### Grossmont-Cuyamaca Community College District Sabbatical Application Scoring Rubric

#### Proposal #1

Read through the proposal carefully and score each criteria by selecting a number from the scale below (9 represents the highest possible score and 1 the lowest). Record the score in the box to the right of each criteria.

9	8	7	6	5	4	3	2	1	
Plan o enhan	f work wil ce applica sional gro	ant's		Plan of work suggests little that would enhance applicant's professional growth					
9	8	7	6	5	4	3	2	1	
benefi	f work wil t students unity <b>and</b>	s, instituti		Plan of work does not significantly benefit students, institutions, community and/or discipline					
9	8	7	6	5	4	3	2	1	
Plan of work relates significantly to applicant's current/new assignment and the improvement of student					Plan of work does not significantly relate to applicant's current/new assignment and the				
9	8	7	6	5	4	3	2	1	
Proposed objectives are clearly delineated and appropriate to the project					Proposed objectives are inadequately delineated and inappropriate to the project				
9	8	7	6	5	4	3	2	1_	
Proposed timeline and availability of resources are delineated and appropriate to the project					Proposed timeline and availability of resources are inadequately delineated and inappropriate to the project				
9	8	7	6	5	4	3	2	1	

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osal #1											
is clear objecti	rly deline ves, and	ated, ma	tches	Proposed evidence of outcomes is inadequately delineated, does not match objectives, and is not appropriate to the							
9	8	7	6	5	4	3	2	<u>Sc</u>			
Breadth and depth of the project appropriate for sabbatical leave rather than regular teaching year						Breadth and depth of the project not appropriate for sabbatical leave rather than regular teaching year					
9	8	7	6	5	4	3	2	1_			
Scope of activities and intent of project highly proportionate to length of leave						Scope of activities and intent of project not in proportion (too little, too much) to length of leave					
9	8	7	6	5	4	3	2	1			
prepar thorou	ation of p ghness, o	oroposal ( commitme	i.e.	Low overall impression on preparation of proposal (i.e. lacking in thoroughness, commitment, completeness, effort)							
	Proposis clear objectito the  9  Breadt project sabbat regular  9  Scope of proj to lenged by the le	is clearly deline objectives, and to the project  9 8  Breadth and de project appropriate appropriate appropriate aching  9 8  Scope of activity of project highly to length of leave to length of leave to length of properation of pr	Proposed evidence of our is clearly delineated, may objectives, and is appropriate to the project  9 8 7  Breadth and depth of the project appropriate for sabbatical leave rather the regular teaching year  9 8 7  Scope of activities and in of project highly proportion to length of leave  9 8 7  High overall impression of preparation of proposal (	Proposed evidence of outcomes is clearly delineated, matches objectives, and is appropriate to the project  9 8 7 6  Breadth and depth of the project appropriate for sabbatical leave rather than regular teaching year  9 8 7 6  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6  High overall impression on preparation of proposal (i.e. thoroughness, commitment,	Proposed evidence of outcomes is clearly delineated, matches objectives, and is appropriate to the project  9 8 7 6 5  Breadth and depth of the project appropriate for sabbatical leave rather than regular teaching year  9 8 7 6 5  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6 5  High overall impression on preparation of proposal (i.e. thoroughness, commitment,	Proposed evidence of outcomes is clearly delineated, matches objectives, and is appropriate to the project is not project is not project is not project appropriate for sabbatical leave rather than regular teaching year regular to length of leave of project highly proportionate to length of leave of proposal (i.e. thoroughness, commitment,	Proposed evidence of outcomes is clearly delineated, matches objectives, and is appropriate to the project  9 8 7 6 5 4 3  Breadth and depth of the project appropriate for sabbatical leave rather than regular teaching year  9 8 7 6 5 4 3  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6 5 4 3  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6 5 4 3  Scope of activities and intent of project not in (too little, too nof leave)  9 8 7 6 5 4 3  High overall impression on preparation of proposal (i.e. thoroughness, commitment, lacking in thoroughness)	Proposed evidence of outcomes is clearly delineated, matches objectives, and is appropriate to the project  9 8 7 6 5 4 3 2  Breadth and depth of the project appropriate for sabbatical leave rather than regular teaching year  9 8 7 6 5 4 3 2  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6 5 4 3 2  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6 5 4 3 2  Scope of activities and intent of project highly proportionate to length of leave  9 8 7 6 5 4 3 2  Scope of activities and intent of project not in proportion of leave  9 8 7 6 5 4 3 2  Scope of activities and intent of project not in proportion of project not in proportion of leave  9 8 7 6 5 4 3 2  High overall impression on preparation of proposal (i.e. thoroughness, commitment, lacking in thoroughness, sommitment,			

**TOTAL** 

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