# **Miller Open Education Mini-Grant Program Scoring Rubric**

**Rating scale**: Criteria are rated on a scale of 1-5, as described below:

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| --- | --- | --- | --- | --- |
| **1 (Inadequate)** | **2 (Adequate)** | **3 (Good)** | **4 (Very Good)** | **5 (Exemplary)** |
| The proposal does not address the main concern of this category, or is otherwise deficient. | The proposal addresses this category in part, but lacks depth or clarity. | The proposal meets the basic expectations for this category but may be lacking some detail. | The proposal meets most of the expectations for this category. | The proposal meets or exceeds all expectations for this category. |

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| **Category** | **Score** | **Reviewer comments** |
| **Cost Savings**  The combination of previous textbook costs, student enrollment, and frequency of the course offered, means that the OER is likely to create extensive cost savings for students. |  |  |
| **Objectives**  The proposal’s objectives are clearly articulated and well-planned. The rationale for approaching the project is clear and the PI(s) have reflected on the work necessary to make their project a success. |  |  |
| **Impact**  The proposal clearly and convincingly articulates how OER will significantly impact individual courses, address disciplinary gaps in open content, and/or impact student learning. |  |  |
| **Diversity, Equity, & Inclusion (DEI)**  The proposal clearly demonstrates a commitment to diversity, equity, and inclusion through an exploration of the following:  including diverse perspectives, serving populations disproportionately affected by textbook costs, and/or making the OER accessible for all students. |  |  |
| **Assessment**  The assessment plan addresses how both the OER’s quality and student learning outcomes will be assessed. |  |  |
| **Feasibility**  The proposal’s timeline is feasible and clearly aligns with the work required to complete the proposed project. The proposal provides a reasonable budget and a compelling rationale for the budget items listed. |  |  |