

2019 Call for Proposals Rubric

For Session Presentations, Practice-oriented Papers, Electronic Poster Presentations and Roundtable Presentations

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	The proposal, including the title and the description for the program guide, is very well-written. It aligns clearly with the content and purpose of the proposal. Both are in standard professional English and do not need additional editing.	The proposal, including the title and the description for the program guide, is clearly written. Both are in standard professional English but may need minor editing.	The proposal, including the title and the description for the program guide, is adequately written. There may be a need for additional editing.	The way in which the proposal, including the title and the description for the program guide, is not adequately written. There is a need for additional editing due to not being in standard professional English.
Relevance of Proposal	The proposal is fully relevant to ACTFL standards and supports proficiency-based instruction.	The proposal is relevant to ACTFL standards and supports proficiency-based instruction.	The proposal is somewhat relevant to ACTFL standards and supports proficiency-based instruction.	The proposal is not relevant to ACTFL standards and/or does not support proficiency-based instruction.
Content and Purpose	The content and purpose are cutting edge and innovative. Content and purpose describe specific knowledge and skills that advance teaching and learning.	The content and purpose are current and important. Content and purpose describe knowledge and skills that support teaching and learning.	The content and purpose are somewhat current and/or important. Content and purpose partially describe knowledge and skills and/or improvement in teaching and learning.	The content and purpose are not current. Content does not describe specific knowledge and skills and/or improvement in teaching and learning.

<p>Outcomes</p>	<p>All outcomes for the presentation are clear, specific and measurable. They completely align with the content of the proposal.</p>	<p>Most outcomes for the presentation are clear, specific and measurable. The outcomes generally align with the content of the proposal.</p>	<p>Few outcomes for the presentation are clear, specific and measurable. The outcomes align with the content of the proposal only slightly.</p>	<p>The outcomes for the presentation are general and/or non-specific. They do not match the content of proposal or may be unclear.</p>
<p>Strategies for Engagement <i>(Not applicable for practice-oriented papers, presentations, electronic posters, or roundtables)</i></p>	<p>Strategies for engagement are clear and specific and strongly support the outcomes of the proposal. Strategies for engagement ensure high participant involvement</p>	<p>Strategies for engagement are somewhat clear and support the outcomes of the proposal. Strategies for engagement ensure some participant involvement.</p>	<p>Strategies for engagement are uneven and only somewhat support the outcomes of the proposal. Strategies for engagement ensure limited participant involvement</p>	<p>Strategies for engagement are not clear and do not support the outcomes of the proposal. Strategies for engagement do not support participant involvement.</p>