

Logic Model Rubric

Organization: _____ Reviewer 1: _____ Reviewer 2: _____

Criterion	Exemplary – Approved	Acceptable – Approved	Needs Improvement – Rejected	Poor – Rejected	Rating	Comments
Overall Quality	<ul style="list-style-type: none">Includes <i>Goals, Inputs, Activities, Outputs,</i> and <i>Outcomes</i> with a significant number of items listed for each component making <i>Logic Model</i> comprehensiveModel is coherent. There are no gaps in the theory or reasoning across <i>Logic Model; Outputs</i> and <i>Outcomes</i> are linked logically to <i>Activities</i> and <i>Inputs</i>Components are clearly written to align with the appropriate columnsEasily understandable with no jargon or technical language	<ul style="list-style-type: none">Includes <i>Goals, Inputs, Activities, Outputs,</i> and <i>Outcomes</i> with a sufficient number of items listed for each component making <i>Logic Model</i> completeFew to no gaps in the theory or reasoning across the <i>Logic Model; Outputs</i> and <i>Outcomes</i> are linked logically to <i>Activities</i>Components are all in the correct columnsUnderstandable with little jargon or technical language	<ul style="list-style-type: none">Missing at least one of <i>Goals, Inputs, Activities, Outputs,</i> and <i>Outcomes; OR</i> an insufficient number of items in each component making <i>Logic Model</i> unclearSome gaps or a couple large gaps in the theory or reasoning across the <i>Logic Model; Outputs</i> and <i>Outcomes</i> marginally connected to <i>Activities</i>Some components are in the incorrect columnsSome jargon or technical language that inhibits readability	<ul style="list-style-type: none">Missing at least one of <i>Goals, Inputs, Activities, Outputs,</i> and <i>Outcomes; AND</i> an insufficient number of items in each component making <i>Logic Model</i> unclearSignificant gaps in the theory or reasoning across the <i>Logic Model; Outputs</i> and <i>Outcomes</i> not connected to <i>Activities</i>Many or most components are in the incorrect columnsDifficult to understand due to a significant amount of jargon or technical language		
Goals/ Objectives	<ul style="list-style-type: none"><i>Goals</i> of the project are specific, clearly stated, measurable, and align with the grant program’s purposeClear how the <i>Logic Model</i> addresses the <i>Goals</i>	<ul style="list-style-type: none"><i>Goals</i> of the project are clearly stated, measurable, and align with the grant program’s purpose<i>Logic Model</i> addresses the <i>Goals</i>	<ul style="list-style-type: none"><i>Goals</i> are unclear, unmeasurable, or unaligned with the grant program’s purpose<i>Logic Model</i> does not clearly address the <i>Goals</i>	<ul style="list-style-type: none"><i>Goals</i> are not provided<i>Logic Model</i> is unrelated to the <i>Goals</i>		
Inputs	<ul style="list-style-type: none">A wide range of <i>Inputs</i> is identified and includes research, financial support, and organizational/human capital<i>Inputs</i> are sufficient to support the proposed <i>Activities</i>	<ul style="list-style-type: none">A variety of <i>Inputs</i> are identified and include research, financial support, or human capital<i>Inputs</i> are likely able to support the proposed <i>Activities</i>	<ul style="list-style-type: none">A limited range of <i>Inputs</i> is identifiedNot all <i>Activities</i> are clearly supported by identified <i>Inputs</i>	<ul style="list-style-type: none"><i>Inputs</i> are not clearly provided<i>Inputs</i> are insufficient to support proposed <i>Activities</i>		
Activities	<ul style="list-style-type: none">Major <i>Activities</i> are included; they are clear and feasibleAll <i>Activity</i> statements include an action word (e.g. Provide, Create, Implement)All <i>Activities</i> are clearly and logically linked to the <i>Outputs</i> and <i>Outcomes</i>At least one Activity is supported by at least a correlational study with statistical controls for selection bias	<ul style="list-style-type: none">Major <i>Activities</i> are includedMost <i>Activity</i> statements include an action word<i>Activities</i> are related to <i>Outputs</i> or <i>Outcomes</i>At least one Activity is supported by high-quality research findings or positive evaluation	<ul style="list-style-type: none">Some major <i>Activities</i> are missingFew <i>Activity</i> statements include an action word<i>Activities</i> are marginally related to <i>Outputs</i> or <i>Outcomes</i>No high-quality evidence was provided to support the Activities	<ul style="list-style-type: none">Many or all major <i>Activities</i> are missing<i>Activity</i> statements are all missing an action word<i>Activities</i> are not linked to <i>Outputs</i> or <i>Outcomes</i>Research on at least one Activity indicates negative effects		
Outputs	<ul style="list-style-type: none">Numerically based, with only products or services listed and no events or deliverables includedAll are described in terms of treatment and include the target recipients (e.g., 50 students receive mentors; 20 teachers attend professional development)	<ul style="list-style-type: none">Numerically based, with mostly products or services listed and few events or deliverables includedMost are described in terms of treatment and include the target recipients	<ul style="list-style-type: none">Majority are numerically based, with some products or services listed and some events or deliverables includedSome are not described in terms of treatment or do not include the target recipients	<ul style="list-style-type: none">Majority or all are not numerically based, with many events or deliverables includedMany are not described in terms of treatment or are missing the target recipients		
Outcomes	<ul style="list-style-type: none">All are written as change statements (e.g., increase or decrease) and clearly describe beneficiaries (e.g., teachers, students, parents) of intended changeClear progressive steps from short-term to long-term <i>Outcomes</i>Most are achievable within the funding period and are within the scope of the project’s controlReasonable yet ambitious targets are provided for each <i>Outcome</i>	<ul style="list-style-type: none">All are written as change statements and clearly describe beneficiaries of intended changeMost long-term <i>Outcomes</i> clearly lead from short-term <i>Outcomes</i>Most are achievable within the funding period and are mostly within the scope of the project’s controlReasonable targets are provided for each <i>Outcome</i>	<ul style="list-style-type: none">Some are not written as change statements or do not describe beneficiaries of intended changeMany long-term <i>Outcomes</i> do not clearly lead from short-term <i>Outcomes</i>Many are not achievable within the funding period or are not within the scope of the project’s controlTargets are provided for only some <i>Outcomes</i> or are unreasonable	<ul style="list-style-type: none">Direction of change is not clear or missing and beneficiaries of change are unclear for most <i>Outcomes</i>No clear progression from short-term to long-term <i>Outcomes</i>Many or all are not achievable within the funding period and are not within the scope of the project’s controlTargets are missing or unreasonable for most or all <i>Outcomes</i>		

Key Terms

Goals are long-range intentions or purposes of the proposed project. Goals are what will be achieved when a project successfully addresses the problems or challenges that the grant program is meant to help overcome. Goals are likely to align with the federal grant program's purpose or the absolute priority(ies) the applicant met.

Inputs are the raw materials needed to initiate the project, implement its activities, and attain the desired outputs and outcomes. Sometimes called resources, inputs include both tangible items (such as curricula, instruction materials, facilities, and funding) and intangible items (such as time, community support, and specialized knowledge and skills).

Activities are the processes, actions, and events through which the project resources achieve the intended outcomes; they are the steps in implementing a project. Examples include collaborating with partners, developing training or curriculum materials, conducting training sessions or workshops, and collecting and analyzing student performance data.

Outputs are tangible, often process-oriented results or products typically expressed in numbers, such as number of students tested, number of teachers trained, and number of books read. While outputs provide information derived from the completion of project activities, they cannot indicate whether a change has occurred. For example, an output can tell you how many teachers attended training but not whether the training increased the teachers' knowledge of the training topic.

Outcomes Short- and mid-term outcomes are the changes in project participants' knowledge, beliefs, and behavior due to their involvement in the project. Outcomes can also be quick adjustments in organizational practices or system design. Short-term outcomes are observable almost immediately after participation; mid-term outcomes can take months or years to emerge and typically build toward long-term outcomes. Long-term outcomes, sometimes called impacts, are a program's lasting influences. Examples include higher student achievement scores, increased high school graduation rates, and greater college acceptance rates.

Source:

Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014). Logic models: A tool for effective program planning, collaboration, and monitoring. (REL 2014–025). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from <http://ies.ed.gov/ncee/edlabs>.