

Evaluation Rubric for Educational Research Mini-Grant Proposals

	5-4	4-3	2-0
	Outstanding	Acceptable	Unsatisfactory
Research Question	Research question is clearly stated, specific, measurable, and addresses an S&T teaching/learning problem. The question describes the setting for the research	Research question is clearly stated, measurable, and addresses a specific S&T teaching/learning problem.	Proposal does not include a research question, or simply wants to start a new course. Or the question is not clear, specific, or measurable.
Project Purpose and Impact	The purpose of the project is clearly defined, with a thorough explanation of why this research question is being explored. Project has the potential to be transformative within and beyond the course. A thorough literature review has been conducted.	The purpose of the project is clearly defined, with some explanation of why this research question is being explored. Project has the potential to be transformative within the course. There are at least 5 references in the literature review.	The purpose of the project is unclear, and/or it is unclear why they are addressing this research question. Literature review is absent, and/or the project does not have the potential to be transformative in nature.
Objectives/ Outcomes	Project objectives are clearly stated, achievable, and measurable. All outcomes align with the research question/purpose.	Most project objectives are clearly stated, achievable and measurable. Most outcomes align with the research question.	Project outcomes are not stated, unclear, unrealistic, or not measurable. There is a disconnect between objectives and research questions/purpose.
Methodology & Timeline	There is a clear, detailed plan for accurate and valid data collection (activities and tools are described). Data collected will directly address project objectives. Timeline is provided and fits within the award cycle.	There is a clear plan for data collection (activities are described). Data collected will address most project objectives. Timeline is provided and fits within the awards cycle.	The plan for data collection is unclear. And/or data collected will not address the project objectives. Timeline is absent.
Evaluation Plan	Appropriate assessment methods to determine outcomes are described. Researchers describe how they will know the extent to which their objectives are achieved. Results will support or refute the research question.	Assessment methods are described. Results will support or refute the research question.	Assessment methods are not described, and/or there is a disconnect between the results and the research question.
Budget	Each budget item is clearly linked to a specific activity. Each budget item directly correlates to the successful completion of the project. The amounts are clearly explained and based on expected costs.	Most budget items are linked to a specific activity. Each budget item correlates to the successful completion of the project.	Budget is not itemized. Budget items do not correlate to the successful completion of the project.
Communication/ Dissemination	Proposal describes how the results will be applied in the classroom <i>and</i> beyond the grant cycle. Other S&T faculty are likely to access and use the results. A plan is described to disclose research results on campus and beyond campus.	Proposal describes how the results will be applied in the classroom. A plan is described to disclose research results at the Missouri S&T spring conference or other venues.	Proposal does not describe how the results will be applied in the classroom and/or beyond the grant cycle. No plan is described to publicize and disclose research results.

Adapted from O'Loughlin, V. D. (2006). A how to guide for developing a publishable Scholarship of Teaching project. *Adv Physiology Educ*, 30:83-88. Retrieved from https://www.academia.edu/20790279/A_how_to_guide_for_developing_a_publishable_Scholarship_of_Teaching_project