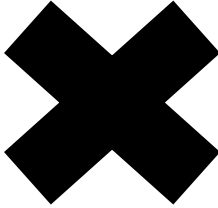
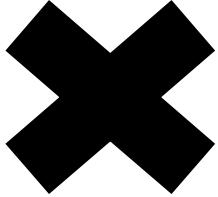


**Bert Thomas Storytelling
Classroom Grant Rubric
2024-2025**

| | Yes | No |
|--|---------------------------|--------------------------------------|
| Is the request outside of expected system eBert expenditures? | Funding may be considered | Funding <u>may not</u> be considered |
| Is this part of the standard curriculum without any funding? | Funding may be considered | Funding <u>may not</u> be considered |

| Criteria | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|--|--|
| Creative and Innovative Method of Storytelling | Storytelling method uses regularly seen modes and in a regular way. | Storytelling method uses regulary seen modes but in a unique way. | Storytelling method uses unique modes in a regular way. | Storytelling method uses unique models in a unique way. | Storytelling introduces students to |
| Impact on Learning What is the outcome of the students' learning through the project? | Activity-based project or emotional need/learning tool | Activity develops one or more specific skills only | Activity develops one or more specific skills along with 21st century skills | Activity develops multiple skills along with high-level thinking skills | Activity develops multiple skills, both specific and high-level thinking skills while creating an end product that brings learning to life |
| Real-Life Application How does this project enable students to connect learning to real life application? | Teaching aide, but limited to no life application | Connects learning to others (e.g. mentoring type programs) | Introduces career possibilities or builds life strategy skills | Builds a support community (either student to student, students and family, etc.) | Real world application (career, volunteer, etc.) |
| Measurability Are the objective(s) well defined? Is the measurement tool supportive of the objectives? | Objectives are vague. No evaluation plan is evident. | Objectives are stated. Evaluation plan is vague with no specifics. | Objectives are stated. Evaluation plan is subjective. | Objectives are stated; evaluation plan is objective without specifics. | Objectives are stated; evaluation is objective, specific and measurable. |
| Creativity/Innovation Does the proposal present a creative idea/innovation or an idea that will enhance the curriculum? | Proposal supports regular curriculum with no enhancement. | Proposal is an enhancement to curriculum. It is a standard idea with teacher based learning outcomes. | Proposal enhances curriculum with a unique idea with teacher based learning outcomes. | Proposal enhances curriculum with a standard idea with student-driven learning outcomes. | Proposal enhances curriculum with a unique idea with student-driven learning outcomes. |

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| Criteria | 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|--|
| Alignment with CCS Goals Student Engagement, College/Career Ready, Common Core/Essential Standards, 21st Century Skills, Community Connections | Connection with CCS goals is not apparent |  | Connection with CCS goals is vague |  | Connection with CCS goals is specific |
| Sustainability Is it repeatable? Is it likely to continue without grant funding? | Grant is tactical and for a one-time experience | Grant is tactical, but some materials may be able to be reused | Grant is tactical, some materials may be reused, and there is a general plan to share the grant | Grant is legacy; materials can be reused and there is a general plan to share the grant | Grant is legacy; materials can be reused and there is a specific plan to share the grant with many |