Comprehensive Literacy State Development (CLSD)Program Grant: Options 1-4

Grant Application Rubric

Bureau of Indian Education

Division of Performance and Accountability

Bureau of Indian Education
Division of Performance and Accountability (DPA)
Comprehensive Literacy State Development (CLSD) Program 2026-2031 Application Review Rubric

Name of School:	
Reviewer Number:	

Scoring Rubric						
Application Section:	**Total Possible Points**	**Inadequate**	**Fair**	**Good**	**Excellent**	**Points Earned:**
Part I: Application Format/Organization	5	0-1	2-3	4	5	
		Application **does not meet** the format criteria: ☐ Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. ☐ All pages are organized according to the format provided and each attachment references the section to which it corresponds. ☐ A response to each section is listed.	Application **meets one or two** of the four format criteria: ☐ Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. ☐ All pages are organized according to the format provided and each attachment references the section to which it corresponds. ☐ A response to each section is listed.	Application **meets three** of the four format criteria: ☐ Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. ☐ All pages are organized according to the format provided and each attachment references the section to which it corresponds. ☐ A response to each section is listed. ☐ The application is limited to a maximum	Application **meets all** of the format criteria below: ☐ Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. ☐ All pages are organized according to the format provided and each attachment references the section to which it corresponds. ☐ A response to each section is listed. ☐ The application is limited to a maximum	

		☐ The application is limited to a maximum total of 20 pages which includes statement of assurances and parts 1-4 of the application.	☐ The application is limited to a maximum total of 20 pages which includes statement of assurances and parts 1-4 of the application.	total of 20 pages which includes statement of assurances and parts 1-4 of the application.	total of 20 pages which includes statement of assurances and parts 1-4 of the application.	
				Subtotal Application Format/Organization:		
Part II: Project Application						
A. Program Abstract	5	0-1	2-3	4	5	**Points Earned:**
		The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are **unclear** OR the plan **does not clearly** describe how the proposed strategies will be different from previous school improvement efforts.	The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are **marginally** described OR the plan **marginally** describes how the proposed strategies will be different from previous school improvement efforts.	The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are **generally** described AND the plan **generally** describes how the proposed strategies will be different than previous school improvement efforts.	The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are **clearly** described AND the plan **clearly** describes how the proposed strategies will be different than previous school improvement efforts.	
B. Statement of Need	10	0-3	4-6	7-8	9-10	**Points Earned:**
		The school's comprehensive literacy approach inclusive of the identification of the comprehensive needs assessment literacy gaps	The school's comprehensive literacy approach inclusive of the identification of the comprehensive needs assessment literacy gaps is	The school's comprehensive literacy approach inclusive of the identification of the comprehensive needs assessment literacy gaps	The school's comprehensive literacy approach inclusive of the identification of the comprehensive needs assessment literacy gaps	

		is **not clearly** focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	**marginally** focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	describes a **general** theory of action focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	describes a **detailed** and **strategic** theory of action focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	
C. Program Goals	**10**	**0-3**	**4-6**	**7-8**	**9-10**	**Points Earned:**
		The school's comprehensive literacy application provides a **limited** description of how the school leadership team has defined a **vague** instructional focus and shared expectations for instructional practice, OR **only** addresses **two** of the following five: ☐ Student need. ☐ Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. ☐ School ensures that all staff understand and can apply content based instructional practices.	The school's comprehensive literacy application **marginally** describes how the school leadership team has defined a **narrow** instructional focus and shared expectations for instructional practice, and **partially** addresses **three** of the following five: ☐ Student need. ☐ Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. ☐ School ensures that all staff understand and can apply content based instructional practices. ☐ Instruction will be aligned to state	The school's comprehensive literacy application **generally** describes how the school leadership team has defined a **practical** instructional focus and shared expectations for instructional practice, and **mostly** addresses **four** of the following five: ☐ Student need. ☐ Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. ☐ School ensures that all staff understand and can apply content based instructional practices. ☐ Instruction will be aligned to state	The school's comprehensive literacy application **clearly** describes how the school leadership team has defined a **distinctive** instructional focus and shared expectations for instructional practice, and **directly** addresses **all five** of the following: ☐ Student need. ☐ Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. ☐ School ensures that all staff understand and can apply content based instructional practices. ☐ Instruction will be aligned to state	

		□ Instruction will be aligned to state standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students. □ School schedules are maximized to ensure all students receive a well-rounded course of study.	standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students. □ School schedules are maximized to ensure all students receive a well-rounded course of study.	standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students. □ School schedules are maximized to ensure all students receive a well-rounded course of study.	standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students. □ School schedules are maximized to ensure all students receive a well-rounded course of study.	
D. Program Design	30	0-7	8-15	16-23	24-30	**Points Earned:**
		The school's comprehensive literacy application provides a **limited** description of a system to identify and provide targeted supports for students' academic and non-academic needs, OR provides **limited** descriptions of the following four: □ Using a variety of ongoing assessments to identify student needs. □ Providing individualized	The school's comprehensive literacy application **somewhat** describes a **partial** system to identify and provide targeted supports for students' academic and non-academic needs, including at least **slight** descriptions of the following four: □ Using a variety of ongoing assessments to identify student needs. □ Providing individualized interventions, enrichments, and supports.	The school's comprehensive literacy application **generally** describes how the school has developed and is **reasonably** improving its system to identify and provide targeted supports for students' academic and non-academic needs, including at least **general** descriptions of the following four: □ Using a variety of ongoing assessments to identify student needs. □ Providing individualized interventions,	The school's comprehensive literacy application provides **detailed** evidence that the school has developed and is **improving** its system to identify and provide targeted supports for students' academic and non-academic needs, and includes **explicit** descriptions of the following four: □ Using a variety of ongoing assessments to identify student needs. □ Providing individualized interventions,	

		interventions, enrichments, and supports. □ Monitoring the impact of both academic and social/emotional interventions. □ Adapting and modifying structures and resources to improve both core and targeted support.	□ Monitoring the impact of both academic and social/emotional interventions. □ Adapting and modifying structures and resources to improve both core and targeted support.	enrichments, and supports. □ Monitoring the impact of both academic and social/emotional interventions. □ Adapting and modifying structures and resources to improve both core and targeted support.	enrichments, and supports. □ Monitoring the impact of both academic and social/emotional interventions. □ Adapting and modifying structures and resources to improve both core and targeted support.	
E. Program Evaluation	10	0-3	4-6	7-8	9-10	**Points Earned:**
		The school's comprehensive literacy application **lacks** evidence and data sources (demographic, achievement, perceptual, and program data) to assess the impact of effective evidence-based literacy strategies. The comprehensive literacy application is **unclear** in showing how proposed shifts or modifications for effective evidence-based literacy strategies are linked to an analysis of data and evidence.	The school's comprehensive literacy application provides and uses **marginal** data sources (demographic, achievement, perceptual, and program data) to assess the impact in **some, but not all** of the effective evidence-based literacy strategies. The literacy application also describes how **some** of the proposed shifts or modifications for effective evidence-based literacy strategies are linked to an analysis of data and evidence.	The school's comprehensive literacy application provides and uses **general, suitable**, and multiple data sources (demographic, achievement, perceptual, and program data) to assess the impact of effective evidence-based literacy strategies. The literacy application also describes how **most** of the proposed shifts or modifications for effective evidence-based literacy strategies are linked to an analysis of data and evidence.	The school's comprehensive literacy application provides and uses **detailed, pertinent,** and multiple data sources (demographic, achievement, perceptual, and program data) to assess the impact of effective evidence-based literacy strategies. The literacy application also **clearly stipulates** how proposed shifts or modifications for effective evidence-based literacy strategies are linked to an analysis of data and evidence.	

F. Sustainability	10	0-3	4-6	7-8	9-10	Points Earned:
		The comprehensive literacy application budget spending plan provides **limited to no** evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application **does not meet** any of the three criteria: ☐ Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; ☐ Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; ☐ Provide evidence that the school has	The comprehensive literacy application budget spending plan provides **marginal** evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application **meets one** of the three criteria: ☐ Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; ☐ Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; Provide evidence that the school has considered the cost implications of the selected effective	The comprehensive literacy application budget spending plan provides **adequate** evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application **meets two** of the three criteria: ☐ Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; ☐ Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; ☐ Provide evidence that the school has considered the cost implications of the	The comprehensive literacy application budget spending plan provides **strong** evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application **meets all three** of the following criteria: ☐ Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; ☐ Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; ☐ Provide evidence that the school has considered the cost implications of the selected effective	

		considered the cost implications of the selected effective evidence-based strategies and how each can be sustained after the grant has ended.	evidence-based strategies and how each can be sustained after the grant has ended.	selected effective evidence-based strategies and how each can be sustained after the grant has ended.	evidence-based strategies and how each can be sustained after the grant has ended.	
					Subtotal-Part III:	
Part III: Budget Narrative/Spreadsheet						
Part III:	15	0-3	4-6	7-10	11-15	**Points Earned:**
A. Budget Spreadsheet		The Comprehensive Literacy State Development (CLSD) budget spending plan **does not clearly** justify how the proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	The Comprehensive Literacy State Development (CLSD) budget spending plan **minimally** justifies how **some** proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	The Comprehensive Literacy State Development (CLSD) budget spending plan **adequately** justifies how **most** proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	The Comprehensive Literacy State Development (CLSD) budget spending plan **clearly** justifies how **all** proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	
					Subtotal-Part III:	
Part IV: Appendices						
Part IV:	5	0		5		**Points Earned:**
Job Description: Project Coordinator		Job Description for the applicant's CLSD Project Coordinator is not included as an appendix to the application.		Job Description for the applicant's CLSD Project Coordinator is included as an appendix to the application.		
					Subtotal-Part IV	

	Total Points (all parts of application):	