

QSM GRANT QUESTIONS AND SCORING RUBRIC

The following document shows the required questions for the QSM Grant application as well as the scoring rubric used to score them. Each proposal is scored out of 100 points. The questions are provided on the left side and the scoring rubric with the criteria and point values is provided on the right side.

GRANT QUESTIONS	SCORING RUBRIC
1. Student Population	5 points
a. How many students will be directly impacted by your proposal?	Total number of students directly impacted is provided. <i>(0-1 points)</i>
b. For each of the following categories, indicate the number of students that will be directly impacted by your proposal. <ul style="list-style-type: none"> i. Eligible for Free/Reduced Meal: ii. Special Education Mainstreamed: iii. English Second Language: iv. American Indian or Alaska Native: v. Asian: vi. Black or African-American: vii. White: viii. Hispanic/Latino: 	Student numbers for the categories are provided. <i>(0-1 points)</i>
c. Student Population Context (100 word max) Within the context of your classroom, provide new information and/or demographic data that further explains any exceptional challenges you have in teaching your students science/math concepts. You may include information such as single-parent families, grandparents as caregivers, graduation rate, community unemployment, etc. that may be relevant.	Student population as it relates to the applicant's classroom is well described and includes information not included in 1a and 1b. <i>(0-3 points)</i>
2. Abstract (300 words max)	10 points
The purpose of the abstract is to provide the reviewers with a brief description of the overall project prior to reviewing. The abstract should provide: <ul style="list-style-type: none"> a. Brief overview of the proposed project based on the goals and objectives, b. A synopsis of the implementation plan, and c. Expected student learning outcomes. 	The abstract provides a concise description of the project and clarifies the learning outcomes and overall project expectations. <i>(0-10 points)</i>
3. Goals and Objectives (250 words max)	10 points
List your instructional goals, measurable objective(s) for each goal, and the Louisiana math or science student standard(s) that will be included as part of your classroom instruction. Describe how the standards will be addressed during the instruction when students will be using the equipment/materials while mastering an important skill or in multiple units of study.	<ul style="list-style-type: none"> a. Instructional goal(s) are appropriate, clearly stated, and educationally significant. <i>(0-2 points)</i> b. Measurable objective(s) for each goal are clearly described. <i>(0-4 points)</i> c. Louisiana standard(s) are grade/course specific and aligned to the project. <i>(0-4 points)</i>

4. Rationale (300 words max)	15 points
<p>Justify your project. Describe the student need(s) and/or area(s) of weakness you will target and how they correlate to your goals and objectives. Include student data that show the student need(s) such as teacher, district, and/or benchmark assessment data, etc., and explain why the content and/or skill deficiencies are educationally significant.</p> <p>*Note, violations of the state's policy regarding use of confidential student data or implication of knowledge of the content of an assessment beyond what has been provided by the governing agency will automatically exclude the proposal from consideration. For example, including student names on reports is a violation of student confidentiality laws. The inclusion of information that could only have been obtained by reviewing individual items on an assessment is a violation of state policy.</p>	<ul style="list-style-type: none"> a. The student need(s) and/or area(s) of weakness are described. (0-5 points) b. The need(s) correlate to the goal(s) and objective(s) and are educationally significant. (0-5 points) c. Student data that illustrates content or skill deficiencies is included. Sources may include data collected by the teacher, district, Eagle, and/or benchmark assessments, etc. (0-5 points)

5. Description (650 words max)	20 points
<p>Fully explain your project by providing a clear description of what you plan to do to address your students' learning need(s) and meet the identified standards. Describe the learning strategies, instructional materials and specific activities you will implement to improve the content knowledge and skills of your students. The items requested in your budget should be discussed here.</p>	<ul style="list-style-type: none"> a. The applicant conveys a clear vision of a well-planned project. (0-5 points) b. The plan includes the appropriate use of materials/ equipment/ educational technology requested for the project. (0-5 points) c. Specific learning strategies, skills, and activities are described and are appropriate for the grade level(s) and targeted students. (0-5 points) d. The plan includes evidence that the project, as presented, will adequately address the stated learning need(s) and standard(s). (0-5 points)

6. Evaluation (650 words max)	20 points
<p>Explain how you will measure your students' progress toward meeting your goal(s) and objective(s). Provide a description of the pre- and post-assessment tools that you will implement to determine student growth. Include specific methods in which you will make pre- and post-project comparisons of knowledge with objective data using formative and summative assessments.</p> <p>*Note, state test results are not an acceptable measure.</p>	<ul style="list-style-type: none"> a. The evaluation plan includes a description of the assessment tools that will be used to determine student growth. (0-5 points) b. Specific methods in which pre/post project comparisons of knowledge, understanding, and skills measure student growth (does not include state test results). (0-5 points) c. The evaluation procedures include objective data. (0-5 points) d. Both formative and summative assessments are included. (0-5 points)

<p>7. Qualifications (200 words max)</p> <p>Describe two professional experiences you have had that demonstrate your ability to effectively use and implement the equipment/supplies you are requesting for your classroom.</p> <p>Relevant professional experiences could be school/district professional development, workshops, conference sessions, experience working with another teacher using the equipment/supplies, or experience using them as a student or teaching in another setting. Do not include the official name of the workshop. Include only the topic, contact hours, and year of the training.</p>	<p>10 points</p> <ul style="list-style-type: none"> a. The two professional development experiences are congruent with the content/pedagogical knowledge needed for the project. <i>(0-5 points)</i> b. Stated experiences indicate that the teacher will be able to properly use the requested materials/equipment/technology to successfully complete the project. <i>(0-5 points)</i>
<p>8. Itemized Budget</p> <p>Upload a detailed and reasonable budget of no more than \$1,000 using the budget template provided below. Shipping costs may be included in the budget. Tax costs cannot be included.</p> <p>The QSM Budget Template can be found by on the Quick Links webpage or in the application on the Reviewr portal.</p> <p>*Note, your budget cannot include prohibited items such as furniture, fixed assets, TV/utility carts, computer desks, software applications, subscriptions, consumables. Also, your budget cannot have any identifying information in it. This includes the file name.</p>	<p>10 points</p> <ul style="list-style-type: none"> a. All budgetary items are directly linked to the materials included in the Description. <i>(0-5 points)</i> b. All budgetary items are appropriate expenditures for meeting the needs of the students and are aligned to the project goals and objectives. <i>(0-5 points)</i>