confusing, and includes numerous spelling, grammatical, and/or typographical errors.	Presentation of application overall is unacceptable.