

OSSE Multilingual Learner Institute 2024

Proposal Scoring Rubric

The OSSE Multilingual Learner Institute 2024 seeks researchers, university/college professors, professional facilitators, consultants, and educational leaders to deliver interactive, culturally competent, and practice-oriented 90-minute workshops related to the institute theme “**Advancing Literacy, Culture and Multilingualism**” and one of the following areas:

- Planning instruction for multilingual learners
- Systems and supports for educators serving multilingual learners
- Research-based strategies for content and language integration
- Leadership and management of educational programs to serve multilingual learners

We strongly encourage proposals from researchers, university/college professors, professional facilitators, consultants, and educational leaders.

- The proposals can be submitted in English, a language other than English, or bilingual.
- Proposals must be submitted by **11:59 p.m. on Friday, May 3, 2024.**
- The planning committee will review all submissions and issue selection notifications on **Monday, May 20, 2024.**
- Successful proposals will be featured as 90-minute workshops during the OSSE Multilingual Learner Institute on **Aug. 12, 2024.**
- Proposals will be reviewed using the scoring rubric below.

Rubric Criteria

- Connection with the conference theme,
- Direct application to classroom/school practice,
- Participant engagement,
- Clarity of written content, and
- Alignment to one of the six conference topic areas.

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Criterion	4 Exemplary	3 Accomplished	2 Developing	1 Missing or Unacceptable
Connection with the institute	The proposal strongly relates to the institute theme.	The proposal mostly relates to the institute theme.	The proposal has a partial connection to the institute theme.	The proposal does not connect to the institute theme.
Direct application to classroom/school practice	The proposal has very clear information and provides actionable next steps and opportunities for educators to apply what they learned.	The proposal has both clear information and at least one actionable next step or opportunity for educators and/or school leaders to apply what they learned.	The proposal has information. However, next steps or opportunities for educators to apply what they learned are vague or unclear.	The proposal does not have clear actionable next steps or opportunities for educators to apply what they learned.
Participant engagement	The proposal includes a plan for engaging attendees in reflection, critical thinking, and active participation during the session.	The proposal includes a plan for engaging attendees in some reflection and active participation during the session.	The proposal includes limited or vague active participation opportunities for attendees during the session.	The proposal does not demonstrate a plan for attendees' participation during the session.
Clarity of written content	The purpose, activities and outcomes are very clear and well written. There is information and evidence to determine the learning outcomes.	The purpose, activities and outcomes are written with minimal need for clarification. There is enough information to determine the learning outcomes.	Some aspects of the purpose, activities and outcomes are missing or unclear.	The purpose, activities and outcomes presented are not provided or not clear.
Alignment to one of the conference topics	The proposal is clearly aligned to an institute topic area.	The proposal is mostly aligned to an institute topic area.	The proposal is partially aligned to an institute topic area.	The proposal is not aligned to an institute topic area.