

# Accelerating Learning through High-Quality Tutoring Programs

## Scoring Rubric

### Technical Review

The following application components must be included for applications to be accepted and reviewed. Applications that do not include each required item listed below will not be scored on the quality elements.

Technical Element	Yes	No	Comments (if not applicable, please list N/A)
<b>Section A: Vendor Information</b>			
Name of Organization	Yes	No	
Address	Yes	No	
City, State, and Zip Code	Yes	No	
Phone	Yes	No	
Email	Yes	No	
Name and Title of Authorized Contact	Yes	No	
Address (if different from above)	Yes	No	
City, State, and Zip Code (if different from above)	Yes	No	
Phone	Yes	No	
Email	Yes	No	
Name and Title of Secondary Contact	Yes	No	
Address (if different from above)	Yes	No	
City, State, and Zip Code (if different from above)	Yes	No	
Phone	Yes	No	

Technical Element	Yes	No	Comments (if not applicable, please list N/A)
Email	Yes	No	
Tax I.D. Number and/or Ohio Secretary of State Business Registration Entity Number	Yes	No	
Number of years as a provider of tutoring programs	Yes	No	
Number of LEAs the tutoring program can support during a school year	Yes	No	
Organization Type	Yes	No	
Service Delivery Model	Yes	No	
Areas of Tutoring Coverage	Yes	No	
Background Checks	Yes	No	
Background Check Process Explanation (if answered yes)	Yes	No	
<b>Appendix A</b>			
Reference 1 (Must include client name, address, contact name, email, phone number, date of service, type of service)	Yes	No	
Reference 2 (Must include client name, address, contact name, email, phone number, date of service, type of service)	Yes	No	
Reference 3 (Must include client name, address, contact name, email, phone number, date of service, type of service)	Yes	No	

## Quality Review

A quality review will be completed for each application that meets satisfies the technical review. The following quality criteria will be scored by a minimum of three reviewers consisting of representatives from ODE and the ESCCO. Grant scorers will evaluate each application and award points based on the following criteria.

**Not Addressed/0 Points** The response is not provided.

**Poorly Developed/1 Point** The response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it.

**Partially Developed/2 Points** The response meets less than half of the established criteria and contains substantial gaps in other areas.

**Adequately Developed/3 Points** The response meets the established criteria.

**Fully Developed/4 Points** The response demonstrates the applicant’s thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the applicant expects to operate and inspires confidence in the applicant’s capacity to execute the plan effectively.

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
<b>Section B: Key Components</b>					
<b>High-Quality instructional materials aligned to Ohio’s Academic Learning Standards</b>					
Description of alignment to Ohio’s Learning Standards for English language arts	N/A	1	2	3	4
Description of alignment to Ohio’s Plan to Raise Literacy Achievement	N/A	1	2	3	4
Description of alignment to Ohio’s Learning Standards for mathematics	N/A	1	2	3	4
Description of alignment to Mathematical Practices	N/A	1	2	3	4
Description of alignment to Ohio’s Learning Standards for science	N/A	1	2	3	4
Description of alignment to Ohio’s Learning Standards for Social Studies	N/A	1	2	3	4
<b>Approach aligned with research on effective teaching and learning</b>					
<b>Overview</b> of tutoring program	0	1	2	3	4
<b>Explanation</b> of how the tutoring program is aligned with research on effective teaching and learning	0	1	2	3	4
<b>High-Dosage Tutoring Practices</b>					

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
Addresses incorporation of one-on-one or small group (3-4) instruction	0	1	2	3	4
Includes three sessions a week, thirty minutes minimum per session	0	1	2	3	4
Embedded in the school day or immediately after	0	1	2	3	4
Coordination with classroom teachers	0	1	2	3	4
<b>Data-driven Instruction</b>					
Explanation of how the tutoring program provides and uses data to drive instruction	0	1	2	3	4
Addresses individualized sessions based on students' need	0	1	2	3	4
Addresses data for teachers and district personnel	0	1	2	3	4
<b>Quality Tutors</b>					
Description of background check procedures.	0	1	2	3	4
Description of screening procedures	0	1	2	3	4
Description of content-specific training for tutors	0	1	2	3	4
Description of pedagogical training for tutors	0	1	2	3	4
<b>Demonstrated Effectiveness</b>					
Description of the vendors experience as a provider of a tutoring program	0	1	2	3	4
Description of prior successes in tutor recruitment, training, and/or instructional materials for tutoring	0	1	2	3	4
Description of program evaluations that demonstrate a positive impact on student achievement	0	1	2	3	4
Inclusion of concrete, specific, and quantitative metrics	0	1	2	3	4
Statement of the number of districts and schools that can be supported and how the districts and schools would be supported by the proposed team	0	1	2	3	4

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
Total Available Points					
Total Points Earned					
<b>Total Score</b>					<b>%</b>
<b>Appendix B: Optional Qualifications (This section is not included in application score)</b>					
Proposed tutoring program has a demonstrated record of success in increasing students' academic achievement.	Yes	No			
Proposed tutoring program complies with all applicable Federal, State, and local health, safety, and civil rights laws.	Yes	No			
Proposed tutoring program provides instruction and content that is secular, neutral, and non-ideological	Yes	No			