



SCORING RUBRIC

Professional Learning in Early Literacy

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

October 11, 2022
No later than 5:00 pm EST

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of
Education

Deann M. Collins, Ed D.

Deputy Superintendent, Teaching and
learning

Steven Hicks

Assistant State Superintendent, Division of
Early Childhood Education

Larry Hogan

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

President, Maryland State Board of
Education

Susan J. Getty, Ed.D. (Vice President)

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Charles R. Dashiell, Jr., Esq.

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Merin Thomas (Student Member)

Table of Contents

Cover Sheet and Score Summary.....	3
Scoring Rubric (100 points).....	4
Extent of Need (10 total points).....	4
Goals (20 total points).....	5
Implementation Plan (30 total points)	6
Evaluation and Dissemination (10 points)	7
Management Plan (10 points)	8
Budget (20 total points)	9

Cover Sheet and Score Summary

Lead Agency: **Maryland State Department of Education**

Applicant: _____

Total requested: \$ _____

Name of Reviewer: _____

Agency and Title of Reviewer: _____

Reviewer Signature: _____ Date _____

SCORE SUMMARY

<u>Section</u>	<u>Maximum Score</u>	<u>Reviewer's Score</u>
Extent of Need	10	_____
Goals	20	_____
Implementation Plan	30	_____
Evaluation and Dissemination	10	_____
Management Plan	10	_____
Budget Narrative	20	_____
<hr/>		
TOTAL SCORE	100	_____

Scoring Rubric (100 points)

EXTENT OF NEED (10 TOTAL POINTS)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
The problem is clearly stated, and the target population is identified. More than two factors are cited that contribute to the problem. Multiple data sources, including qualitative and quantitative data sources are cited. There is a sense of urgency in the need, and the need for training in the science of reading research is compelling	The problem is stated, and the target population is identified. One or two factors are cited that contribute to the problem. Data is cited to demonstrate the need for professional learning in early literacy. There is a sense of urgency.	The problem is vague. Only one factor is cited that contributes to the problem. There is not a sense of urgency in the need.

Points: _____

Justification:

Type here.

GOALS (20 TOTAL POINTS)

Exemplary 12-20 points	Meets Standard 7-11 points	Does Not Meet Standard 0-6 points
Goals and outcomes are clearly defined and seek to increase the number of teachers, Head Start and private child care teachers, and private child care supervisors/directors and/or coaches/specialists trained in the instructional strategies based on science of reading research. Outcomes are ambitious and attainable.	Goals and outcomes are defined and seek to increase the number of teachers, or Head Start and private child care teachers, or private child care supervisors/directors and/or coaches/specialists trained in the instructional strategies based on the science of reading research.	Goals and outcomes are not clearly defined or ambitious. Data is missing.

Points: _____

Justification:

Type here.

IMPLEMENTATION PLAN (30 TOTAL POINTS)

<p>Exemplary 20-30 points</p>	<p>Meets Standard 11-19 points</p>	<p>Does Not Meet Standard 0-10 points</p>
<p>The professional learning plan is clearly aligned to the science of reading research. An approved vendor has been identified. There is clear and direct alignment to the Maryland Leads application. There is a robust plan to engage private child care providers and Head Start staff.</p> <p>The facilitator is clearly qualified.</p> <p>The timeline includes all grant activities.</p>	<p>The professional learning plan is aligned to the science of reading research. An approved vendor has been identified, which aligns to the LEA’s Maryland Leads application. There is a commitment to engage private child care providers and Head Start staff.</p> <p>The facilitator is qualified.</p> <p>The timeline includes most grant activities.</p>	<p>The professional learning plan is not aligned to the science of reading research, nor does it align to the LEA’s Maryland Leads application. There is not a plan to engage private child care providers and Head Start staff.</p> <p>The facilitator is not qualified.</p> <p>The timeline is lacking most grant activities.</p>

Points: _____

Justification:

Type here.

EVALUATION AND DISSEMINATION (10 POINTS)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
There is a clear and robust plan to evaluate the success of the program.	There is a limited plan to evaluate the success of the program.	There is a lack of consideration as to how program success will be evaluated.

Points: _____

Justification:

MANAGEMENT PLAN (10 POINTS)

Exemplary 9-10 points	Meets Standard 7-8 points	Does Not Meet Standard 0-6 points
<p>All grant tasks have been assigned to a person responsible who is qualified.</p> <p>The workload of grant tasks is distributed among personnel.</p> <p>A 1-page resume is included for all key personnel.</p>	<p>Most grant tasks have been assigned to a person responsible who is qualified.</p> <p>The workload of grant tasks falls heavily on one or two personnel.</p> <p>A 1-page resume is included for some key personnel.</p>	<p>Very few grant tasks have been assigned to a person responsible who is qualified.</p> <p>The workload of grant tasks falls heavily on one person.</p> <p>A 1-page resume is included for key personnel or lacking.</p>

Points: _____

Justification:

Type here.

BUDGET (20 TOTAL POINTS)

Exemplary 14-20 points	Meets Standard 8-14 points	Does Not Meet Standard 0-7 points
Line items align with program activities, rates are reasonable, calculations are provided, no mathematical errors.	Line items align with program activities, but rates are unreasonable, calculations are provided, no mathematical errors.	Line items do not align with program activities, rates are unreasonable, calculations are provided for some line items, mathematical errors are present.

Points: _____

Justification:

Type here.