**Taking A Position: Bill Evaluation Rubric**



Once advocates understand what a bill does, they can start to formulate positions. One way to organize and summarize what might otherwise be a complex exercise is the completion of a simple decision-making rubric, using the following 2-step process.

Step 1: Use the Evaluation Rubric

* To streamline your decision-making process, read the proposed action and carefully complete the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Strongly Support (5)** | **Support (4)** | **Neutral (3)** | **Oppose (2)** | **Strongly Oppose (1)** |
| **Alignment with agency mission** |  |  |  |  |  |
| **Aligns to or grants statutory authority** |  |  |  |  |  |
| **Positive impact on students** |  |  |  |  |  |
| **Financial feasibility** |  |  |  |  |  |
| **Implementation practicality** |  |  |  |  |  |
| **Stakeholder support** |  |  |  |  |  |

Step 2: Decide

Based on your evaluation and rubric scores:

* 25-30 points: Consider strongly supporting the legislation
* 20-24 points: Consider supporting with potential amendments
* 15-19 points: Monitor the legislation closely
* 6-14 points: Consider opposing the legislation

Importantly, this template can be adapted further based on state-specific needs by adding or modifying criteria or adjusting performance levels to reflect local priorities. For example, if certain criteria are more critical than others (e.g., student impact vs. financial feasibility), assign weights to reflect their relative importance in the evaluation.