# **Training Proposal Evaluation Rubric**

✓	Directions and Guidance:
	Carefully review the training proposal package and use the attached scoring rubric to evaluate the proposal. (Updated May 2023)
	Read each indicator description carefully and check the box (score 0-5) that matches your assessment of the proposal.
	Do not mark in between scores (example 3.5).
	Score exceptional indicators with a 5.
	It is required that Reviewers provide a justification for a score of 0 or 3 within the comment section below each criterion within the designated category. Please include recommendations on how the applicant can improve the Training Proposal.
	Total the scores within each category under "Organization, Content, and Presentation."
	Record the category totals in the spaces provided below.
	Training Proposals must meet a minimum score of 80 to be approved.
	Title of the proposed training:
	Category Scores  Organization:/30  Content:/45  Presentation:/25
Print i	name of Peer Reviewer: Total Score:/100
l,	, have carefully evaluated the training proposal using the criteria established in the evaluation rubric.
As the	peer reviewer I am including my signature and the date of the completed rubric.

# **Training Proposal – Scoring Rubric**

#### **ORGANIZATION**

ORGANIZATION	0	3	4	5	SCORE
CRITERIA					
Written materials including	The training proposal is	The training proposal	The training proposal	The training proposal	
handouts, PowerPoint slides,	very poorly written and	has 3 -5 errors in	has 1 – 2 errors	is very clearly written	
trainer note pages, planning	has 6 or more errors in	grammar, spelling, and	grammar, spelling, and	with no errors in	
template, etc., use quality	grammar, spelling, and	mechanics.	mechanics.	grammar, spelling, and	
writing, grammar, spelling, and	mechanics.			mechanics.	
mechanics.					
Comments:					
Written materials including	Written materials	Written materials	Written materials	Written materials	
PowerPoint slides, handouts,	including PowerPoint	including PowerPoint	including PowerPoint	including PowerPoint	
etc., are consistent with ADA	slides, handouts etc.,	slides, handouts, etc.,	slides, handouts, etc.,	slides, handouts, etc.,	
approved font style, size, color,	do not meet any of the	meet 3 of the 6 criteria:	meet 4 of the 6 criteria:	meet all 6 criteria:	
bullet points, slide numbers,	criteria (ADA approved	(e.g. ADA approved font	(e.g. ADA approved font	(e.g. ADA approved	
readability.	font style, size, color,	style, size, color, bullet	style, size, color, bullet	font style, size, color,	
	bullet points, slide	points, slides numbers,	points, slides numbers,	bullet points, slides	
	numbers, readability).	and readability).	and readability).	numbers, and	
				readability).	
Comments:					•

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Maintains consistency	Fewer than 2 of the 4	2 of the 4 criteria are	3 of the 4 criteria are	All 4 criteria are	
throughout the training proposal	criteria are consistent	consistent with one	consistent with one	consistent with one	
description, learning objectives,	with one another	another (training	another (training	another (training	
content, and methods.	(training proposal	proposal description,	proposal description,	proposal description,	
	description, learning	learning objectives,	learning objectives,	learning objectives,	
	objectives, content,	content, and methods).	content, and methods).	content, and	
	and methods).			methods).	
Comments:					
	T			I	
Specifies realistic and measurable	None of the learning	Some of the learning	Most of the learning	All the learning	
learning objectives (minimum of	objectives are realistic,	objectives are realistic,	objectives are realistic,	objectives are realistic,	
3; maximum of 5, and each aligns	written in measurable	written in measurable	written in measurable	written in measurable	
with a competency identifier).	terms, and align with a	terms, and each aligns	terms, and each aligns	terms, and each aligns	
	competency identifier.	with a competency	with a competency	with a competency	
		identifier.	identifier.	identifier.	
Comments:					
A minimum of 3	None of the sources	One of the sources cited	Two of the sources cited	Three of the sources	
References/Resources cited are	cited are reputable,	is reputable, published	are reputable, published	cited are reputable,	
reputable, published within 5-7	published within 5-7	within 5-7 years, and	within 5-7 years, and	published within 5-7	
years, from multiple source	years, and appropriate	appropriate for use as	appropriate for use as	years, and appropriate	
types, and appropriate for use as	for use as the	the foundation of	the foundation of	for use as the	
the foundation of training	foundation of training	training content. Some	training content. Most	foundation of training	
content. All handouts, videos,	content. None of the	handouts, videos, and	handouts, videos, and	content. All handouts,	
and documents are listed.	handouts, videos, and	documents are listed.	documents are listed.	videos, and documents	
	documents are listed.			are listed.	
	accuments are noted.			a. c listeal	

Comments:							
Timeline allots adequate time for	Timeline allotted for	Timeline allotted for	Timeline allotted for	Timeline allotted for			
content, activities, assessment,	content, activities,	content, activities,	content, activities,	content, activities,			
and evaluation (excluding	assessment, and	assessment, and	assessment, and	assessment, and			
breaks).	evaluation is not at all	evaluation is somewhat	evaluation is adequate.	evaluation is clearly			
	adequate.	adequate.		adequate.			
Comments:							
					/30		
			Organizat	ion Category Total Score	/30		
Overall Comment for Organization:	Overall Comment for Organization:						

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#### **CONTENT**

CONTENT CRITERIA	0	3	4	5	SCORE
Training Title is strength-based and appropriately refers to the subject(s) of the training.	Training title is not strength-based.	Training title uses strength-based language but does very little to appropriately refer to the subject(s) of the training.	Training title uses strength-based language and somewhat appropriately refers to subject(s) of the training.	Training title uses strength-based language and appropriately refers to the subject(s) of the training.	
Comments:					
Training Description clearly explains the content of the training, the need for the training, and the benefits to the participants.	Training description does not explain the content of the training, the need for the training, and the benefits to the participants.	Training description somewhat explains the content of the training, the need for the training, and the benefits to the participants.	Training description explains the content of the training, the need for the training, and the benefits to the participants.	Training description clearly explains the content of the training, the need for the training, and the benefits to the participants.	
Comments:					
Training proposal provides clearly sufficient information specific to training content and objectives.  Comments:	Training proposal does not provide sufficient information specific to training content and objectives.	Training proposal provides somewhat sufficient information specific to training content and objectives.	Training proposal provides sufficient information specific to training content and objectives.	Training proposal provides clearly sufficient information specific to training content and objectives.	

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Incorporates learning objectives and methods to measure learning.  Comments:	Less than 50% of the learning objectives and methods to measure learning are addressed in the content.	At least 50% of the learning objectives and methods to measure learning are addressed in content.	At least 75% of the learning objectives and methods to measure learning are addressed in content.	All the learning objectives and methods to measure learning are addressed in content.			
Addresses special needs such as adaptations, modifications, learning styles, guidelines for both the participants and the population they serve.	Training content does not address special needs.	Special needs is addressed in 5% of the content and is explained in the trainer notes.	Special needs is addressed in 10% of the content and is explained in the trainer notes.	Special needs is addressed in 20% of the content and is explained in the trainer notes.			
Comments:							
Addresses beliefs and languages for both the participants and the population they serve.	Training content does not address beliefs and languages.	Beliefs and languages are addressed in 5% of the content and are explained in the trainer notes.	Beliefs and languages are addressed in 10% of the content and are explained in the trainer notes.	Beliefs and languages are addressed in 20% of the content and are explained in the trainer notes.			
Comments:							
Addresses housing insecurity for both the participants and the population they serve.	Training content does not address housing insecurity for both the participants and the population they serve.	Housing insecurity is addressed in 2% of the content and is explained in the trainer notes.	Housing insecurity is addressed in 5% of the content and is explained in the trainer notes.	Housing insecurity is addressed in 10% of the content and is explained in the trainer notes.			

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Addresses the targeted Core of Knowledge area(s).	Content does not match the targeted Core of Knowledge area(s).	At least 50% of the content addresses the targeted Core of Knowledge area(s).	At least 75% of the content addresses the targeted Core of Knowledge area(s).	All of the content addresses the targeted Core of Knowledge area(s).			
Comments:							
Reflects current national standards/guidelines, COMAR regulations, best practices for early care and education, and is appropriate to content and learning objectives.	Content does not reflect current national standards/guidelines, COMAR regulations, best practices for early care and education, and is appropriate to content and learning objectives.	(Must meet 5 in this area)	(Must meet 5 in this area)	Content reflects current national standards/guidelines, COMAR regulations, best practices for early care and education, and is appropriate to content and learning objectives.			
Comments:							
Overall Comment for Content:  Content Category Total Score /4							

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### **PRESENTATION**

PRESENTATION	0	3	4	5	SCORE
CRITERIA					
Provides quality materials and	Training	Training	Most of the training	All the training	
handouts that are appropriate,	materials/handouts are	materials/handouts are	materials/handouts are	materials/handouts	
"user-friendly," and include	inappropriate,	somewhat appropriate,	appropriate, "user-	are appropriate,	
reference information.	unprofessional, not	"user-friendly,"	friendly," professional,	"user-friendly,"	
	"user-friendly," and	professional but do not	and include reference	professional, and	
	lacks reference	have appropriate	information.	include reference	
	information.	reference information.		information.	
Comments:					
Content and methods of the	Content and methods	Content and methods	Content and methods	Content and methods	
presentation are clearly	of the presentation are	of the presentation are	of the presentation are	of the presentation	
appropriate for the topic and	not appropriate for the	somewhat appropriate	appropriate for the	are clearly	
length of the training (example: the	topic and length of the	for the topic and length	topic and length of the	appropriate for the	
number of PowerPoint slides and	training.	of the training.	training.	topic and length of	
amount of information contained	_	_	_	the training.	
in each slide).				_	
Comments:				1	
Presentation and/or PowerPoint	Presentation and/or	(Must meet 5 in this	(Must meet 5 in this	Presentation and/or	
slides include the objectives and	PowerPoint slides do	area)	area)	PowerPoint slides	
summary/wrap-up.	not include the	,	,	include the objectives	
	objectives and			and summary/wrap-	
	summary/wrap-up.			up.	
Comments:					

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Training content clearly convects to	Droctical application is	Described emplication is	Drastical application is	Departicul application is	
Training content clearly connects to	Practical application is	Practical application is	Practical application is	Practical application is	
practical application and meets the	not linked to content	somewhat linked to	linked to content and	clearly linked to	
needs of participants.	and does not meet the	content and the needs	the needs of	content and meets	
	needs of participants.	of participants.	participants.	the needs of	
				participants.	
Comments:					
Methods of delivery clearly reflect a variety of learning styles, are appropriate for adult learners, and promote active learning.  Comments:	Delivery methods do not reflect a variety of learning styles, are not appropriate for adult learners, and do not promote active learning.	Delivery methods somewhat reflect a variety of learning styles, are somewhat appropriate for adult learners, and somewhat promote active learning.	Delivery methods reflect a variety of learning styles, are appropriate for adult learners, and promote active learning.	Methods of delivery clearly reflect a variety of learning styles, are appropriate for adult learners, and promote active learning.	
			Prese	entation Category Score	/25
Overall Comment for Presentation:					

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