

# Limited Submission Review Instructions & Scoring Matrix NSF Research Experiences for Teachers (RET) in Engineering and Computer Science Supplements and Sites Program

Principal Investigator(s):

## BACKGROUND & INSTRUCTIONS

A “limited submission” refers to a grant program that places a limitation on the number of proposal applications a single eligible entity can submit each cycle. The University of Texas at San Antonio (UTSA) has a process in place to allow for an internal competition among interested PIs to determine which application(s) will move forward. Once a limited submission opportunity is identified, an internal call for pre-proposals is sent out to potential PIs. Those interested in being considered for full submission are required to submit a pre-proposal (ranging from one to five pages, depending on the type of program and sponsor) by a specified date. If more applications are received than the institution is allowed to submit to the sponsor, the applications are moved forward to a peer review process in order to make final selection(s).

That peer review process is what you are taking part in now. While we do want you to be aware that **the proposals you review here are *not* finalized and will be expanded before they are submitted to the sponsor**, we ask that you be as critical in your review as you would be if these applications were moving forward to a sponsor now. We are **especially interested in your feedback on weaknesses of the applications and where improvements can be made** either before they move forward through submission to this program or others.

If you are reviewing more than one application for this same program, we ask that you use the applications as a reference for one another in your scoring, knowing that the pool will be ranked based on scores received to determine which move(s) forward to the sponsor.

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## SCORING

Selection of applications to be submitted to the NSF Research Experiences for Teachers (RET) in Engineering and Computer Science Supplements and Sites Program will be based on a 5-point scoring scale for criteria given below. Scores for each criteria will then be weighted based on program specifications.

No. of applications allowed per institution this cycle: 1

- Ratings should be given in whole numbers (not decimals).
- Reviewers should consider not only the relative number of strengths and weaknesses, but also the importance of these strengths and weaknesses to the criteria or to the overall impact when determining a score.
  - For example, a major strength may outweigh many minor and correctable weaknesses

**Minor weakness:** easily addressable weakness, does not substantially lessen impact

**Moderate weakness:** lessens impact

**Major weakness:** Severely limits impact

## SCORING RUBRIC

Score	Description
1	<b>Poor</b> – No evidence or information provided
2	<b>Fair</b> – Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information
3	<b>Good</b> – Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
4	<b>Very Good</b> – Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
5	<b>Excellent</b> – Excellent concepts; exceptional evidence; well-thought out with an extremely high likelihood of success; exemplary; highly innovative

Borrowed from State of Ohio's Straight A Fund Application Scoring & Evaluation Process, Criteria & Rubrics.

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**SCORED REVIEW CRITERIA**

Reviewers should consider each of the review criteria below and give a separate score for each. Note – additional solicitation specific review criteria have been incorporated into the primary six standard NSF review criteria below.

*Below, please summarize the factors that informed your individual criteria scores.*

<p><b>1. Potential for Advancing Knowledge</b> Potential of the proposed activity to advance knowledge and understanding within its own field or across different fields (Intellectual Merit).</p>
<p><b>Strengths:</b> Click here to enter text.</p>  <p><b>Weaknesses:</b> Click here to enter text.</p>
<p><b>2. Potential for Advancing Societal Outcomes</b> Potential for the proposed activity to benefit society or advance desired societal outcomes (Broader Impacts). Broader impacts may be accomplished through the research itself, through activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project.</p>
<p><b>Strengths:</b> Click here to enter text.</p>  <p><b>Weaknesses:</b> Click here to enter text.</p>
<p><b>3. Incorporation of Transformative Concepts</b> The proposed activities suggest and explore creative, original, or potentially transformative concepts.</p>
<p><b>Strengths:</b> Click here to enter text.</p>  <p><b>Weaknesses:</b> Click here to enter text.</p>

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### 4. Project Planning

The plan for carrying out the proposed activities is well-reasoned, well-organized, and based on a sound rationale. The plan incorporates a mechanism to assess success.

- Includes sound plans for activities during the summer experience to prepare the RET teachers and/or community college faculty.
- Includes a sustained academic-year follow-up plan between the faculty and the participants to ensure that the research experience is translated to classroom practice.
- Recommended, if applicable - plan for industry engagement early in the program to assure the work is relevant to future workforce needs in engineering and computer science.

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

### 5. Qualifications of PI, Team or Organization

The PI and team have the qualifications expected to successfully complete the project.

- Must recruit K-12 teachers and/or full-time community college faculty who currently teach STEM subjects at their institutions for participation in the RET activities.
- It is recommended but not required that at least two teachers and/or community college faculty be recruited for the program from the same K-12 school/community college.
- Must involve participants in an ongoing engineering or computer science research project for a duration of at least six weeks during the summer. Shorter durations may be proposed with justification.

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

### 6. Resources

The PI (either at the home organization or through collaborations) has access to adequate resources to carry out the proposed activities. Ability to provide in-service and/or pre-service K-12 STEM teachers and/or community college faculty with discovery and technology based research experiences in high quality engineering or computer science labs/research facilities, which can be incorporated into classroom activities.

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

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**ADDITIONAL SOLICITATION SPECIFIC REVIEW CRITERIA**

**7. Research Focus**

Must have a well-defined research focus related to engineering or computer science with clearly articulated research projects with clearly labeled components appropriate for the RET K-12 teachers and/or community college faculty participants. Research projects must have significant engineering and/or computer science relevance and not simply involve computation or computational science across a broad range of scientific disciplines.

**Strengths:** Click here to enter text.

**Weaknesses:** Click here to enter text.

**8. Communication Plan**

Must provide for ongoing communications between the university faculty, graduate students, and the RET teachers and/or community college faculty participants. RET participants must be integrated into the research projects and given several opportunities to present plans, methods, outcomes, and other relevant details to faculty and student groups as well as among themselves.

**Strengths:** Click here to enter text.

**Weaknesses:** Click here to enter text.

**9. Evaluation and Dissemination Plan**

Includes a detailed plan for summative and formative evaluation of the research project and (academic year) classroom impact. Must identify an external evaluator (confirmed or tentative name with qualifications).

Includes plans for effective dissemination of the impact on RET participants, on the quality of the classroom experience, and on the engagement and preparation of students. Must provide for the dissemination of the curricular materials that are developed on a national platform.

**Strengths:** Click here to enter text.

**Weaknesses:** Click here to enter text.

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**ADDITIONAL COMMENTS TO APPLICANT**

Reviewers may provide guidance to the applicant or recommend against submission without fundamental revision.

<b>Additional Comments to Applicants (Optional)</b>
Click here to enter text.

**EVALUTATION SCORES**

Criteria	Your Score
1. Potential for Advancing Knowledge	
2. Potential for Advancing Societal Outcomes	
3. Incorporation of Transformative Concepts	
4. Project Planning	
5. Qualifications of PI, Team or Organization	
6. Resources	
<b>TOTAL SCORE</b>	