Technology Innovation Proposal Rubric

Criteria	4 points	3 points	2 points	1 Point
Proposal Presentation	Proposal clearly identifies the 5 Ws and H: who, what, when, where, why, and how. Nothing is omitted.	Proposal identifies the 5 Ws and H: who, what, when, where, why, and how. Minor questions remain.	Proposal does not clearly identify the 5 Ws and H: who, what, when, where, why, and how. Presentation is underdeveloped.	The proposal seemed rushed. Major omissions exist.
Mission, Goals, Outcomes	This initiative has the potential to effectively further DSU, division, and program mission, goals, and outcomes in an innovative fashion.	This initiative clearly supports DSU, division, and program mission, goals, and outcomes within traditional measures.	This initiative loosely and partially supports DSU, division, or program mission, goals, or outcomes.	This initiative detracts from a key element of DSU, division, and/or program mission, goals, and outcomes.
Instructional Quality	This initiative treats core content areas and assessment outside of traditional strategies, resulting in creative approaches, greater problem-solving, research fluency, learner self-direction, productivity, and creativity.	This initiative addresses core content areas and assessment. It appears to target higher-order 21st Century skills and student-centered learning.	This initiative addresses core content areas but is missing either an assessment component or the engagement of higher-order 21st Century skills.	This initiative is underdeveloped in the area of instructional innovation, including assessment and student-centered instruction for 21st Century learning.
Faculty Effectiveness	This initiative potentially redefines how faculty teach and deliver content. Sufficient time, resources, and leadership support exist for faculty professional development.	This initiative appears to promote teaching innovation within traditional definitions and classroom structures. Sufficient time, resources, and leadership support exist for faculty professional development.	It is unclear how this initiative will improve teacher effectiveness. However, sufficient time, resources, and leadership support exist for faculty professional development.	This initiative does little to improve teacher effectiveness and does not delineate sufficient resources and support for faculty development.
Impact	This initiative has the potential to significantly impact all targeted students, positively affecting student retention, achievement, and satisfaction.	This initiative impacts a large number of students and appears to positively affect student retention, achievement, and satisfaction.	This initiative seems to have some positive impact on achievement, persistence, and/or satisfaction.	It is unclear how this initiative will serve and impact the targeted student population.
Sustainability	This initiative's benefits far outweigh the costs. Once implemented and funded, this initiative will be self-sustaining.	The benefits outweigh the costs. Once implemented and funded, this project will require minimum support.	The benefits and costs are equivalent. Potential funding sources are identified, but it's doubtful they will materialize.	The costs of this initiative far exceed the benefits. No funding is included. This initiative is unsustainable.