

# RISE School Award Application Score Sheet

**Minimum Requirements** (If any box is not checked, the school does not qualify for RISE School Award at this time.)

- ☐ More than 90% of teachers have completed a phase one proficiency pathway.
- ☐ Principal is a Certified Science of Reading Assessor
- ☐ Letter of recommendation from Co-op, RISE trainer or State Literacy Specialist
- ☐ Fewer than 40% of students scored In Need of Support on the 21-22 State assessment

If each box above is checked, please score the application based on the rubric below.

To be selected for a RISE School award, the school must demonstrate successful implementation of the Science of Reading and exhibit substantial evidence of meeting the three goals of RISE Arkansas.

Criteria	Advanced (4 points)	Proficient (3 points)	Basic (2 points)	Below Basic (1 point)	Total Points
Building a Culture of Reading	Narrative clearly describes efforts the school has made to establish and maintain a culture of reading. The effort includes several different events, across multiple years.	Narrative clearly describes efforts the school has made to establish and maintain a culture of reading. The effort includes at least one event.	Narrative is minimal and does not clearly describe efforts the school has made to establish AND maintain a culture of reading	No description of efforts the school has made to establish and maintain a culture of reading.	
Collaboration with State and community partners to improve reading	Narrative clearly identifies and describes relationships and activities with more than one community partner to improve reading.	Narrative clearly identifies and describes relationships and activities with at least one community partner to improve reading.	Narrative is minimal and does not include relevant details about relationships and activities with community partners to improve reading.	No narrative describing collaboration with community partners to improve reading.	
Strengthen Instruction  Building Leadership Plan for implementation and efforts to sustain SoR.	Building leadership has a clear plan for implementing <b>and</b> sustaining the Science of Reading that is communicated to all stakeholders. (4 points)	Building leadership has a clear plan for implementing but not sustaining the Science of Reading that is communicated to all stakeholders. (3 points)	Building leadership plan for implementing and sustaining the Science of Reading is vague or inconsistent. (2 points)	No building leadership plan for implementing and sustaining the Science of Reading is evident. (1 point)	

HQIM - Purchase and Implementation for Top and Bottom of the rope skills	Narrative clearly identifies and describes efforts to purchase <b>and implement</b> HQIM for top and bottom of the rope skills. (4 points)	Narrative clearly identifies efforts to purchase HQIM for top and bottom of the rope skill. (3 points)	Narrative describing efforts to purchase and implement HQIM is vague or includes either top OR bottom of the rope curriculum. (2 points)	No narrative describing efforts to purchase and implement HQIM is included. (1 point)	
<p>Assessment Indicators:</p> <p>(1) Assessment drives instruction</p> <p>(2) Students are grouped based on skill deficits instead of levels</p> <p>(3) Different kinds of assessments are evident</p>	All three assessment indicators are aligned to the Science of Reading (4 points)	Two of the assessment indicators are aligned to the Science of Reading (3 points)	One of the assessment indicators is aligned to the Science of Reading (2 points)	Assessment indicators are not aligned to the Science of Reading (1 points)	
Literacy schedules for each grade includes sufficient time for whole group, small group and intervention in each component of the Science of Reading.	All grade levels have a schedule that includes sufficient time for whole group, small group, and interventions for each component of the Science of Reading. (4 points)	Most grade levels have a schedule that includes sufficient time for whole group, small group, and interventions, and time for each component of the Science of Reading. (3 points)	Few grade levels have a schedule that includes sufficient time for whole group, small group, and interventions, and time for each component of the Science of Reading. (2 points)	The daily schedule does not include sufficient time for whole group, small group, and interventions; it does not include time for each component of the Science of Reading. (1 point)	
Video examples of explicit instruction for bottom and top of the rope, across multiple grade levels are shared.					

Bottom of the Rope Skills	All of the content for the bottom of the rope is aligned to the Science of Reading. (4 points)	The majority of the content for the bottom of the rope is aligned to the Science of Reading. (3 points)	Minimum content for the bottom of the rope is aligned to the Science of Reading. (2 points)	Content for the bottom of the rope is not aligned to the Science of Reading and/or there is evidence of balanced literacy strategies. (1 point)	
Top of the Rope Skills	All of the content for the top of the rope is aligned to the Science of Reading. (4 points)	The majority of the content for the top of the rope is aligned to the Science of Reading. (3 points)	Minimum content for the top of the rope is aligned to the Science of Reading. (2 points)	Content for the top of the rope is not aligned to the Science of Reading. (1 point)	
Literacy Assessment Data shows student growth and narrative describes how the schools efforts in SoR led to that growth.	Narrative shows growth data and clearly describes how the school's implementation of the Science of Reading led to such growth. (4 points)	Narrative shows some growth data and describes how the school's implementation of the Science of Reading led to such growth. (3 points)	Narrative shows student growth, but does not describe how the efforts of the school led to such growth. (2 points)	Narrative does not show student growth data. (1 point)	

Each criteria must score at least 3 points to merit a school visit.