

Logic Model Scoring Rubric  
**Library Examples**

There are three sections to the Logic Model Rubric:

- ◇ Plan Section: covers from Stakeholders through the Program Purpose Statement to Activities/Services
- ◇ Individual Outcome Section: covers each element of a single outcome
- ◇ Outcome Scope Section: evaluates how all of the outcomes for a project match the project goals and capacities

Criteria/benchmarking:

An 'acceptable' logic model scores as:

\*a **total** of 35 points in the Plan Section (Stakeholders→ Services). Do not average the scores.

\*an average score of 2.8 in the Outcomes section (average of all outcomes/indicator statements plus the scope section)

BOTH must be achieved for a passing score.

A "poor" logic model misses the criteria for one or the other section or both.

The example statements are appropriate for a summer reading program run by a central Public Library (serving a city of 100,000 people), whose goal is to increase reading activity in children aged 8-12.

Please that the example wording is designed for each individual section of the Logic Model. The total of the sections does NOT make up an "ideal" logic model. For examples of complete logic models, see the Cases in the Shaping Outcomes course site.

Overall notes:

\*In order to save space in the rubric, in some sections the Excellent Column description and examples are in addition to the "Good" column description and examples but do not repeat them. This is noted.

\*Sometimes "erroneous placement," or correct items in the wrong sections, is more serious than at other times. For example, placing an outcome in the output section is a serious error. However, describing details of services in the Solution area is not that serious. This is specifically noted in the rubric when it is a common error.

\*In most areas, there can be several items listed. An overall guideline for grading these is:

	<b>Poor, needs work 1</b>	<b>2</b>	<b>Good 3</b>	<b>4</b>	<b>Excellent 5</b>
Section with multiple items	None of the items are relevant		A preponderance of the items are correct		All of the items are correct AND no important item is omitted
	2: At least some of the items are relevant			4: All of the items are correct although one or two items may be missing	

**PLAN SECTION**

Logic Model	Evaluation Criteria				
Plan section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Stakeholders</b>	Includes only one entity or group, or none; questions list only what the program does.		Includes the program providers and the audience; includes at least one other stakeholder; includes at least two questions other than “what does the program do?”		Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.
Library	Library staff: What will we have to do?		Library staff: How will we run this program? How much time will it take? Parents: Will it cost anything to participate? Will my child find good books to read? Will this help my child like reading more? Children: What kind of prizes will there be?		<as in Good column plus:> Local school teachers: Will this program help students become more skilled readers? Library board: Will a children’s program increase overall support for the library?
<b>Audience</b>	Is too broad or general, or names ultimate beneficiaries, or names the institution.		Names a group from whom participants in the program can come		Is more specific, and audience members should all have the same program-related need.
Library	Citizens of Mytown		Children who live in Mytown		Children between the ages of 8 and 12 in Mytown.
<b>Audience needs</b>	Focuses exclusively on institutional needs, or needs of the program or stakeholders.		Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix.		<as in Good column plus:> Also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs.

Library	The library needs to involve more citizens in library activities in order to generate broader support for expansion plans.		A national survey shows that children between 8 and 12 years of age tend to stop reading recreationally in favor of video games and other activities.	In interviews, Mytown teachers said that few students seem to talk about what they read during summer vacation. Reading scores for children tend to drop over the summer, even for good readers.
<b>Audience considerations</b>	Focuses exclusively on program providers or the nature of the program topic.		Lists several characteristics of the audience members as well as of the program, the institution or the subject matter that will affect how the program is designed. Most items are audience-centered.	<as in Good column plus:> Comprehensively lists major characteristics that will affect how (not why) the program is delivered.
Library	The library will need to divert adult collection funds to provide additional copies of children's books.		Many juvenile library cards may be blocked due to overdue or lost books. Reluctant readers need 'high interest-low-ability' books. (etc.)	<These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model>.
Museum	The museum's staffing only allows Saturday not Sunday hours.		If a high percentage of class members are senior citizens, they may not be able to stand at easels for long periods or may have difficulty gripping brushes, etc. (etc.)	<These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model>.
<b>Solution</b>	Too vague, or language refers to the institution, or to ultimate beneficiaries.		A concise description of the program itself. It may include some details that are better placed in other sections.	A concise description that is meaningful but avoids details that belong in other sections.
Library	Parents sign their children up for a reading program.		Mytown Library will offer a summer reading program targeted at children age 8-12 with prizes for participation and a parent survey after it is done.	Mytown Library provides a summer reading program for children aged 8-12.

<b>Desired results</b>	Results are too broad or long-term; mentions institutional reputation; lists just the activities (or products or tools developed) not outcomes.	Results are audience-specific and reasonable to the scope of the program; may not be as concrete as outcomes statements; might include some technical language.	Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.
Library	Children appreciate the Library. Most Mytown children participate in the program.	Participating children read a number of books appropriate to their age level and more than they did the previous summer.	Participating children will read more during the summer: a number of books appropriate as a 'stretch' goal for their age level. <before-after language omitted as not measured>
<b>Program purpose statement</b>			
<b>We do what</b>	Inconsistent with the 'solution' section; too broad.	Specific to the particular program and within the capacity of the providers; may include some detail that is better placed elsewhere.	Specific, concise, and sequentially ordered.
Library	The Library provides collections of enjoyable books for children. The Library helps children learn to love reading.	The Library runs a summer reading program for 8-12 year old children, involving parents in both signing up and responding to a survey.	The Library runs a summer reading program for children aged 8 to 12.
<b>For whom</b>	Includes possible or potential beneficiaries rather than specific participants; is too broad.	Specifies a particular audience.	Specific and carefully distinguishes different audiences.
Library	Any children who want to take part.	Children living in Mytown.	Children aged 8 to 12 living in Mytown [potentially: Parents, if a goal is to have parents interact with the library more often (a behavioral change).]

<b>For what outcome</b>	Describes what the institution does or describes the experiences of participants. Gives a broad program rationale; does not mention participant change; is incompatible with other LM sections.		Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome) but it will be anchored in the audience and change. Avoids weak verbs such as “be aware” (prefer, “knows” or does).	<as in Good column, plus:> Is particularly concrete, consistent with the program scope, and aimed at audience needs. Sequentially mentions desired participant changes (immediate, intermediate, long-term if applicable).
Library	To increase children’s enjoyment of reading. To have children visit the library more often.		Children improve their reading habits.	A large proportion of participating children read at a level that is considered ‘extensive’ for their age group.
<b>Inputs</b>	Blank, or includes too few or too many details.		Presents the most important inputs involved in both the administration and delivery of the program; a few inputs may be too broad or too detailed.	Lists all important categories of materials, services and other issues that will make the program possible, without being as detailed as a budget.
Library	300 copies of Ramona the Pest. 100 different graphic novels. <omits staff time, advertising>		Program advertising in schools, in media and on-site. Evaluation process, including survey construction, distribution, analysis, and reporting. <category fine, too detailed> 500 extra copies of high-interest books. Reading logs for participants. Prizes for participants.	Program advertising. Evaluation consultant, supplies, and clerical support. Foundation funding for additional library materials. Reading logs and prizes for participants.
<b>Outputs—</b> Apply one score to the combined quality of input, activity and service outputs.	Includes outcomes. Items not phrased as counts. Shows outputs for only inputs or activities (omits services).		Quantifies items, including at least one activity and one service; does not include any outcomes. Avoids too much detail.	Quantifies all of the most important inputs, activities and services for determining if the program is on-track.

Library (I=input, A=activity, S=service)	Staff time.	I: Supplies, space and staff time. A: Hours of staff time for promotional activities, cataloging, recording children's reading, and evaluating success. S: Number of children participating. Numbers of books read.	I: Grant money and volunteer service time. A: New borrower cards issued. Advertising costs (free). Media mentions. Staff time for determining prizes and for administering evaluation. Overall circulations of juvenile materials (change from school-year average). S: Number of children participating. Numbers of books read.
<b>Activities</b>	Includes services. Misses a key activity. (Quantification goes in the Outputs area.)	Includes at least some important administrative and preparatory tasks.	Lists all important back-office functions needed to prepare for, manage, and evaluate the program.
Library	Buy books. <omits advertising>  Give out prizes. <a service>	Buy high-interest books and prepare lists of books for children and parents. Create special shelving areas for program books. Advertise program. Present awards. Evaluate program.	<as in Good column plus:> Examine existing collections for support for the program. Determine the best books for the age group. Advertise the program on-site, in schools and in local media. Prepare and conduct an effective evaluation program. Evaluate policy for blocked juvenile borrowing cards.
<b>Services</b>	Includes activities. Omits the main program.	A short description of what the program does—everything here is done <i>with, to, and for</i> program participants. Everything is consistent with the “solution” and “we do what” sections. May give too few or too many details.	No inclusion of erroneous items; description is concise and direct (and probably shorter than other sections).

Library	Buy high-interest books.		Provide lists of books. Give reading prizes.		Provide lists of high-interest books to program participants. Accumulate records of children's reading and provide prizes.
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### INDIVIDUAL OUTCOME SECTION

Score EACH outcome separately, and then score for "scope" at the end.  
AVERAGE the scores for outcomes, multiple indicators, and scope.

Logic Model	Individual Outcome Grid				
Outcomes section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Outcomes statement—audience focus</b>	Statement does not start with the participants who are part of the project audience.		Statement begins with the group from which program participants come.		Statement begins with people who have been identified as in need of the program and specifies participants.
Library	The community understands that reading is a fundamental skill.		Children read more.		Children who participate in the program read more.
<b>Outcome statement—change</b>	Outcome is expressed in terms of experiences or activities, or attitude towards the program, not outcomes.		Outcome is phrased as a change in participant skills, attitude, knowledge, behavior, status or condition. <Some wording may be more appropriate to the indicator or data source section>		<as in Good, plus:> The outcome is specific and does not include extra elements.
Library	Participants receive awards for reading levels.		Participating children read more during the summer as shown on their end of summer reports. <change in behavior, but not specific and incorporates an indicator wording>		Participating children read a number of books appropriate to their reading skills throughout the summer. (behavior) <i>(Based on audience needs, children generally do not do such reading already)</i>

<b>Indicator</b>	The indicator is a broad category (a data source), or contains output not outcome information.		Using the specific format (# and % of program participants who X), the indicator describes a quantity and level of observable data that would indicate that the outcome has been achieved.	As in “Good” plus the indicator includes quantity and level of specific measurement tools (e.g. individual survey or test items or tasks); no format or substance errors.
Library	Reading diaries. Number of children signed up.  <i>Score 2 for right content in incorrect format.</i>		The # and % of children whose parents who indicate on a survey that children have read at least the target number of new books during the summer (number adjusted for age).	The # and % of children who list the names of at least X number of books they have read; X is at or above the target level for the child’s age group. <no errors in substance or format>
<b>Data Source</b>	Nothing is given or data source could not contain the needed information.		A data source is named, which could be designed to contain the relevant information.	A data source is named that is the best source of the outcomes information, and includes specifics about where the source comes from.
Library	Circulation statistics		Surveys	A question on a survey which asks the names of books read during the summer.
<b>Applied To</b>	Nothing given, or references an entire audience		Specifically references people who have benefited from the program.	Gives details which include not just participation but a level of participation; uses a sample if appropriate
Library	Children.		Parents of children participating.	Parents of children who have reported their reading at least twice during the summer.
<b>Data Interval</b>	No data interval is given, or it is clearly inappropriate to the measure/outcome		Interval is given but it is not specific enough	Interval is given, is appropriate to the outcome and is specific
Library	At beginning of program		After end of sessions	One week after end of program.



<b>Target</b>	No target given, or target is clearly inappropriate to the project as described or target describes audience as a whole, not participants		Target is given, and is relevant to the size of the participants. Target does not include a percentage <i>Put 'level' of achievement in the Indicator section.</i>		Target is given in percentage terms, and is reasonable according to instructor and participant understanding of the program.
Library	5		200		5% of population of that age group in service area will participate; 25% of participants will reach the desired level of reading.

### SCOPE SECTION

Logic Model	Evaluation Criteria				
Scope section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Taken all together, do the outcomes match capacities of the program and needs of the audience?</b>	Outcomes do not relate to the program's activities and services (are much broader or narrower)		Outcomes are specific to the program but there may be a mismatch between program scope and long- or medium- or short-term goals.		Outcomes are those that can be both achieved and measured within the specific project. All important outcomes are mentioned.
Library	Lifelong learning		Children become recreational readers. <i>(open-ended)</i>		<i>This will vary according to the project as described, and both instructor and student expertise in librarianship and museum activities.</i>