

**SAFE AND DRUG-FREE SCHOOLS/COMMUNITIES PROGRAM  
JUDGING FORM AND RUBRIC**

**JUDGE'S NAME** \_\_\_\_\_ **GRANT ID NUMBER** \_\_\_\_\_

**AMOUNT FUNDED** \_\_\_\_\_ **MiniGrant Request (\$200-\$2000)** \_\_\_\_\_

**Cluster Grant Request (\$400-\$4,000)** \_\_\_\_\_

Name(s) of Applicant(s) \_\_\_\_\_

Position/Subject/Grade(s) \_\_\_\_\_

School \_\_\_\_\_ Cluster \_\_\_\_\_

E-Mail Address \_\_\_\_\_ School Telephone \_\_\_\_\_  
*Primary Contact/Project Manager*

**PROJECT TITLE** \_\_\_\_\_ **TOTAL POINTS** \_\_\_\_\_

Criteria for Judging				
Point Values	Basic	Proficient	Mastery	Points Awarded
<b>Project Summary</b>  <b>Basic – 7-10</b> <b>Proficient – 11-12</b> <b>Mastery – 13-15</b>	Purpose and goals of the project are stated in a general way. Applicant states one or more reasons the project is needed by the target population.	Purpose and goals of the project are stated with specific key points. Answer clearly shows a need specific to the target population and states how the project will benefit them. Summary includes measurable	Purpose and goals are stated with specific key points. Answer clearly defines a process by which need and solution were identified. Answer clearly shows why this project would work for this	<b>Max. 15</b>

		outcomes.	population. Summary includes measurable outcomes.	_____
<b>Project Objectives</b>  <b>Basic – 10-12</b> <b>Proficient – 13-16</b> <b>Mastery – 17-20</b>	Applicant provides objectives rather than activities or strategies and clearly aligns them to school plans and state standards. Objectives state what students should know and be able to do as a result of the project.	Objectives are student focused and show a clear connection between project and achievement of goals. Objectives are specific and align to school plans and state standards	Objectives are SMART - specific, measurable, attainable, related to the goal, and time limited. Objectives show a clear connection to achievement and are aligned to school plans and state standards. Measures are clearly defined.	<b>Max. 20</b>  _____
<b>Target Population</b>  <b>Basic – 5-7</b> <b>Proficient – 7-8</b> <b>Mastery – 9-10</b>	Target population is described in general terms, such as "thirty second grade students." Some connection is shown between this specific population and the need for this specific project.	Target population is described in some detail - for example, information is included on class or school climate, demographics, socioeconomic level, or other criteria pertinent to the project. If students are a subset of a larger group, the identification/selection process for these students is clear. There are clear expectations of how this project will improve achievement.	Target population is described in detail, and the project has been specifically tailored for these students. If students are a subset of a larger group, the identification/selection process for these students is clear. There is evidence of clear expectations for measurable outcomes and achievement.	<b>Max. 10</b>  _____
	<b>Basic</b>	<b>Proficient</b>	<b>Mastery</b>	<b>Points</b>
<b>Project Design</b>  <b>Basic - 7-10</b> <b>Proficient – 11-12</b> <b>Mastery – 13-15</b>	Major tasks and activities are presented in a clear order, with month or time of year specified. Outcomes can be presented and measured by the end of the grant period.	Major tasks and activities are presented in a clear order, with month or time of year specified. There is a clear connection between tasks, activities, and project goals. There is a clear plan for measuring outcomes by the end of the grant period. There is potential for future use or expansion.	Major tasks and activities are presented in a clear order, with month or time of year specified. There is a clear connection between tasks, activities, and project goals. Provisions are made for project assessment along the way as well as at the end of the grant period. There is a plan for future use or expansion.	<b>Max. 15</b>  _____
<b>Results/Evaluation</b>  <b>Basic - 7-10</b> <b>Proficient – 11-12</b>	More than one method of assessment is planned. There is a clear connection between assessment measures and target	Multiple assessment options are used. Assessment methods connect clearly to desired outcomes. Assessment is ongoing.	Multiple assessment options are used. Assessment methods connect clearly to desired outcomes. Assessment is ongoing and flexible	<b>Max. 15</b>  _____

<b>Mastery – 13-15</b>	goals.		- the teacher has thought about what to do if the assessment doesn't yield the desired results.	_____
<b>Project Budget</b>  <b>Basic - 7-10</b> <b>Proficient – 11-12</b> <b>Mastery – 13-15</b>	Budget is itemized and specific. The grant amount requested matches the amount shown in the budget. The purpose of items budgeted is clear.	Budget is itemized and specific. The grant amount requested matches the amount shown in the budget. The purpose of items budgeted is clear. If the project requires more than the funds requested, an explanation is given of where those funds will come from.	Budget is itemized and specific. The grant amount requested matches the amount shown in the budget. The purpose of items budgeted is clear. If the project requires more than the funds requested, an explanation is given of where those funds will come from. There is a clear connection between items budgeted and grant outcomes.	<b>Max. 15</b>  _____
<b>Collaboration</b>  <b>Basic – 5-7</b> <b>Proficient – 7-8</b> <b>Mastery – 9-10</b>	The application shows some evidence of collaboration in the development phase.	The application shows evidence of multiple types of collaboration in development and execution of the project.	The application shows evidence of internal and external collaboration. Applicants sought collaborative opportunities for the development, execution, and assessment of the project.	<b>Max. 10</b>  _____
				<b>TOTAL</b>

**Please comment below if your composite score was below 95%**

*Brief Comment by Judge*