



Rubric for Proposal Review

Criterion	Exemplary	Proficient	Developing	Needs Improvement
Objectives	Outlines concrete, practical objectives that are directly tied to each of the following: gifted educators, classroom teachers working with gifted learners, and the unique needs of gifted learners.	Outlines concrete, practical objectives that are directly tied to two of the following: gifted educators, classroom teachers working with gifted learners, and the unique needs of gifted learners.	Outlines concrete, practical objectives that are directly tied to only one of the following: gifted educators, classroom teachers working with gifted learners, and the unique needs of gifted learners.	Does not outline concrete, practical objectives OR objectives do not have a direct application to gifted education.
Takeaways	Identifies three or more specific, teacher-friendly resources, strategies, tools, templates, protocols, or instructional practices that participants can immediately implement or adapt in their classrooms.	Identifies two specific, teacher-friendly resources, strategies, tools, templates, protocols, or instructional practices that participants can immediately implement or adapt in their classrooms.	Identifies one specific, teacher-friendly resource, strategy, tool, template, protocol, or instructional practice that participants can immediately implement or adapt in their classrooms.	Does not identify a specific, teacher-friendly resource, strategy, tool, template, protocol, or instructional practice that participants can immediately implement or adapt in their classrooms.

Discussion & Reflection Questions	Provides three discussion questions that promote reflection, application, and professional dialogue related to the session objectives and can be used in post-session learning communities.	Provides two discussion questions that promote reflection, application, and professional dialogue related to the session objectives and can be used in post-session learning communities.	Provides one discussion question that promotes reflection, application, and professional dialogue related to the session objectives and can be used in post-session learning communities.	Does not provide discussion questions that promote reflection, application, and professional dialogue related to the session objectives and can be used in post-session learning communities.
Relevance to Teachers and Practice	Centered on each of the following criteria: focused on what teachers can do, directly address the unique needs of gifted learners, and adaptable across various contexts. If theory is present, it is minimal and directly tied to classroom application.	Centered on two of the following criteria: focused on what teachers can do, directly address the unique needs of gifted learners, and adaptable across various contexts. If theory is present, it is minimal and directly tied to classroom application.	Centered on one of the following criteria: focused on what teachers can do, directly address the unique needs of gifted learners, and adaptable across various contexts. OR If theory is present, it is loosely tied to classroom application.	Not centered on what teachers can do OR If theory is present, it is the primary focus, and the connection to immediate classroom application is not present.
Alignment to Standards and Best Practices	Direct reference(s) to multiple best practices in gifted education, NAGC standards, or research-based strategies in gifted education. Aligned with content-area standards.	Direct reference(s) to best practices in gifted education, NAGC standards, or research-based strategies in gifted education. Aligned with content-area standards.	Does not reference best practices, NAGC standards, or effective strategies for gifted education OR is not aligned with content-area standards.	Does not reference best practices, NAGC standards, or effective strategies for gifted education AND is not aligned with content-area standards.