

Mathematics Achievement Fund Grant

Evaluation Criteria and Rubric				Maximum Points
Part 1: Identification of Need				10 points
This section should describe the comprehensive mathematics model <u>currently</u> in place at the school and also demonstrate a compelling need for the Mathematics Achievement Fund (MAF) grant.				
Describe the comprehensive mathematics model currently used in the school. Based on reliable and valid data, provide evidence to demonstrate a compelling need for the MAF grant.				
1	2	3	4	5
No mention of the school's comprehensive mathematics model	Incomplete or vague description of the school's comprehensive mathematics model	Description of the school's mathematics model lacks a focus on mathematics content	Description of the school's mathematics model is present with a focus on mathematics content	Detailed description of the school's mathematics model is present with an in-depth focus on mathematics content
1	2	3	4	5
No data referenced OR data source not valid or reliable	Referenced one valid and reliable data source with a vague connection to school's data or a vague reference to data trends	Referenced one valid and reliable data source with a connection to school's data or a reference to data trends	Referenced two valid and reliable data sources with a connection to school's data or a reference to data trends	Referenced three or more valid and reliable data sources with a connection and in-depth analysis of data trends
Part 2: Description of the Response to Intervention (RTI) Framework				15 points
This section should describe how interventions are implemented currently at the school.				
Describe how the school's current RTI framework is implemented, including assessment data, scheduling, and the process for determining eligibility 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 assessment data No mention of scheduling No mention of the process for determining eligibility and tier movement	Incomplete or vague description of the RTI framework Incomplete or vague explanation assessment data Incomplete or vague overview of how interventions are scheduled Incomplete or vague description of the process for determining eligibility and tier movement	Description of the RTI framework is present but lacks detail Explanation of assessment data is present but lacks detail Overview of how interventions are scheduled is present but lacks detail Description of the school's process for determining eligibility and tier movement is present but lacks detail and clarity	Description of the RTI framework is present with details Explanation of assessment data is present with details How interventions are scheduled is present with details Description of the process for determining eligibility and tier movement is present with details	Detailed description of the current RTI framework is present Explanation of assessment data is in-depth and articulated thoroughly Explanation of how interventions are scheduled is in-depth and articulated thoroughly Description of the process for determining eligibility for RTI and tier movement is detailed and articulated thoroughly
Part 3: Identification of Grant Approved Program				10 points
This section should explain how the intervention program will meet the needs of the students.				
Identify the grant approved mathematics intervention program the school will implement from the following list: <i>Add+VantageMR</i> , <i>Assessing Math Concepts</i> by Kathy Richardson, <i>Do the Math</i> by Marilyn Burns or <i>Math Recovery</i> and explain how the identified intervention program will meet the mathematics needs at the school.				
No		Yes		
The grant proposal does not identify a grant approved program. The application is deemed non-responsive and will not be reviewed.		The grant proposal does identify a grant approved program. The application will be reviewed.		
1-2	3-4	5-6	7-8	9-10
No mention of how the program will meet the school's specific mathematics needs	Incomplete or vague explanation of how the program will meet the school's specific mathematics needs	Explanation of how the program will meet the school's specific mathematics needs is present but lacks detail	Explanation of how the program will meet the school's specific mathematics needs is present with details	Explanation of how the program will meet the school's specific mathematics needs is in-depth and articulated thoroughly

Part 4: Identification of the Students to be Served in MAF	10 points
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This section should explain how the MAF interventions will complement services already in place at the school and the criteria to be used in identifying and exiting students for MAF services.

Explain how the identified intervention program will complement current mathematics interventions at the school. Include the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program.

1	2	3	4	5
No mention of how the identified MAF program will complement the RTI framework	Incomplete or vague explanation of how the identified MAF program will complement the RTI framework	Explanation of how the identified MAF program will complement the RTI framework is present but lacks detail and clarity	Explanation of how the identified MAF program will complement the RTI framework is present with details	Explanation of how the identified MAF program will complement the RTI framework is in-depth and articulated thoroughly
1	2	3	4	5
No mention of the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program	Incomplete or vague explanation of the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program	Explanation of the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program is present, but lacks detail and clarity	Explanation of the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program is present with details	Explanation of the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program is in-depth and articulated thoroughly

Part 5: Professional Learning and Sustainability	25 points
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This section should describe the ongoing professional learning and how the grant will impact mathematics instruction at the school.

Describe how the school mathematics team will enhance the comprehensive mathematics model and build capacity to impact mathematics instruction school-wide. Include a plan for family involvement initiatives to support the mathematics instruction. Discuss how the work of the MAF will be sustained beyond the grant.

1	2	3	4	5
No mention of how the school mathematics team will enhance the comprehensive mathematics model	Incomplete or vague description of how the school mathematics team will enhance the comprehensive mathematics model	Description of how the school mathematics team will enhance the comprehensive mathematics model is present but lacks detail and clarity	Description of how the school mathematics team will enhance the comprehensive mathematics model is present with details	Description of how the school mathematics team will enhance the comprehensive mathematics model is in-depth and articulated thoroughly
1-2	3-4	5-6	7-8	9-10
No mention of how the school mathematics team will build capacity	Incomplete or vague description of how the schools mathematics team will build capacity	Description of how the school mathematics team will build capacity is present but lacks detail and clarity	Description of how the school mathematics team will build capacity is present with details	Description of how the school mathematics team will build capacity 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 details	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 MAF will be sustained beyond the grant	Incomplete or vague explanation of how the work of the MAF will be sustained beyond the grant	Explanation of how the work of the MAF will be sustained beyond the grant is present but lacks detail and clarity	Explanation of how the work of the MAF will be sustained beyond the grant is present with details	Explanation of how the work of the MAF will be sustained beyond the grant is in-depth and articulated thoroughly

Part 6: Assessment and Evaluation Plan	20 points
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This section should provide a detailed and comprehensive plan for evaluating the impact and effectiveness of the mathematics intervention plan and implementation.

Based on current data, identify the anticipated number of students that will be served as a result of the MAF grant. Include an explanation of how the anticipated number of students was determined. Explain how multiple sources of data will be used throughout the MAF interventions. Include a description of specific and measurable long-term goals for student achievement and instructional change over time.

1	2	3	4	5
Identified an anticipated number of students to be served No explanation of how the number was determined	Identified an anticipated number of students to be served Incomplete or vague explanation of how the number was determined	Identified an anticipated number of student to be served Explanation of how the number was determined is present but lacks detail and clarity	Identified an anticipated number of student to be served Explanation of how the number was determined is present with details	Identified an anticipated number of student to be served 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 MAF interventions	Incomplete or vague explanation of how data will be used throughout the MAF interventions	How sources of data will be used throughout the MAF interventions is present but lacks detail and clarity	How sources of data will be used throughout the MAF interventions is present with details	How three or more sources of data will be used throughout the MAF interventions is in-depth and articulated thoroughly
1-2	3-4	5-6	7-8	9-10
No mention of goals for student achievement and instructional change over time	Incomplete or vague description of specific and measureable long-term goals for student achievement and instructional change over time	Description of specific and measureable long-term goals for student achievement and instructional change over time is present but lacks detail and clarity	Description of specific and measureable long-term goals for student achievement and instructional change over time is present with details	Description of specific and measureable long-term goals for student achievement and instructional change over time is in-depth and articulated thoroughly

Part 7: Budget	10 points
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This section should describe the fiscal resources needed for the interventions 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 supplement the cost of implementing mathematics intervention services beyond the grant award amount.

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 details	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 supplement the cost of implementing mathematics intervention services beyond the grant award amount	Incomplete or vague explanation of how additional funds will be used to supplement the cost of implementing mathematics intervention services beyond the grant award amount	Explanation of how additional funds will be used to supplement the cost of implementing mathematics intervention services beyond the grant award amount is present but lacks detail and clarity	Explanation of how additional funds will be used to supplement the cost of implementing mathematics intervention services beyond the grant award amount is present with details	Explanation of how additional funds will be used to supplement the cost of implementing mathematics intervention services beyond the grant award amount is in-depth and articulated thoroughly