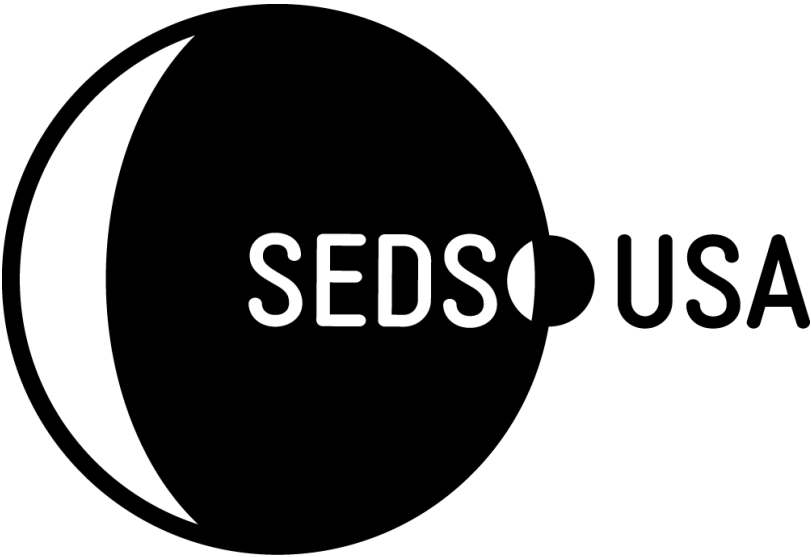




SEDs-USA Chapter Grant Evaluation Rubric Criteria

It is not fully realistic nor expected for a chapter project to be perfectly exemplary in every category. Final scores for each criteria are comprehensively evaluated by the Board of Directors.

Criteria	Exemplary (4)	Proficient (3)	Basic Requirements (2)	Not Present (1)
Organization	(1) Proposal is free from distracting errors (grammar, spelling, and punctuation). (2) Proposal is well organized with separate sections. (3) Includes a descriptive introduction that addresses overview of chapter and goals. (4) Project roles and/or subteams are well defined.	(1) Proposal is free from distracting errors (grammar, spelling, and punctuation). (2) Proposal is organized into separate sections. (3) Includes an introduction that addresses overview of chapter and goals. (4) Project roles and/or subteams are defined.	(1) Proposal has structure. (2) Includes an introduction of chapter or goals. (3) Project roles and/or subteams are listed.	Does not meet basic requirements.
Timeline	(1) Identifies chronological milestones with clear explanations. (2) Dates of each milestone provide adequate time to progress and are well-within budget limits. (3) Timeline is well formatted and easy to interpret.	(1) Identifies chronological milestones with explanations. (2) Dates of each milestone provides time to progress and meet budget limits. (3) Timeline is formatted and interpretable.	(1) Project timeline is present.	Does not meet basic requirements.
Budget	(1) There are well-thought out justifications for each item and links included to specific items when necessary. (2) Detailed accounts of the total required budget of the project, and discloses any additional funding sources.	(1) There are justifications for each item and cost details. (2) Accounts for the total required budget of the project, and discloses any additional funding sources.	(1) Budget is present.	Does not meet basic requirements.

Significance	(1) Significance is stated clearly in how the project addresses a problem or need and captures interest, is imaginative, or effective in conveying ideas.	(1) Significance is stated in how the project addresses a problem or need and captures interest, is imaginative, or effective in conveying ideas.	(1) Significance is stated in how the project address a problem or need	Does not meet basic requirements.
	(2) Significance is well justified - i.e. meets one or more of the following criteria (1) First project of its kind OR (2) First project chapter will take on OR (3) Expands the students’ knowledge of multiple topics OR (4) Students are able to apply and expand background/classroom knowledge in novel ways (3) Chapter demonstrates knowledge and research in the area of the project by providing detailed background or context to the problem or need.	(2) Significance is justified - i.e. meets one or more of the following criteria (1) Progression of a previous project OR (2) Expands students’ subject matter knowledge OR (3) Students are able to apply and expand background/classroom knowledge (3) Chapter provides detailed background or context to the problem or need	(2) Significance is justified - i.e. meets one of the following criteria (1) Continuation of a previous project OR (2) Replication of a previous project OR (3) Students are able to apply background/classroom knowledge (3) Chapter provides background or context to the problem or need	
Recurring Impact	Project directly meets one or more of the following criteria: (1) Project builds equipment that can be reused for other projects OR (2) Project creates valuable and enduring skills OR (3) Project builds lasting infrastructure OR (4) Proposal demonstrates organizational impact that will last for years beyond immediate scope.	(1) Project shows promise for recurring benefits to the organization	(1) Proposal hints at benefits for the organization beyond immediate scope.	Does not meet basic requirements.
Community Impact	(1) Identifies the end goal through easily measurable means and how the project will benefit the community. (2) Demonstrates cultural competency by finding creative ways to involve diverse communities in an inclusive and accessible fashion. (3) Illustrates opportunities for students to have cross-disciplinary experience and engage with broader community outreach as a result of working with this project.	(1) Identifies the end goal through measurable means and how the project will benefit the community. (2) Project shows promise for involving diverse communities in an inclusive and accessible fashion. (3) Illustrates opportunities for students to have cross-disciplinary experience. OR (4) Engage with broader community outreach as a result of working with this project.	(1) Project mentions diversity or outreach.	Does not meet basic requirements.
Other Requirements	Good Standing (4 pts)	Borderline Standing (2 pts)		Poor Standing (0 pts)
Grant Updates	If a chapter has previously received funding for any project, they must provide an update on how the funds have been allocated and detail their progress on or completion of that project.			