

FY27 SAS K-12 Grant Application Evaluation Rubric

Student Outcomes and Approach – 57% of Total Score

Student Outcomes	0 points: The applicant has not identified the student outcome(s) they are aiming to address through this grant funding.	1 point: The applicant has somewhat identified the student outcome(s) they are aiming to address through this grant funding.	2 points: The applicant has identified the student outcome(s) they are aiming to address through this grant funding.	3 points: The applicant has, in detail, identified the student outcome(s) they are aiming to address through this grant funding.
Arts Curriculum Approach Reasoning	0-1 points: The applicant provides little to no explanation why their selected arts curriculum approach is the best fit to address the student outcome(s) identified.	2-3 points: The applicant somewhat explains why their selected arts curriculum approach is the best fit to address the student outcome(s) identified.	4-6 points: The applicant explains why their selected arts curriculum approach is the best fit to address the student outcome(s) identified.	7 points: The applicant meaningfully explains why their selected arts curriculum approach is the best fit to address the student outcome(s) identified.
Grant Expenses	0 points: The applicant does not identify what they are planning to purchase using the grant funds.	1 point: The applicant somewhat identifies what they are planning to purchase using the grant funds.	2 points: The applicant identifies what they are planning to purchase using the grant funds.	3 points: The applicant identifies in detail what they are planning to purchase using the grant funds.
Classroom Implementation	0-1 points: The applicant does not offer a clear plan for how they will utilize the grant-funded materials or implement practices from grant funded professional development during the grant period. A timeline of planned activities is missing or is not feasible.	2-4 points: The applicant offers a vague plan for how they will utilize the grant-funded materials or implement practices from grant funded professional development during the grant period. They have provided a timeline of planned activities that is somewhat feasible.	5-7 points: The applicant offers a clear plan for how they will utilize the grant-funded materials or implement practices from grant funded professional development during the grant period. They have provided a feasible timeline of planned activities.	8 points: The applicant offers a detailed and well-organized plan for how they will utilize the grant-funded materials or implement practices from grant funded professional development during the grant period. They have provided a very feasible timeline of planned activities.
Impact on Student Outcomes	0-1 points: The applicant provides little to no explanation about how grant purchases and activities will impact the stated student outcome(s).	2-3 points: The applicant somewhat explains how grant purchases and activities will impact the stated student outcome(s). However, the explanation lacks specificity or clear evidence.	4 points: The applicant explains how grant purchases and activities will impact the stated student outcome(s).	5 points: The applicant explains in detail how grant purchases and activities will meaningfully impact the stated student outcome(s).

Project Evaluation – 26% of Total Score				
Evaluation	0-2 points: The applicant does not provide a clear plan for measuring the impact of grant-funded purchases or activities on the stated student outcome(s). Methods for evaluating effectiveness are missing or insufficiently described.	3-5 points: The applicant provides a basic plan for measuring the impact of grant-funded purchases or activities on the stated student outcome(s). Some methods are mentioned, but the approach lacks clarity and/or specificity.	6-7 points: The applicant provides a clear plan for measuring the impact of grant-funded purchases or activities on the stated student outcome(s). Data collection methods are appropriate and feasible.	8 points: The applicant provides a comprehensive and well-structured plan for measuring the impact of grant-funded purchases or activities on the stated student outcome(s). Methods are appropriate and strongly align with the stated student outcome(s), demonstrating a thoughtful approach to measuring effectiveness.
Number of Students Impacted	0-1 points: The applicant has little to no identification of how many students will be impacted by this grant.	2 points: The applicant vaguely identifies how many students will be impacted by this grant.	3 points: The applicant generally identifies how many students will be impacted by this grant.	4 points: The applicant specifically identifies how many students will be impacted by this grant.
Project Budget – 17% of Total Score				
Budget Details	0-1 points: The applicant's budget is not detailed and shows little to no financial resources to complete the proposed activities.	2-3 points: The applicant's budget is somewhat detailed but has unrelated expenses or limited financial resources to complete the proposed activities.	4 points: The applicant's budget is detailed and has adequate financial resources to complete the proposed activities.	5 points: The applicant's budget is very detailed and shows strong financial resources to complete the proposed activities.
Supporting Budget Documents	0 points: The applicant does not provide supporting budget documents.	1 point: The applicant provides supporting budget documents that are not aligned with the items in their budget spreadsheet.	2 points: The applicant provides supporting budget documents for all grant expenses in their budget spreadsheet.	3 points: The applicant provides clear supporting budget documents for each of their planned grant expenses as outlined in their grant budget spreadsheet.