



## Rubric and Feedback Tool

# Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

September 30, 2022  
No later than 5:00 p.m. EST

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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Secretary-Treasurer, Maryland State Board of  
Education

**Deann M. Collins, Ed D.**

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## Cover Page

Draft application received on:

Draft application reviewed on:

Feedback to LEA sent on:

Revised and final application received on:

Revised and final application reviewed on:

Total amount of funding allocated:

Total amount of funding requested:

Further action required because of this review?

Yes

No

Describe further action taken below:

Type response here.

# Scoring Rubric

## COVER PAGE

The checklist below constitutes a complete Title III, Part A Application Cover Page. Check off components that are complete and add any notes where additional action is required.

	Complete and requires no further action	Incomplete and requires action	Action Required
LEA information is provided.	<input type="checkbox"/>	<input type="checkbox"/>	
Title III Coordinator information is provided.	<input type="checkbox"/>	<input type="checkbox"/>	
Total Title III allocation is correct.	<input type="checkbox"/>	<input type="checkbox"/>	
Head of Agency signature is provided.	<input type="checkbox"/>	<input type="checkbox"/>	
LEA Title III Coordinator signature is provided.	<input type="checkbox"/>	<input type="checkbox"/>	

## STRATEGIES

The following rubric will be used to evaluate each key activity aligned with the required and optional strategies as outlined in [Every Student Succeeds Act \(ESSA\), Title III Language Instruction for English Learners and Immigrant Students](#).

Level 3 Exemplary	Level 2 Meets the Standard	Level 1 Does not Meet the Standard
Serves as an exemplary model of the strategy. The activity	Meets the standard of the strategy. The activity represents	Does not meet the standard of the strategy. The activity does

<p>strongly represents effective practices based on research and includes citations where appropriate. The activity strongly aligns to the strategy. Intended outcomes are clear, ambitious, attainable, and align to the key activity and strategy. The timeline is clear and reasonable. There is a strong plan to include nonpublic schools in the activity. Where appropriate, there is strong alignment with one or more of the preliminary recommendations in <a href="#">MSDE’s Workgroup on English Learners in Public Schools Interim Report</a>. No revisions are required.</p>	<p>effective practices based on research. The activity aligns to the strategy. Intended outcomes are clear, ambitious, attainable, and align to the key activity and strategy. The timeline is reasonable and realistic. There is a plan to include nonpublic schools in the activity. Where appropriate, there is moderate alignment with one or more of the preliminary recommendations in <a href="#">MSDE’s Workgroup on English Learners in Public Schools Interim Report</a>. Some clarifications or further action may be required.</p>	<p>not represent effective practices based on research. Intended outcomes are unclear, not ambitious, or attainable, and do not seem to align to the key activity and strategy. The timeline is not realistic. There is a loose plan to include nonpublic schools in the activity. There is no alignment with one or more of the preliminary recommendations in <a href="#">MSDE’s Workgroup on English Learners in Public Schools Interim Report</a>. Further action is required.</p>
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**Required Strategies**

<b>Strategy #1: Increase the English Language Proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement</b>				
	Level 3	Level 2	Level 1	If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.
Key activity 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*Add rows if necessary

<b>Strategy #2.1: Provide PD designed to improve instruction and assessment of ELs</b>				
	Level 3	Level 2	Level 1	If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.

Key activity 2.1.a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 2.1.b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 2.1.c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*Add rows if necessary

<b>Strategy #2.2: Provide PD designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs</b>				
	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.</b>
Key activity 2.2.a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 2.2.b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 2.2.c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*Add rows if necessary

<b>Strategy #2.3: Provide PD designed to increase ELs’ English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of EL teachers</b>				
	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.</b>
Key activity 2.3.a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 2.3.b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 2.3.c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*Add rows if necessary

<b>Strategy #3: Provide and implement other effective strategies and strategies that enhance or supplement language instruction educational programs for ELs</b>
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	Level 3	Level 2	Level 1	If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.
Key activity 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*Add rows if necessary

### Authorized Optional Strategies

Note to the reviewer: Copy and paste the table below as necessary.

Select the authorized optional strategy included in the application: Choose an item.				
	Level 3	Level 2	Level 1	If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.
Key activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Key activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*Add rows if necessary

### EQUITABLE SERVICES TO ENGLISH LEARNERS IN NONPUBLIC SCHOOLS

Evidence of consultation with Nonpublic Schools is provided by providing the following:

	Complete and requires no further action	Incomplete and requires further action	Action Required
Nonpublic Schools are listed	<input type="checkbox"/>	<input type="checkbox"/>	
Number of ELs are provided	<input type="checkbox"/>	<input type="checkbox"/>	



**EVALUATION**

Level 3 Exemplary	Level 2 Meets the Standard	Level 1 Does not Meet the Standard
The performance target is aligned to each goal and serves as an exemplary model of an evaluative measure. The target is ambitious yet attainable. No revisions are required.	The performance target is moderately aligned to the goals and meets the standard as a model evaluative measure. The target is not ambitious enough. Some clarifications or further action may be required.	The performance target is not aligned to the goals and does not meet the standard as a model evaluative measure. The target is not ambitious enough. Further action is required.

Goals	Level 3	Level 2	Level 1	If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Increase the academic achievement of ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

of their children.				
5. Align with one or more of the preliminary recommendations in <a href="#">MSDE's Workgroup on English Learners in Public Schools Interim Report</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Lower instances of long-term ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Increase attendance rates for ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Increase graduation rates for ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**BUDGET DETAIL**

Level 3 Exemplary	Level 2 Meets the Standard	Level 1 Does not Meet the Standard
Serves as an exemplary model. The line items directly reflect the activity described in the application without any ambiguities. The budget provides sufficient resources for successful execution within the proposed timeline. A clear and complete calculation is provided with no errors or ambiguities. No revisions are required.	Meets the standard. The line items directly reflect the activity described in the application. A clear calculation is provided with no errors or ambiguities. Some clarifications or further action may be required.	Does not meet the standard. The line items do not directly reflect the activity described in the application. It is not clear how the cost was derived. There are calculation errors. Further action is required.

	Level 3	Level 2	Level 1	If level 2 is checked, state if clarification is required. If level 1 is checked, state required action or revision.
Budget detail for strategy #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Budget detail for strategy #2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Budget detail for strategy #2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Budget detail for strategy #2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Budget detail for strategy #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Budget detail for optional strategy #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
[add more rows if the applicant selected to use funds for authorized optional strategies]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Administrative expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indirect costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**APPENDIX**

	<b>Complete and requires no further action</b>	<b>Incomplete and requires action</b>	<b>Action Required</b>
A signed attestation – Section 3115 (A)	<input type="checkbox"/>	<input type="checkbox"/>	
A signed Attestation – Educational Equity Regulation (COMAR 13A.01.06)	<input type="checkbox"/>	<input type="checkbox"/>	
A completed Title III, Part A Budget Detail spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>	

A <a href="#">signed C-1-25 MSDE budget form</a>	<input type="checkbox"/>	<input type="checkbox"/>	
A <a href="#">signed recipient assurances page</a>	<input type="checkbox"/>	<input type="checkbox"/>	

## Timeline

Use the space below to communicate the timeline for edits, corrections, and a revised submission.

Type response here.