**Read to Achieve: Reading Diagnostic and Intervention Grant**

| **Evaluation Criteria and Rubric** | | | | | | **Maximum Points** |
| --- | --- | --- | --- | --- | --- | --- |
| **Part 1** | | **Literacy Needs** | | | | **10 points** |
| This section should describe the current literacy needs at the school and also demonstrate a compelling need for the *Read to Achieve: Reading Diagnostic and Intervention Program* grant. | | | | | | |
| **Describe** the current literacy needs and trends at the school. Based on reliable and valid data, **provide** evidence to demonstrate a compelling need for the RTA grant. | | | | | | |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of the school’s current literacy needs and trends | Incomplete or vague description of the school’s current literacy needs and trends | | Description of the school’s literacy needs and trends lacks a focus on literacy instruction | | Description of the school’s literacy needs and trends is present with a focus on literacy instruction | Detailed description of the school’s literacy needs and trends is present with an in-depth focus on literacy instruction |
| 1 | 2 | | 3 | | 4 | 5 |
| No or invalid data referenced to demonstrate need for RTA grant | One valid and reliable data source referenced with vague evidence of school’s need for RTA grant | | One valid and reliable data source referenced with evidence of school’s need for RTA grant | | Two valid and reliable data sources referenced with evidence of school’s compelling need for RTA grant | Three or more valid and reliable data sources referenced with evidence of school’s compelling need for RTA grant by in-depth analysis of data trends |
| **Part 2** | **The Response to Intervention (RTI) Framework** | | | | | **15 points** |
| This section should describe the integration of assessment and intervention within the multi-leveled system implemented currently at the school. | | | | | | |
| **Describe** how the school’s current RTI framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement. | | | | | | |
| 1-2-3 | 4-5-6 | | 7-8-9 | | 10-11-12 | 13-14-15 |
| No mention of the RTI framework  No mention of the process for determining RTI eligibility or tier movement  No mention of data or assessment(s)  No mention of scheduling | Incomplete or vague description of the RTI framework  Incomplete or vague description of the process for determining RTI eligibility and tier movement  Incomplete of vague explanation of data and assessment(s)  Incomplete or vague overview of intervention scheduling | | Description of the RTI framework is present but lacks detail  Description of the process for determining RTI eligibility and tier movement is present but lacks detail and clarity  Explanation of data and assessment(s) is present but lacks detail  Overview of intervention scheduling is present but lacks detail | | Description of the RTI framework is present with detail  Description of the process for determining RTI eligibility and tier movement is present with detail and clarity  Explanation of data and assessment(s) is present with detail  Overview of intervention are scheduling is present with detail | Detailed description of the RTI framework is present  Description of the process for determining RTI eligibility and tier movement is detailed and articulated thoroughly  Explanation of data and assessment(s) is in-depth and articulated thoroughly  Explanation of intervention scheduling is in-depth and articulated thoroughly |
| **Part 3** | **Grant Approved Program** | | | | | **10 points** |
| This section should explain how the intervention selected will serve the needs of the students at the school. | | | | | | |
| **Identify** the grant approved reading intervention model(s) for which the school is applying from the following list: *Early Intervention in Reading (EIR)* by Barbara Taylor; *Reading Recovery* \*must also select a small group intervention*; Comprehensive Intervention Model (CIM)* \*must be used with *Reading Recovery; Fountas & Pinnell Leveled Literacy Intervention (LLI);* and **explain** how the identified intervention model(s) will serve the school’s current literacy needs and trends and will complement the RTI framework at the school. | | | | | | |
| No | | | | Yes | | |
| The proposal does not identify a grant approved program.  The application is deemed non-responsive and will not be reviewed. | | | | The proposal does identify a grant approved program.  The application will be reviewed. | | |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of how the intervention model(s) will serve the school’s specific literacy needs and trends | Incomplete or vague explanation of how the intervention model(s) will serve the school’s specific literacy needs and trends | | Explanation of how the intervention model(s) will serve the school’s specific literacy needs and trends is present but lacks detail | | Explanation of how the intervention model(s) will serve the school’s specific literacy needs and trends is present with details | Explanation of how the intervention model(s) will serve the school’s specific literacy needs and trends is in-depth and articulated thoroughly |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of how the intervention model(s) will complement the school’s RTI framework | Incomplete or vague explanation of how the intervention model(s) will complement the school’s RTI framework | | Explanation of how the intervention model(s) will complement the school’s RTI framework is present but lacks detail | | Explanation of how the intervention model(s) will complement the school’s RTI framework is present with details | Explanation of how the intervention model(s) will complement the school’s RTI framework is in-depth and articulated thoroughly |
| **Part 4** | **Students to be Served** | | | | | **15 points** |
| This section should explain the identification and exiting of students to be served through the RTA interventions. | | | | | | |
| **Explain** the process to be used to determine eligibility, provide interventions based on on-going assessment of individual student need, and determine student movement out of the RTA intervention. | | | | | | |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of the process the school will use to determine eligibility for RTA interventions | Incomplete or vague explanation of the process the school will use to determine eligibility for RTA interventions | | Explanation of the process the school will use to determine eligibility for RTA interventions is present but lacks detail and clarity | | Explanation of the process the school will use to determine eligibility for RTA interventions is present with detail and clarity | Explanation of the process the school will use to determine eligibility for RTA interventions is in-depth and articulated thoroughly |
| 1-2 | 3-4 | | 5-6 | | 7-8 | 9-10 |
| No mention of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions | Incomplete or vague explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions | | Explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions is present but lacks detail and clarity | | Explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions is present with detail and clarity | Explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions is in-depth and articulated thoroughly |
| **Part 5** | **Professional Learning and Sustainability** | | | | | **20 points** |
| This section should describe the ongoing professional learning plan and how the grant will impact overall literacy instruction at the school. | | | | | | |
| **Describe** the plan to be used for professional learning for the school reading team including RTA teacher’s initial/on-going professional learning to address the needs of struggling readers. **Explain** how the school reading team will enhance the comprehensive literacy model and build capacity to impact literacy instruction school-wide. Include a plan for family involvement initiatives to support the literacy instruction. **Discuss** how the work of the RTA will be sustained beyond the grant. | | | | | | |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of the professional learning plan for the school reading team including RTA Teacher | Incomplete or vague professional learning plan for the school reading team including RTA Teacher | | Description of professional learning plan for the school reading team including RTA Teacher is present but lacks detail | | Description of professional learning plan for the school reading team including RTA Teacher is present with detail | Description of professional learning plan for the school reading team including RTA Teacher is in-depth and articulated thoroughly |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of how the school reading team will enhance the comprehensive literacy model or build capacity school-wide | Incomplete or vague explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide | | Explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide is present but lacks detail and clarity | | Explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide is present with detail and clarity | Explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide is in-depth and articulated thoroughly |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of a plan for family involvement initiatives | Incomplete or vague description of a plan for family involvement initiatives | | Description of a plan for family involvement initiatives is present but lacks detail and clarity | | Description of a plan for family involvement initiatives is present with detail and clarity | Description of a plan for family involvement initiatives is in-depth and articulated thoroughly |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of how the work of the RTA will be sustained beyond the grant | Incomplete or vague explanation of how the work of the RTA will be sustained beyond the grant | | Explanation of how the work of the RTA will be sustained beyond the grant is present but lacks detail and clarity | | Explanation of how the work of the RTA will be sustained beyond the grant is present with detail and clarity | Explanation of how the work of the RTA will be sustained beyond the grant is in-depth and articulated thoroughly |
| **Part 6** | **Assessment and Evaluation** | | | | | **20 points** |
| This section should provide a detailed and comprehensive plan for evaluating the impact, effectiveness, and implementation of the reading intervention plan. | | | | | | |
| Based on current data, **identify** the number of students you anticipate can be served/impacted as a result of the RTA grant and **explain** how the anticipated number of students was determined. **Discuss** how multiple sources of data will be used throughout the RTA interventions to evaluate its impact on student achievement. **Include** specific and measurable long-term goals for achievement and instructional change over time. | | | | | | |
| 1 | 2 | | 3 | | 4 | 5 |
| Identified an anticipated number of students to be served/impacted  No explanation of how the number was determined | Identified an anticipated number of students to be served/impacted  Incomplete or vague explanation of how the number was determined | | Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is present but lacks clarity | | Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is present with detail and clarity | Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is in-depth and articulated thoroughly |
| 1 | 2 | | 3 | | 4 | 5 |
| No mention of how multiple sources of data will be used throughout the RTA interventions | Incomplete or vague description of how multiple sources of data will be used throughout the RTA interventions | | Description of how multiple sources of data will be used throughout the RTA interventions is present but lacks detail and clarity | | Description of how multiple sources of data will be used throughout the RTA interventions is present with detail and clarity | Description of how multiple sources of data will be used throughout the RTA interventions is in-depth and articulated thoroughly |
| 1-2 | 3-4 | | 5-6 | | 7-8 | 9-10 |
| No mention of goals for achievement or instructional change over time | Incomplete or vague description of goals for achievement or instructional change over time | | Description of goals for achievement or instructional change over time is present but lacks detail and clarity | | Description of goals for achievement or instructional change over time is present with detail and clarity | Description of goals for achievement or instructional change over time is in-depth and articulated thoroughly |

| **Part 7** | **Budget** | | | **10 points** |
| --- | --- | --- | --- | --- |
| This section should describe the fiscal resources needed for the program and a detailed explanation of how funds will be used. | | | | |
| **Explain** how the grant and resources will be used efficiently and how additional funds will be used to fully implement your school’s RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded). | | | | |
| 1 | 2 | 3 | 4 | 5 |
| No mention of how the grant and resources will be used efficiently | Incomplete or vague explanation of how the grant and resources will be used efficiently | Explanation of how the grant and resources will be used efficiently is present but lacks detail and clarity | Explanation of how the grant and resources will be used efficiently is present with detail and clarity | Explanation of how the grant and resources will be used efficiently is in-depth and articulated thoroughly |
| 1 | 2 | 3 | 4 | 5 |
| No mention of how additional funds will be used to fully implement the RTA intervention program according to grant requirements | Incomplete or vague explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements | Explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements is present but lacks detail and clarity | Explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements is present with detail and clarity | Explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements in-depth and articulated thoroughly |