



B More Global School Partnership Scoring Rubric

	Exceeds Expectations <i>30 Points</i>	Fully Meets Expectations <i>20 Points</i>	Partially Meets Expectations <i>10 Points</i>	Falls Short of Expectations <i>0 Points</i>
Part I. Alignment with BMG's Mission and Goals and Anticipated Benefit for Students	<p>Clear and detailed explanation of how BMG's mission and goals align seamlessly with the school's goals for student learning, including specific examples.</p> <p>Concrete evidence of the school's pre-existing commitment to global competencies, showcasing an impressive structure that aligns well with BMG's mission.</p> <p>Detailed plan on how BMG's curriculum and study abroad experience will complement and enhance the existing programming at the school.</p>	<p>Demonstrated alignment with a vision articulated, although perhaps with slightly less specificity than an "exceeds" response.</p> <p>Demonstration of commitment to global competencies, but with perhaps fewer examples or a slightly less established structure compared to an "exceeds" response.</p> <p>Clear understanding of how BMG's offerings will supplement existing programming, although with fewer specific details compared to an "exceeds" response.</p>	<p>Basic alignment mentioned, but lacks depth and specificity.</p> <p>Limited demonstration of commitment to global competencies.</p> <p>Basic acknowledgment of the potential for supplementation, but lacks depth.</p>	<p>Minimal or no alignment demonstrated.</p> <p>Little or no evidence of commitment to global competencies.</p> <p>Little or no consideration of how BMG's offerings will complement existing programming.</p>
Part II. Structures and Supports	<p>Clear commitment with a designated staff member explicitly assigned to implement the curriculum and lead the trip, with an accountability plan in place.</p> <p>Well-defined plan for embedding the curriculum within the school day OR establishing it as a well-supported afterschool program, with a plan to</p>	<p>Strong commitment to staffing, but with perhaps fewer details as to how leadership will ensure adherence to BMG expectations.</p> <p>Clear vision and implementation plan for scheduling structures.</p> <p>Clear commitment to leadership and administrative</p>	<p>Stated commitment to staffing, but with limited details or clarity.</p> <p>Basic plan for scheduling structures, but with limited details or clarity.</p> <p>Stated commitment to support mechanisms, but with limited details or clarity.</p>	<p>Minimal or no commitment to dedicated staff for implementation.</p> <p>Little or no commitment to dedicated time and space for curriculum implementation.</p> <p>Response may assume responsibility for all deliverables rely solely on staff liaison with minimal or</p>

	<p>identify a dedicated day/time that minimizes conflicts for the target student group.</p> <p>Detailed plan outlining the leadership and administrative support mechanisms for the designated staff, including resources and assistance for all BMG deliverables.</p>	<p>support, though with perhaps fewer specifics compared to an "exceeds" response.</p>		<p>no commitment from school leadership to providing necessary support for staff liaisons.</p>
Part III. Trip Proposal and Financial Commitment	<p>Well-thought-out proposal demonstrating a careful selection of a trip for Spring Break 2025 that aligns with the school's goals, considering the destination, dates, and expected student participation. Clearly articulates how the chosen destination furthers academic and social goals. Addresses the potential size of the traveling group and the application of the BMG subsidy and free place(s) in a strategic manner.</p> <p>Thorough proposal demonstrating a comprehensive understanding of the cost of the selected trip and a commitment to matching or exceeding BMG's subsidy amount with the school's own funds. Detailed financial planning for maximum student participation.</p>	<p>Clear proposal that considers funds available, trip cost, and connection to academic experience. Provides a thoughtful approach to maximizing student participation, with a good understanding of how the BMG subsidy will be utilized.</p> <p>Clear financial commitment plan, including considerations for the cost of the trip and how far the BMG subsidy will go. Demonstrates an understanding of the importance of supplementing subsidies for increased participation.</p>	<p>Basic proposal with some consideration of the trip details and connection to academic goals, but lacks depth or specificity. Adequate but not detailed consideration of the BMG subsidy application.</p> <p>Basic financial planning with some consideration of the cost of the trip and subsidy utilization, but lacks depth or specificity. Adequate but not detailed financial commitment.</p>	<p>Minimal or no thoughtful proposal, with little consideration of the trip's impact on academic and social goals. Limited understanding of how to strategically use the BMG subsidy.</p> <p>Limited or no financial commitment plan, with minimal understanding of the cost of the trip and how to maximize student participation through additional funds.</p>
Totals				
Score: _____/90				