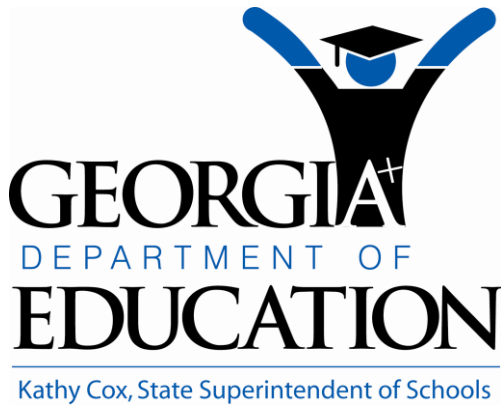


# eTextbooks



Grant Rubric

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**Title II, Part D:  
*Enhancing Education  
Through Technology — ARRA*  
(Ed Tech)  
Competitive Grants**

Georgia Department of Education  
Office of Technology Services

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**ARRA Ed Tech Competitive Grant Rubric  
eTextbooks**

Proposal Format (10 points)

Section A: Project Personnel (15 points)

Section B: Critical Academic Needs in a Core Area (10 points)

Section C: Critical Technology Needs (10 points)

Section D: Current Instructional Context and Needs Assessment (10 points)

Section E: System Support for Grant (10 points)

Section F: Local Implementation Plan (30 points)

Section G: Evaluation Plan (10 points)

Section H: Dissemination Plan (10 points)

Overall Quality of Proposal (10 points)

**ARRA Ed Tech Competitive Grant Rubric  
eTextbooks**

**PROPOSAL FORMAT (10 POINTS)**

**Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:**

- |  |   |
|--|---|
| <input type="checkbox"/> Document has the correct name format –<br>AbcCo_XyzHS_eTextbook.<br><input type="checkbox"/> All components contained in <b><u>ONE AND ONLY ONE</u></b><br>PDF document.<br><input type="checkbox"/> Narrative consists of no more than 20 pages.<br><input type="checkbox"/> Document begins with the cover sheet (Appendix B).<br><input type="checkbox"/> Each page contains a header with the following<br>information: <ul style="list-style-type: none"> <li>• Name of the grant</li> <li>• District name</li> <li>• School name</li> </ul> <input type="checkbox"/> Each page contains a footer with the following<br>information: <ul style="list-style-type: none"> <li>• Page number</li> <li>• Date</li> </ul> | <input type="checkbox"/> The narrative uses Times New Roman font.<br><input type="checkbox"/> The narrative uses font size 10.<br><input type="checkbox"/> Document is single-spaced.<br><input type="checkbox"/> Each section of the grant narrative is clearly<br>labeled/identified.<br><input type="checkbox"/> Document also contains the following signed<br>Appendices: <ul style="list-style-type: none"> <li>• Appendix C – Assurances Form</li> <li>• Appendix D – Private School Consultation Form</li> <li>• Appendix F – ETC/RESA Agreement</li> <li>• Appendix H – System Letter of Commitment<br/>containing the signatures of all team members</li> </ul> |
|--|---|

No Characteristics Present	Fewer than 1/2 of Characteristics Present	1/2 of Characteristics Present	More than 1/2 of Characteristics Present	All of Characteristics Present	Exceeds Stated Characteristics
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2 : \_\_\_\_\_



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**SECTION B: CRITICAL ACADEMIC NEEDS IN A CORE AREA (10 POINTS)**

**Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:**

- |  |   |
|--|---|
| <input type="checkbox"/> Clearly defines and documents in table format (table may be attached as an additional appendix so as not to count toward the 20-page limit) the need in core academic area(s) using well-established data sources and trend data over time. | <input type="checkbox"/> Documents academic needs that are “critical” (below state averages, keeping schools from making adequate yearly progress, or keeping schools on “needs improvement” lists).<br><br><input type="checkbox"/> Documents academic needs in terms consistent with Georgia’s Performance Standards. |
|--|---|

Provides no description of current instructional needs context and no demographic or score data	Provides minimal description of current instructional needs and minimal demographic and score data	Broadly describes current instructional needs but provides no detail or specifics and minimal demographic and score data	Specifically describes current instructional needs and demographic data but provides no score data	Specifically describes current instructional needs and provides some details on demographic data and score data	Specifically describes current instructional needs and provides explicit details on demographic data and score data
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: \_\_\_\_\_



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eTextbooks**

**SECTION D: CURRENT INSTRUCTIONAL CONTEXT AND NEEDS ASSESSMENT (10 POINTS)**

**Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:**

- |   |   |
|---|---|
| <input type="checkbox"/> Clearly describes the current instructional context focusing on the use of textbooks and digital content.                                | <input type="checkbox"/> Clearly describes how teachers will utilize eTextbooks to increase student technology literacy through the integration of NETS-S.  |
| <input type="checkbox"/> Clearly compares the current instructional context of these courses to the future goals and vision for use of eTextbooks.                | <input type="checkbox"/> Provides evidence that grant goals are aligned to the school/LEA's school improvement plan.  |
| <input type="checkbox"/> Clearly states how this grant will help the grant teachers move toward their goals.  | <input type="checkbox"/> Documents a commitment by the applicant to address specific learning goals, the Georgia Performance Standards, NETS-S, and authentic, engaging instruction for their students. |
| <input type="checkbox"/> Provides a clear description of teachers' current instructional practices and content knowledge  | <input type="checkbox"/> Provides evidence that the school/LEA has aligned the grant goals to the Georgia Department of Education <i>Keys to Quality: Unlocking Continuous Improvement</i> resources.   |
| <input type="checkbox"/> Clearly describes how teachers will utilize eTextbooks to increase student engagement and provide differentiated learning opportunities. |   |

Provides no description of current instructional context and no assessment of needs	Provides limited description of current instructional context and no assessment of needs	Provides limited description of current instructional context and limited assessment of needs	Provides a description of current instructional context and an assessment of needs, but includes no details on how they will increase student technology literacy, student engagement, and provide differentiated learning opportunities	Provides a description of current instructional context, an assessment of needs, includes details on how they will increase student technology literacy, student engagement, and provide differentiated learning opportunities, documents a commitment to address specific learning goals, the GPS, NETS-S, and authentic, engaging instruction for their students, but includes no evidence of alignment to the school/LEA's improvement plan and <u>Keys to Quality</u>	Provides a description of current instructional context, an assessment of needs, includes details on how they will increase student technology literacy, student engagement, and provide differentiated learning opportunities, documents a commitment to address specific learning goals, the GPS, NETS-S, and authentic, engaging instruction for their students, and includes evidence of alignment to the school/LEA's improvement plan and <u>Keys to Quality</u>
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2 : \_\_\_\_\_

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eTextbooks**

**SECTION E: SYSTEM SUPPORT FOR GRANT (10 POINTS)**

**Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:**

- |   |  |
|---|--|
| <input type="checkbox"/> Documents the willingness and ability of project staff, administrators, and teachers to engage in this type of instructional change and technology deployment.   | <input type="checkbox"/> Identifies plan for retaining human, material, and financial resources after the funding period ends.   |
| <input type="checkbox"/> School/LEA describes specific system supports that are currently in place to assist them in fully implementing the grant and/or what types of system supports they will enact to support the grant teachers and the grant program. | <input type="checkbox"/> Describes how school/LEA will provide the necessary infrastructure, Internet capacity, and electrical wiring for the netbooks, ceiling mounted projectors, and interactive whiteboards. |
| <input type="checkbox"/> Describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement.   | <input type="checkbox"/> Optional: includes a discussion of in-kind contributions.   |
| <input type="checkbox"/> Addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.   |  |

Provides no documentation of system support for grant	Provides minimal documentation of system support for grant	Broadly states system support for grant, but does not describe how necessary infrastructure/Internet capacity/wiring will be provided	Specifically describes system support for grant, provides some detail on how infrastructure/Internet capacity/wiring will be provided, but provides no detail on LEA support for strategies that positively impact student achievement	Specifically describes system support for grant, includes detailed plan for providing infrastructure/Internet capacity/wiring, and provides detail on LEA support for strategies that positively impact student achievement	Specifically describes system support for grant, includes detailed plan for providing necessary infrastructure/Internet capacity/wiring, provides detail on LEA support for strategies that positively impact student achievement, and identifies plan for retaining human, material, and financial resources after the funding period ends
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: \_\_\_\_\_



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**SECTION F: LOCAL IMPLEMENTATION PLAN (30 POINTS)**

**Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:**

- |  |  |
|--|--|
| <input type="checkbox"/> Clearly describes how implementation of this grant will coincide with the implementation of the school's CLIP.  | <input type="checkbox"/> Clearly describes the type of formative assessments teachers will employ to monitor student growth in academic and 21 <sup>st</sup> century skills.   |
| <input type="checkbox"/> Describes how this grant involves the use of the <i>Keys to Quality: Unlocking Continuous Improvement</i> resources.  | <input type="checkbox"/> Describes how parents and students will be engaged through a required eTextbook training session demonstrating the purpose, use, and care of eTextbooks at home and school.   |
| <input type="checkbox"/> Clearly describes how the school/LEA's grant proposal is aligned to the GPS and the NETS-S.   | <input type="checkbox"/> Describes the steps and process for monitoring: <ul style="list-style-type: none"> <li>• effective student/teacher use of grant equipment.</li> <li>• effective assignment/location of grant equipment.</li> <li>• effective purchase/distribution of grant equipment.</li> </ul> |
| <input type="checkbox"/> Clearly describes how the school/LEA's grant proposal is aligned to research and best-practice models of project-based, engaged, or differentiated learning.                    | <input type="checkbox"/> Describes how the school will ensure student and teacher adherence to LEA Acceptable Use Policies.  |
| <input type="checkbox"/> Provides specific examples of how the instruction/classroom activities occurring in the grant classrooms will change to be more engaging, rigorous, and beneficial to students. | <input type="checkbox"/> Describes how the school will accommodate students with special needs and families that elect not to participate.   |

Provides no description of how rigorous, engaging instruction will be delivered within this grant, and no connection to GPS, NET-S, CLIP, and <i>Keys to Quality</i>	Provides minimal description of how rigorous, engaging instruction will be delivered within this grant, but no connection to GPS, NET-S, CLIP, and <i>Keys to Quality</i>	Broadly describes how rigorous, engaging instruction will be delivered within this grant, but no connection to GPS, NET-S, CLIP, and <i>Keys to Quality</i>	Specifically describes how rigorous, engaging instruction will be delivered, and describes connections to GPS, NET-S, CLIP, and <i>Keys to Quality</i> , but no description of monitoring processes, classroom activities, or formative assessments, and no plan for parent/student training	Specifically describes how rigorous, engaging instruction will be delivered, describes connections to GPS, NET-S, CLIP, and <i>Keys to Quality</i> , and specifically describes monitoring processes, classroom activities and formative assessments, but no plan for parent/student training, or accommodations for special needs and "opt-outs"	Specifically describes how rigorous, engaging instruction will be delivered within this grant, describes connections to GPS, NET-S, CLIP, and <i>Keys to Quality</i> , specifically describes monitoring processes, classroom activities and formative assessments, and describes detailed plans for parent/student training and accommodations for special needs and "opt-outs"
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 6: \_\_\_\_\_

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**SECTION G: EVALUATION PLAN (10 POINTS)**

**Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how the school/LEA will evaluate progress toward research-based instructional practices, using technology effectively for teaching and learning, improving students' technology literacy, and academic performance in critical need areas.</li> <li><input type="checkbox"/> Specifies the steps and processes for assessing success in implementing the funded project.</li> <li><input type="checkbox"/> Specifies measures to evaluate the extent to which the project increases the integration of technology into instructional practices.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies the criteria used to measure the impact of the project on student academic achievement. At a minimum, includes EOCT data submitted for 2009-2010 and 2010-2011 for the participating teachers/classrooms.</li> <li><input type="checkbox"/> Describes school/LEA's ability to participate in a grant-wide common pre and post assessment that will be used to demonstrate their students' and teachers' 21st century skills.</li> <li><input type="checkbox"/> Provides a timeline for completing the implementation of the project and the evaluation steps.</li> </ul> |
|--|--|

Provides no description of how project will be evaluated and no baseline data	Provides minimal description of how project will be evaluated and minimal baseline data	Broadly states how project will be evaluated, provides some baseline data, and provides a general timeline	Specifically states how the project will be evaluated, provides some baseline data, and provides a general timeline	Specifically states how the project will be evaluated, provides some degree of detail in baseline data, provides a timeline, and describes ability to participate in a grant-wide common pre and post assessment	Specifically states how project will be evaluated, provides explicit details and examples of evaluation, provides complete baseline data, provides a detailed timeline, and describes ability to participate in a grant-wide common pre and post assessment
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: \_\_\_\_\_

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eTextbooks**

<b>SECTION H: DISSEMINATION PLAN (10 POINTS)</b>					
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:					
<input type="checkbox"/> Clearly describes what the school/LEA hopes to learn and gain from participating in this grant program.		<input type="checkbox"/> Provides evidence of targeting specific audiences.		<input type="checkbox"/> Describes plans to develop specific, usable products that would be useful to others.	
<input type="checkbox"/> Outlines specific plans to use this information and increase capacity locally in the future.		<input type="checkbox"/> Describes how technology will be used to aid dissemination activities.		<input type="checkbox"/> Identifies how the dissemination plan will benefit a broad audience and a variety of stakeholders.	
<input type="checkbox"/> Outlines specific plans to share what is learned with others beyond the school/LEA.		<input type="checkbox"/> Identifies a high probability that others would respond to the school/LEA's dissemination plan.			
<input type="checkbox"/> Provides a clear plan for disseminating information that will improve student achievement.					
Provides no plan for dissemination of project outcomes	Provides minimal description of dissemination of project outcomes	Broadly states how outcomes will be disseminated but provides no detail or specifics	Specifically states how outcomes will be disseminated but provides no detail or specifics	Specifically states how outcomes will be disseminated and provides some details on plan for sharing outcomes beyond the LEA	Specifically states how outcomes will be disseminated by providing explicit details and examples of how outcomes will be shared beyond the LEA, and examples of how outcomes might be shared statewide
0	1	2	3	4	5
Comments: (Required)					
RAW SCORE x 2: _____					

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**OVERALL PROJECT QUALITY (10 points)**

In this section, readers are asked to consider the grant proposal holistically and assign a score for overall quality of the proposal. Above all else, the reviewer must consider the school system's capacity to implement the required grant activities so that the critical grant outcomes of developing a self-funding model that utilizes more current, engaging, and cost efficient alternatives to hard copy textbooks and provides a model that may be leveraged across all school districts in Georgia; providing teacher professional development in the use of engaging digital content to differentiate instruction and improve student engagement; increasing student technology literacy by providing students with the opportunity to use digital tools; and increasing parent engagement through training sessions demonstrating the purpose and use of eTextbooks at home and school are achieved.

**STOP! Total your scores for the 1<sup>st</sup> nine (9) Sections**

**Score for first 9 Sections (Format Section + Sections A – H) = \_\_\_\_\_**

Based on this score and using the following scoring blocks, determine your recommendation for funding. If the score for the first nine (9) sections is **67** or less, then do NOT recommend them for funding. If you think this score is not a correct representation for the first 9 Sections, then please go back and re-score them.

0 - 50	51 – <b>67</b>	68 – 84	85 – 98	99 – 108	109 - 115
<b>Not Recommended for Funding</b>		<b>Recommended for Funding</b>		<b>Highly Recommended for Funding</b>	
0	1	2	3	4	5
<b>Not confident that the system has the capacity to ensure high-quality implementation and achievement of grant outcomes.</b>		<b>Moderately confident that the system has the capacity to ensure high-quality implementation and achievement of grant outcomes.</b>		<b>Highly confident that the system has the capacity to ensure high-quality implementation and achievement of grant outcomes.</b>	

Comments: (Required)

RAW SCORE x 2: \_\_\_\_\_