i-STEM Stand Instructor Rubrics

GRANT CRITERIA	Points possible	CRITERIA FOR SCORING			
		Deficient **0%**	**Limited** **1-50%**	**Competent** **51-75%**	**Outstanding** **76-100%**
Please provide a brief description of your strand. Be specific about how this strand offeres new and effective strategies for educators in STEM. (Note: This will be used to market your strand to participants.)	15	Strand proposal is incomplete, unclear, or not STEM-related.	Strand proposal is STEM-related, but shows limited innovation or does not adequately address the needs of educators.	Strand Proposal clearly outlines the project related to STEM, shows some innovation, and offers an effective program for educators.	Strand proposal clearly outlines the project related to integrated STEM learning, brings new, innovative approaches to the topic, offers an effective and scalable program for educators.
How does this strand connect to the i-STEM 2019 themes of project-based learning and alignment to Idaho standards? Include details on real-world applications and experiences of STEM topics.	10	The strand does not connect with the theme of project-based learning and alignement to standards.	The strand has components that connect with the theme of project-based learning and alignment to standards.	The strand connects with the theme of project-based learning and alignment to standards and includes some details on real-world applications and experiences of STEM topics.	The strand explicitly connects witht the theme of project-based learning and alignment to standards, while tying in real-world applications and experiences in STEM, providing details for each component.
What are your learning objectives for other educators attending this training?	10	The strand does not contain learning goals or objectives for educators.	The strand's educator learning goals or objectives are incomplete, not STEM-related, or are ill-defined.	The strand has complete and reasonable learning goals or objectives related to STEM learning for educators.	The strand contains complete, well-justified learning goals or objectives meant to challenge educators and encourage critical thinking related to STEM.
What are your learning objectives for students engaging with these materials? How will educators know they have met these objectives?	10	The strand does not contain student learning goals or objectives and does not provide assessment tools.	The strand's student learning goals or objectives are incomplete, not STEM-related, or are ill-defined and assessment tools are traditional (i.e.test), with no focus on alternative measures.	The strand has complete and reasonable student learning goals or objectives related to STEM learning and has new, project-based assessments to effectively measure student outcomes..	The strand contains complete, well-justified student learning goals or objectives meant to challenge students and encourage critical thinking related to STEM. Educators will learn a variety of assessment tools to meet the needs of their learning environment. Tools are student-focused, project-based, and/or include both formal and informal educational settings.
Please submit a completed budget request form from the template available. Don't forget to include justifications! (Accepted file types: Excel and PDF)	5	The strand does not contain a completed budget.	The strand's budget lists the items and cost, but lacks clear justifications for the items.	The strand contains a completed budget with clear justifications for items.	The strand has a completed budget request with complete, well-reasoned justifications and a best estimate of planned expenditures.
How does your strand partner with industry or other organizations (funding, materials, mentors, field trip, curriculum, etc)? Please include any potential sponsorships.	10	The strand does not partner with industy or other organizations.	The strand has one partnership with industry or other organization (i.e. one invited speaker or one field trip).	The strand has multiple partnerships with industry or other organizaitons (i.e. invited speaker and field trip).	The strand has strong partnerships with industry and other organizations to tie strand content material to real-world applications (i.e. multiple invited speaker, field trips, sponsorship)
Please upload a proposed agenda/schedule outlining your strand for four days of instruction (~20 hours) using the available template. Accepted file types: Word and PDF.	10	Agenda is absent or unclear.	Agenda is clear, but lacks a clear flow of ideas meant to engage educators.	Agenda is clear, detailed, and meant to engage educators.	Agenda is very detailed, shows a clear focus on engaging educators from both formal and informal educational settings, and demonstrates a hands-on approach to learning.
Please describe the kit participants would receive through your training. How will this kit support educators in implementing what they learn at the training?	10	Description of kit is absent or unclear.	Description of kit lists items educators will use in the training, but lacks an explanation of how this supports educators after the training.	Kit description features a complete list of what educators will use during and after the training, including a clear justification for how these materials will support educators long-term.	Kit description is complete, detailed, and well-justified. These materials will help create a sustainable program for educators, and demonstrate an innovative approach to instruction.
How did you become familiar with the materials you will instruct during the i-STEM Summer Institute? What qualifies you (and your assistant, where applicable) to provide this training to other educators?	10	The trainer(s) have little or no experience with the material, or the response is incomplete or unclear.	The trainer(s) have some experience with the material, but lack pedagogical application in their learning environment.	The trainer(s) are experienced in using the material in their learning environment, and have seen positive results with their students.	The trainer(s) have experience applying the material to a variety of learning environments, both formal and informal, and have measured effective growth in their students.
What is your plan for engaging underrepresented populations in STEM through your strand (including female students, racial/ethnic minorities, rural students, low-income families)?	10	The proposal does not contain a plan to prepare educators to work with underrepresented populations, or is unclear.	The proposal's plan to prepare educators to work with underrepresented populations is broad, offering little insight into engagement with students.	The proposal's plan to prepare educators to work with underrepresented populations offers some ways to engage with specific populations in effective ways.	The proposal is geared almost entirely to working with underrepresented populations, and offers new insight and tools to engaging with these groups.
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