

**Stephenville Education Foundation
Teacher Assistance Program Rubric**

Category	1	2	3	4	5	Points per category (multiply by 5)
Rationale/Purpose	Rationale and purpose are absent or poorly defined; does not address educational needs.	Rationale and purpose are weak/unclear; limited connection to educational needs.	Rationale and purpose are stated but lack clarity or depth, some relevance to educational goals.	Clear rationale and purpose, with minor gaps in alignment or clarity.	Clear, compelling and thoroughly developed rationale and purpose, directly aligns with education needs and goals.	
Measurable Outcomes Stated	No measurable outcomes provided or highly unclear.	Outcomes are unclear or minimally defined; lack of measurable indicators.	Outcomes are defined but are vague or difficult to measure.	Measurable outcomes are defined but may lack specificity or clarity indicators.	Specific, measurable, and well-defined outcomes; clear indicators of success.	
Description of Activities and Objectives	Activities and Objectives are missing or incoherent.	Activities and objectives are poorly described or not clearly aligned with goals.	Activities and objectives are described but lack coherence or clarity in relation to outcomes.	Description of activities and objectives is clear, but may lack some details or alignment with outcomes.	Detailed, well-organized description of objectives and perfectly aligned with comprehensive activities.	
Evaluation Process	No evaluation plan or highly ineffective methods for assessment.	Evaluation process is weak or unclear; lacks sufficient detail on how to measure success.	Evaluation process is basic; lacks clear methods or depth in assessment.	Adequate evaluation process; clear methods for assessing effectiveness but may lack detail of specificity.	Comprehensive and feasible evaluation process; clear methods for assessing effectiveness and success.	
					Total Points:	