

## AASL Innovative Reading Grant

### Ratings Rubric

CATEGORY	Level One	Level Two	Level Three	Level Four	Level Five
<b>Originality of Reading Project</b>	Project is unimaginative.	The project idea is creative.	The project idea is uniquely creative and is based on intrinsic rewards.	Meets all criteria of the previous level and shows a unique connection to student learning.	Meets all criteria of the previous level and one or more of the following: reflects resourcefulness, originality, and
<b>Originality of Methodolgy</b>	Project seems haphazard, hurried or unfinished. There are significant factual errors, misconceptions, or	The project has a creative focus but it is unclear in spots. There is an organizational plan though it may not be	The project plan is creative, accurate and organized in a manner that can be understood by the others.	The project has a clear goal related to the identified need. The project plan is unique and reflects collaboration and IP2	Meets all criteria of the previous level and one or more of the following: reflects broad research and application of critical
<b>Potential for Replication</b>	Project cannot be replicated.	Project detail and methodology can be replicated.	Meets all criteria of the previous level and show indication of success.	Meets all criteria of the previous level and clearly shows IP2 connections.	Meets all criteria of the previous level is adaptable to various school environments.
<b>Demonstrated Ability to Complete Project</b>	No evidence is present to show support for the project.	Evidence of applicants professional credentials and competence.	Meets all criteria of the previous level and demonstrates research competencies.	Meets all criteria of the previous level and provides documentation of a plan for implementation.	Meets all of the previous levels and provides 3 letters of recommendation.

<b>Project Work Plan</b>	Project plan is absent.	Project plan is present.	Project plan is clear, detailed, and organized.	Meets all criteria of the previous level and is based on an identified need.	Meets all criteria of the previous level and shows evidence of IP2.
<b>Timeline</b>	Timeline is absent from plan.	Timeline is present.	Timeline includes descriptive actions to the date projections.	Timeline includes descriptive actions to the date projections as well as clear task and resource priority.	Meets all of the previous level and includes time for project evaluation.
<b>Budget</b>	Budget is absent from plan.	Budget is present but not complete.	Budget with itemized materials and projected costs are present.	Budget with itemized materials and projected costs are present. Budget includes an explanation.	Meets all criteria of the previous level and shows evidence of plans for future funding.
<b>Clarity of Proposal</b>	Proposal is confusing and ambiguous.	Project is explained in clear uncomplicated language.	Project is explained in clear uncomplicated language and is free of punctuation, grammar, and	Meets all criteria of the previous level and provides a clear narrative that details the objectives, activities, and budget	Meets all criteria of the previous level and demonstrates good organization and management.
<b>Impact on Learning</b>	Application is an isolated, stand alone, un-scaffolded program.	The need for the reading program is designed for children (grades K-9) in the school library setting.	The need is identified and based on more than one method of data analysis.	Meets all criteria of the previous level and encourages innovative ways to motivate and involve children in reading	The need is identified based on triangulation data analysis.