Affordable Learning Georgia Transformation Grants Proposal Evaluation Rubric

|  | **Weight** | **5: Outstanding** | **4: Excellent** | **3: Fair** | **2: Needs Work** | **1: Missing / Lacking Relevance** |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Savings Impact** | x3 | The project plan and its goals will affect a very large number of students and lead to massive changes in student savings. Estimates are made clear. | The project plan and its goals will affect a large number of students and lead to mostly substantial changes in student savings. Estimates are made clear. | The project plan and its goals will have an average impact on student savings. Estimates are mostly clear. | The project plan and its goals do not affect a large amount of students and has a below-average impact on student savings. Estimates are unclear. | The project plan and its goals are not relevant to the purpose of the grants, not saving students money on the cost of textbooks. Estimates are unclear. |
| **Teaching and Learning Impact** | x2 | The project uses the new materials and/or the permissions given with OER in novel and/or meaningful ways to enhance teaching and learning and improve student success. | The project uses the new materials and/or the permissions given with OER in some substantial ways to enhance teaching and learning and improve student success. | The project uses the new materials and/or the permissions given with OER in minor ways to enhance teaching and learning and improve student success. | Little consideration has been given to how the new materials and/or the permissions given with OER could be used to enhance teaching and learning and improve student success. | Consideration has not been given to how the new materials and/or the permissions given with OER could be used to enhance teaching and learning and improve student success. |
| **Organization, Planning, and Feasibility** | x3 | The project plan shows an extremely high level of preparedness to fulfill the goals of the project, with a detailed and realistic plan and clearly defined roles. | The project plan shows a high level of preparedness to fulfill the goals of the project, with a mostly detailed and realistic plan and some defined roles. | The project plan shows an average level of preparedness to fulfill the goals of the project, with a basic plan and basic assigned roles. | The project plan shows some preparedness to fulfill the goals of the project, but plan details are somewhat vague and leave the reviewer with questions. | The project plan is not set up to fulfill the goals of the project, and plan details are either scarce or disorganized. |
| **Qualitative and Quantitative Measures** | x2 | Qualitative and quantitative measures are explained and planned in detail with methodologies and/or tools, and measures will gather extremely meaningful insights into the project. | Qualitative and quantitative measures are explained and planned broadly with methodologies and/or tools, and measures will gather some meaningful insights into the project. | Qualitative and quantitative measures are somewhat explained, and measures will gather average insights into the project. | There are not quite enough meaningful qualitative and quantitative measures in the proposal, and measures will need some work to gain average insights into the project. | Critical qualitative and quantitative measures are lacking or absent entirely in the proposal, and measures will not lead to any insights into the project. |
| **Clarity and Alignment** | x1 | The proposal, budget, and timeline are aligned and clearly presented. | The proposal, budget, and timeline are clearly presented with a few issues. | The proposal, budget, and timeline are basic, but clear, with a few issues. | The proposal, budget, and timeline have some clarity issues that leave the reviewer with questions. | The proposal, budget, and timeline are unclear or lacking with substantial issues. |