

Teaching and Learning

# CLSD 2024 Grant Application Scoring Rubric

<b>School System Applicant</b>	
--------------------------------	--

Component	Possible Points	Points Awarded
Component A: Literacy Needs Assessment	20	
Component B: Participating LEA Sites / Program Sites	10	
Component C: Literacy Innovations / Project Design	45	
Component D: Project Outcomes and Goals	15	
Component E: Collaboration and Communication	10+ (5 bonus points)	
<b>Total Points</b>	<b>100 (up to 105)</b>	

<b>Review Team Members</b>			
<b>Lead Reviewer's Signature</b>		<b>Date</b>	
<b>Lead Reviewer's Name</b>			

**Component A: Literacy Needs Assessment (Maximum Total: 20 Points)**

**Literacy Needs Assessment (6 points)**

Applicant submits a comprehensive needs assessment providing baseline information that informs their plan; includes student and teacher data as well as methods of analysis and interpretation to support the need for the project; provides baseline data and goal projections for 4 years based on needs assessment.

<p><b>Fails to meet criterion; response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b></p>	<p><b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b></p>	<p><b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p>
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>4</b></p>	<p><b>6</b></p>
<p><b>Strengths:</b></p>		<p><b>Weaknesses:</b></p>	

**Please provide specific examples used to determine the number of points awarded:**

**Data-Driven Scenarios (6 points)**

Applicant indicates which of the 5 data-driven scenarios best describes the needs of the targeted schools; includes a summary of methodology and results of the Literacy Needs Assessment to include the data collected and methods of analysis and interpretation used to identify the literacy needs; includes data visualization, as well as text, and includes a description of actions that have been taken in previous school years to address these needs.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>

**Strengths:****Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

**Local Literacy Plan (8 points)**

Applicant demonstrates an ability to establish and sustain a Local Literacy Plan (LLP). Applicant submits approved literacy plan that will be implemented for all LEA's and program sites participating in grant activities that includes (a) a needs assessment to identify gaps in birth to age 5 literacy for at-risk students, English learners, and children with disabilities; (b) stakeholder input to create guiding principles for literacy interventions; (c) evidence-based strategies for improving literacy outcomes for at-risk students and special populations; and (d) a timeline for implementation. Applicant provides an explanation of how entities will implement and monitor progress of selected schools using the LLP.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
2	4	6	8

**Strengths:****Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

**Component B: Participating LEA Sites / Program Sites (Maximum Total: 10 points)**

- **LEA/Program Site Selection.** Applicant demonstrates a fair selection process for schools based on literacy needs and includes a description of the steps taken to ensure fair access to, and participation in, the literacy program for students, teachers, and other program beneficiaries with special needs. Considerations can include the school or center’s diagnostic assessments and other assessments. Grantees will provide documentation on how the data informed selection.
- **LEA/Program Sites Identification.** Applicant indicates within the application the school name(s) and grade levels served, the grade levels that will be targeted and grade bands requested for funding, and the qualifying criteria for each school or program site.

Fails to meet criterion; response does not address all required elements outlined in this section.	Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.	Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
2	5	8	10
Strengths:		Weaknesses:	

Please provide specific examples used to determine the number of points awarded:

**Component C: Literacy Innovations (Maximum Total: 45 points)**

**Needs of LEA/Program Sites and Students (8 points)**

Applicant describes the needs assessment data that was conducted to identify how funds will be used to inform best practices and comprehensive literacy instruction aligned to the science of reading to improve Tier I core instruction (e.g., benchmark data, teacher effectiveness data, community surveys) ; describes how children in need of literacy interventions or other support services are identified; provides an explanation of the extent to which the proposal supports new teachers and serves students with disabilities, English learners, and other students in need of literacy interventions or support services.

<p><b>Fails to meet criterion; response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b></p>	<p><b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b></p>	<p><b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p>
2	4	6	8
<p><b>Strengths:</b></p>		<p><b>Weaknesses:</b></p>	

**Please provide specific examples used to determine the number of points awarded:**

**Implementation and Literacy Coherence (8 points)**

Applicant describes how the selected literacy innovations are aligned with comprehensive literacy instruction at the Birth to 5 and Kindergarten through grade 12 levels; identifies and describes how their intervention(s) address the needs identified in the needs assessment; selected interventions to be implemented are designed to enhance the language and literacy development and school readiness of children from Birth to 5 and/or students in grades K-12; includes the methods, frequency, duration, and checks for fidelity of implementation.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>

**Strengths:****Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

**Evidence-Based Practices (8 points)**

Applicant clearly explains in the narrative response how the project will implement the evidence-based literacy innovations in order to meet the grant's evidence requirements; describes how their intervention(s) fit within one of the three highest tiers of evidence-based practices as defined by ESEA Sec. 8101(21)(A)(i).

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>

**Strengths:****Weaknesses:****Please provide specific examples used to determine the number of points awarded:**



**Development of Program Staff (8 points)**

Applicant describes how they will provide initial and ongoing support to prepare staff to implement selected literacy programs with fidelity, through high-quality professional development that includes observations and feedback of program implementation.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>

**Strengths:**

**Weaknesses:**

**Please provide specific examples used to determine the number of points awarded:**

**Data Collection (8 points)**

Applicant describes how data will be collected to assess and evaluate the program on a regular basis (includes data collection methodology and frequency) and the alignment between programmatic data and school performance data.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>Strengths:</b>		<b>Weaknesses:</b>	

Please provide specific examples used to determine the number of points awarded:

**Evaluation of Program (5 points)**

Applicant describes the evaluation plan to regularly assess the outcomes and success of the literacy interventions provided and the tools that will be utilized to measure growth in early language and literacy development of children Birth to 5 and students in grades K-12.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
1	2	3	5
<b>Strengths:</b>		<b>Weaknesses:</b>	

Please provide specific examples used to determine the number of points awarded:

**Component D: Project Outcomes and Goals (Maximum Total: 15 points)**

**Project Outcomes (5 points)**

Applicant selected the project outcomes that best apply to the needs of the identified LEA's or program sites.

<p><b>Fails to meet criterion; response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b></p>	<p><b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b></p>	<p><b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p>
1	2	4	5

**Strengths:**

**Weaknesses:**

**Please provide specific examples used to determine the number of points awarded:**

**Project Goals (10 points)**

Applicant created a goal for each of the measurable outcome(s) selected based on each of the subpopulations within the criteria identified from the Literacy Needs Assessment. In defining the goals, the applicant included student-level performance goals as well as program-level performance goals; described how the goals will be used as a basis to measure the effectiveness of the literacy interventions.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>2</b>	<b>5</b>	<b>8</b>	<b>10</b>

**Strengths:****Weaknesses:****Please provide specific examples used to determine the number of points awarded:**

**Component E: Collaboration and Communication (Maximum Total: 10 points + 5 bonus points)**

**Accountability (5 points)**

Applicant clearly describes a plan to hold all stakeholders accountable for the project implementation, goals, and outcomes.

<p><b>Fails to meet criterion; response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b></p>	<p><b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b></p>	<p><b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p>
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>4</b></p>	<p><b>5</b></p>

**Strengths:**

**Weaknesses:**

**Please provide specific examples used to determine the number of points awarded:**

**Family Engagement (5 points)**

Applicant clearly describes a plan to implement high-quality, evidence-based practices, interventions, and opportunities to support children and families.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>

**Strengths:**

**Weaknesses:**

**Please provide specific examples used to determine the number of points awarded:**

**Priority Points (5 BONUS points)**

Applicant clearly describes how they plan to collaborate with an Institute of Higher Education to support the implementation of the literacy innovations.

<b>Fails to meet criterion; response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion; response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Meets criterion; response addresses required elements and provides understanding of the grantee responsibilities as outlined in this section.</b>	<b>Exceeds criterion; response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>

**Strengths:**

**Weaknesses:**

**Please provide specific examples used to determine the number of points awarded:**