

ND CLIMBS Funding Opportunity Scoring Rubric

SECTION I – PREDETERMINED SCORES																							
10	<p>School Building Needs Score</p> <p>The points awarded for this score are predetermined based on disadvantaged factors reported in STARS and listed on the North Dakota School Needs Rank List 2024. Disadvantaged factors include students living in poverty, students with a disability (on an IEP), students who are English Learners, and Native American students.</p>																						
10	<p>School Building English Language Arts (ELA) Proficiency Score</p> <p>The points awarded for this score are determined from the average grade level data available for the school building applying from the 2023-24 North Dakota State Assessment ELA proficiency scores (i.e., K-5 elementary building will use grades 3-5 scores). Applicants may consult ND INSIGHTS to view local NDSA proficiency scores.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Points Assigned</th> <th style="text-align: center;">ELA Proficiency Rate</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">10</td><td>0 - 25% proficient in ELA</td></tr> <tr><td style="text-align: center;">9</td><td>26 - 30 % proficient in ELA</td></tr> <tr><td style="text-align: center;">8</td><td>31 - 35% proficient in ELA</td></tr> <tr><td style="text-align: center;">7</td><td>36 - 40% proficient in ELA</td></tr> <tr><td style="text-align: center;">6</td><td>41 - 45% proficient in ELA. <i>Current State Average</i></td></tr> <tr><td style="text-align: center;">5</td><td>46 - 50 % proficient in ELA</td></tr> <tr><td style="text-align: center;">4</td><td>51 - 55% proficient in ELA</td></tr> <tr><td style="text-align: center;">3</td><td>56 - 60% proficient in ELA</td></tr> <tr><td style="text-align: center;">2</td><td>61 - 65% proficient in ELA</td></tr> <tr><td style="text-align: center;">1</td><td>66 % and above proficient in ELA</td></tr> </tbody> </table>	Points Assigned	ELA Proficiency Rate	10	0 - 25% proficient in ELA	9	26 - 30 % proficient in ELA	8	31 - 35% proficient in ELA	7	36 - 40% proficient in ELA	6	41 - 45% proficient in ELA. <i>Current State Average</i>	5	46 - 50 % proficient in ELA	4	51 - 55% proficient in ELA	3	56 - 60% proficient in ELA	2	61 - 65% proficient in ELA	1	66 % and above proficient in ELA
Points Assigned	ELA Proficiency Rate																						
10	0 - 25% proficient in ELA																						
9	26 - 30 % proficient in ELA																						
8	31 - 35% proficient in ELA																						
7	36 - 40% proficient in ELA																						
6	41 - 45% proficient in ELA. <i>Current State Average</i>																						
5	46 - 50 % proficient in ELA																						
4	51 - 55% proficient in ELA																						
3	56 - 60% proficient in ELA																						
2	61 - 65% proficient in ELA																						
1	66 % and above proficient in ELA																						
5	<p>BARR (Building Assets, Reducing Risks) Experience</p> <p>The points awarded for this section are determined by the building’s current or prior engagement with the BARR program.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Points</th> <th style="text-align: center;">Experience</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">5</td><td>This building has not engaged in the BARR program.</td></tr> <tr><td style="text-align: center;">4</td><td>This building is engaged in year one of implementation with the BARR program. (2024-2025 engagement).</td></tr> <tr><td style="text-align: center;">3</td><td>This building is engaged in year two of implementation with the BARR program. (2023-2024 and 2024-2025 engagement).</td></tr> <tr><td style="text-align: center;">2</td><td>This building is engaged in year three of implementation with the BARR program. (2022-2023, 2023-2024, and 2024-2025 engagement).</td></tr> <tr><td style="text-align: center;">1</td><td>This building has completed three years of implementation with the BARR program.</td></tr> </tbody> </table>	Points	Experience	5	This building has not engaged in the BARR program.	4	This building is engaged in year one of implementation with the BARR program. (2024-2025 engagement).	3	This building is engaged in year two of implementation with the BARR program. (2023-2024 and 2024-2025 engagement).	2	This building is engaged in year three of implementation with the BARR program. (2022-2023, 2023-2024, and 2024-2025 engagement).	1	This building has completed three years of implementation with the BARR program.										
Points	Experience																						
5	This building has not engaged in the BARR program.																						
4	This building is engaged in year one of implementation with the BARR program. (2024-2025 engagement).																						
3	This building is engaged in year two of implementation with the BARR program. (2023-2024 and 2024-2025 engagement).																						
2	This building is engaged in year three of implementation with the BARR program. (2022-2023, 2023-2024, and 2024-2025 engagement).																						
1	This building has completed three years of implementation with the BARR program.																						

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
Incomplete	Inadequate response. Does not meet criteria. Little to no detail.	0-29%	0-3	0-2	0-1
Local Needs Assessment Narrative (Document Upload – maximum of 20 pages)					
<p>For the next six questions, to what level does the applicant present their fitness as a building candidate for literacy improvement work by:</p> <ul style="list-style-type: none"> • Describing the current reality • Describing the current needs • Demonstrating an understanding of improvement approaches to address the needs • Demonstrating capacity and willingness to engage in the work 					
5	<p>Student Academic Profile</p> <ul style="list-style-type: none"> • ELA proficiency in this building. • Gaps and needs of disadvantaged groups. • Issues specific to grade levels or group trends, skills, or content standards of note. 				
15	<p>Professional Development for the Building Principal and All Educators</p> <ul style="list-style-type: none"> • Literacy professional development the staff and principal have completed. • Gaps and needs related to full staff training and implementing practices aligned with the Science of Reading at all levels. • Commitment to principal and educator participation in grant-required networked improvement processes. 				
10	<p>Guaranteed and Viable ELA Curriculum Demonstrating Programs, Practices, and Resources Aligned with the Science of Reading and Learning</p> <p><u>Elementary Application Considerations:</u></p> <ul style="list-style-type: none"> • Current curriculum & resources being used in this building. • Level of alignment with the Science of Reading/awareness of practices contrary to the Science of Reading. • Gaps and needs. • Staff’s knowledge of curriculum alignment to the Science of Reading. • Plan and funding source for achieving full curriculum alignment to the Science of Reading by the start of the 2026-27 school year, including eliminating contrary practice materials and approaches. <p><u>Secondary Application Considerations:</u></p> <ul style="list-style-type: none"> • Current ELA curriculum and resources being used in this building. • Programs and practices being used across contents aligned with the Science of Reading. • Gaps and needs. 				

<p>10</p>	<p>Assessment and Intervention Plan</p> <ul style="list-style-type: none"> • Current assessment processes and responses related to student proficiency in ELA. • Intervention and monitoring approaches for students demonstrating below-grade-level ELA skills. • Gaps and needs.
<p>5</p>	<p>Family Engagement</p> <ul style="list-style-type: none"> • Staff and principals knowledge of evidence based practices to engage families for student success. • Approaches and processes in place to address family engagement to support the academic literacy success of students. • Gaps and needs.
<p>10</p>	<p>Transition Plans</p> <ul style="list-style-type: none"> • Approaches and processes in place to address student support when transitioning into or out of grade levels served at this building (e.g., preschool to kindergarten, elementary to middle school building). • Discuss the approach for identifying and engaging stakeholders outside of this building in transitional processes. • Gaps and needs.
<p>15</p>	<p>Leadership Commitment and Authority Letter of Application</p> <p><i>To what level does the principal present their fitness as a building leader candidate for literacy improvement work by describing:</i></p> <ul style="list-style-type: none"> • Interest in the grant and desire to improve student literacy outcomes in this building. • Interest in implementing the BARR program reflecting on the staff and student needs related to collective efficacy and data-driven improvement approaches. • Authority and autonomy to make decisions related to scheduling, professional development selection, required grant participation, and budget expenditures. • Commitment to engage in the leader (principal) network improvement approach provided by the grant.
<p>5</p>	<p>Goals and Evaluation Plan</p> <p><i>To what level does the applicant present their fitness as a building candidate for literacy improvement work by:</i></p> <ul style="list-style-type: none"> • Outlining the goals this building will strive to achieve through strategic engagement in literacy improvement work. • Aligning goals with the ND CLIMBS Goals and Objectives. • Identifying the measures that will be used to evaluate successful literacy improvement.