

## ND CLIMBS Legendary Learners B-5 Funding Opportunity 2 Scoring Tool

SECTION I – PREDETERMINED SCORES					
<b>School Building Needs Score</b>					
5	<b>Eligible entities.</b> Scores for this section should be determined as follows: <ul style="list-style-type: none"> <li>5 points – ND FIRST identified school</li> <li>3 points – CSI identified school</li> <li>1 point – TSI identified school</li> <li>0 points – None of the above</li> </ul>				
5	<b>ND CLIMBS K-12 Participation</b> <ul style="list-style-type: none"> <li>5 points for applied &amp; awarded an elementary grant</li> <li>3 points for applied &amp; not awarded an elementary grant</li> <li>1 point for not applying for an elementary grant</li> </ul>				
SECTION II – REVIEWER DETERMINED SCORES					
Scoring Key					
Determination	Definition	% of Score	15-Point	10-Point	5-Point
Exemplary	Exceptional response. Exceeds expectations. Demonstrates thorough understanding. Presents relevant data/evidence.	90-100%	13-15	9-10	5
Proficient	Strong response. Meets expectations. Provides adequate detail and supporting evidence.	70-89%	10-12	7-8	4
Basic	Adequate response. Meets some expectations. Limited detail. Limited data/evidence.	50-69%	7-9	5-6	3
Developing	Limited response. Below expectations. Lacks detail and clarity.	30-49%	4-6	3-4	2
<b>Local Needs Assessment Narrative (document upload – maximum 20 pages)</b>					
For the next five questions, to what level does the applicant present their fitness as a building candidate for literacy improvement work by: <ul style="list-style-type: none"> <li>Describing the current reality</li> <li>Describing the current needs</li> <li>How can ND CLIMBS funds and activities help address your community's needs and goals</li> </ul>					
15	<b>Community Connections</b> Points to consider: <ul style="list-style-type: none"> <li>Potential and current partners</li> <li>Resources and opportunities</li> </ul>				
15	<b>School Readiness Transition Plan</b> Points to consider: <ul style="list-style-type: none"> <li>Programs and practices</li> <li>Engaging families and caregivers</li> <li>Input needed on this work</li> </ul>				

15	<b>At-Risk Birth to age 5 Learners</b> Points to consider: <ul style="list-style-type: none"> <li>• Programs, practices, resources, supplies</li> <li>• Engagement with families and caregivers</li> <li>• Professional development opportunities</li> <li>• Needs and trends in school readiness</li> <li>• Identification of disadvantaged learners, including: <ul style="list-style-type: none"> <li>○ Learners with Disabilities</li> <li>○ Learners from Low-income Households</li> <li>○ English Learners</li> <li>○ Native American Learners</li> </ul> </li> </ul>
15	<b>Legendary Learners Literacy Coordinator Plan</b> Points to consider: <ul style="list-style-type: none"> <li>• Determination of how this role will be hired or appointed <ul style="list-style-type: none"> <li>○ If this person is already employed by the school, what funding is used to cover their salary?</li> </ul> </li> <li>• Local-level expectations for this role</li> <li>• Approximate % of FTE</li> </ul>
15	<b>K-3 Reading Curriculum</b> Points to consider: <ul style="list-style-type: none"> <li>• Programs, practices, materials, and resources used in whole-class and intervention instruction</li> <li>• Alignment to all 7 areas of the ND Century Code 15.1-21-12.1 <ul style="list-style-type: none"> <li>○ Phonemic Awareness</li> <li>○ Phonics</li> <li>○ Fluency</li> <li>○ Vocabulary</li> <li>○ Comprehension</li> <li>○ Scientifically, evidence, and research-based</li> <li>○ Systematic, direct instruction</li> </ul> </li> <li>• Plans to eliminate any contrary practices, as defined on the ND CLIMBS webpage</li> </ul>
<b>Leadership Commitment Letter</b>	
To what level does the principal present their fitness as a building leader candidate for literacy improvement work by describing?	
15	Points to Consider: <ul style="list-style-type: none"> <li>• Interest in the grant and desire to improve school readiness</li> <li>• Interest in working to increase the quality and quantity of literacy opportunities for disadvantaged learners</li> <li>• Interest in working with the Legendary Learners Coordinator and community partners to achieve grant goals</li> </ul>