OSLA Literacy Grant Rubric

Category	0-1	2	3
Impact: Describe the impact of your project, including who will benefit from your project and how they will be impacted.	Project gives a basic or limited description of **who will benefit** from the project being funded but does not **give details on** how those stakeholders will be impacted. *Examples:* *The population impacted is too small and lacking ethnic, racial, cultural, economic, and/or linguistic diversity. The impact is short-term, superficial, and not measurable.*	Project description states **who will benefit** from the project being funded and **gives some details on** how those stakeholders will be impacted. *Examples:* *The impacted population is too small, or the impact small in scope and/or short term (e.g., only those who attend a live event benefit; only those who have access to a specific teacher/specialist and their materials benefit).*	Project description clearly articulates **who will benefit** from the project being funded and provides clear details on **how those stakeholders will be impacted.** *Examples:* *Project benefits a diverse range of students, or a specific population with a high literacy need, in a significant way. Impact is not limited to only those with immediate access to purchased resources. A plan is articulated for continued and wider impact that is measurable.*
Value: Describe how your project promotes literacy in your community, school, or classroom.	The project proposal gives a basic or limited description of how the project will promote literacy in the community, school, or classroom. *Examples:* *Concept of literacy is narrow and limiting. Promotion of literacy is superficial and not measurable. Weak connection*	The project proposal somewhat describes how the project will promote literacy in the community, school, or classroom. *Examples:* *Project promotes literacy with a specific group. May not be supported by current relevant data, or measurable. (e.g.,*	The project proposal clearly describes how the project will promote literacy in the community, school, or classroom. *Examples:* *Project promotes literacy with a specific group in meaningful and lasting ways. Project is validated by relevant and*

	between proposed activities and literacy promotion.	What evidence is there that there is a need for this type of literacy promotion with the intended population?)	current data and research.
Effective Practices: Describe how your project utilizes effective literacy practices to promote literacy.	The project proposal has a basic or limited description of how the project utilizes effective literacy practices to promote literacy. *Examples:* *Literacy practices are vaguely described, lacking a current research-base, not measurable, and/or only apply to certain students (e.g., one size fits all approach, or practices don't consider needs of neurodivergent students).*	The project proposal has a reasonable description of how the project utilizes effective literacy practices to promote literacy. *Examples:* *Literacy practices are described but not supported by research and evidence for the targeted population.*	The project proposal does an excellent job of describing how the project utilizes effective literacy practices to promote literacy. *Examples:* *Research base supporting the proposed literacy practices is current, relevant to the population, and thoroughly explained. Proposal describes specific and precise practices, not just general or obvious ones like "reading aloud."*
Resources: Provide an itemized list of anticipated purchases and costs.	No list (or limited list) that details costs and purchases. *Examples:* *If a list is included, items are not culturally responsive/relevant, reinforce problematic messages, do not match the needs of students, are not supported by evidence, and/or do not consider student/community voice.*	The proposal provides a list of anticipated purchases and costs. *Examples:* *Items meet the needs of the project and are cost-effective and decent quality. Books selected may somewhat serve the targeted population, but may not be the best choices or supported by research or reflect a range of author perspectives.*	The proposal provides a detailed, itemized list of anticipated purchases and costs. *Examples:* *Items selected meet the need of the project, are cost-effective, high-quality, culturally responsive and relevant, research-based, and have considered student/community voice if appropriate. If books are listed,*

			they include a range of author perspectives, including "own-voices" texts, avoid biased and stereotypical representations, and may serve as "windows and mirrors" for the targeted population.
Cultural Relevance: Understanding and demonstration of cultural relevance in application	No understand and/or demonstration *or* misunderstanding of relevance *Examples:* *Includes deficit language to describe students, communities, and families. Research/references cited are missing, outdated, or inaccurate. Project does not support strong literacy outcomes for all students it serves. Proposal makes assumptions about student abilities and needs that are not supported by evidence. Materials do not meet DEI criteria (biased, stereotypical representations, cosmetic inclusion, told from a single perspective, written by authors exclusively from the dominant culture, etc.).*	Partial understanding and demonstration of how this project would be culturally relevant *Examples:* *Proposal explains the cultural relevance briefly, or over relies on often-cited phrases about cultural relevance. Leaves questions unanswered about how the project promotes high quality literacy learning for a range of diverse students and leverages students' linguistic and cultural assets to meet their needs.*	The applicant understands the cultural relevance and demonstrates clearly how this project is culturally relevant. *Examples:* *Project and materials support high-quality learning for all students being served by the project and promote **criticality** about historical, cultural, and current event topics. Project leverages students' funds of knowledge, cultural and linguistic assets, and interests in order to meet their needs. Materials adhere to principles of DEI, reflecting a range of perspectives and include authentic representation of diverse populations.*