

## Core Program Review Rubric

### Phase 1: Required Features of Scientifically-Based or Evidence Based Core Reading Programs

Section 1: Research Alignment - The program reflects current and confirmed research in reading and cognitive science.		Rating	Evidence/Feedback	Score
1	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. If Level 4, then a logic model must be submitted.	Met	Submission indicates ESSA Level 4	1
2	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites. If the program is constructed for learning to read in a language other than English, a conceptual model and research foundation, as well as evidence that it is not merely a translation of an English program is provided.	Not met	The document "Research Base Underlying the Teachers College Reading and Writing Workshop's Approach to Literacy Instruction" includes research to support high volume of reading and writing, building foundational skills and student knowledge base through a balanced literacy curriculum and instructional strategies such as Interactive Read Aloud, shared reading, and shared writing.	0
3	There is an obvious emphasis on teaching and learning the five essential early literacy skills.	Met	There is evidence of a focus on the 5 essential literacy skills throughout the Units of Study Programming.	1
4	The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	Not met	While there is evidence of instruction in mapping sounds to print, throughout the Units of Study in Reading students are directed to use Meaning, Structure, and Visual cues to	0
5	Word recognition is explicitly taught through relating sounds to letters, and not visual memory, guessing, the shape of the word, or the use of context clues to decode words.	Not met	While there is evidence of instruction in mapping sounds to print, throughout the Units of Study in Reading students are directed to use Meaning, Structure, and Visual cues to	0
<b>Total Met Section 1:</b>				<b>2</b>
				out of 5

<b>Section 2: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	Lessons include instructional routines and/or scripts that note what the teacher should say, include a step-by-step sequence, include procedures, and consistent academic language and vocabulary that relates back to grade level outcomes and standards.	Met	Components of a Minilesson in Reading and Writing Workshop: Connection, Teaching Point, Teaching, Active Engagement  Each component of each lesson includes sample teacher	1
2	Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.	Met	Each lesson includes a Teaching Point and Teaching (Teacher Modeling) before students are asked to perform the skills (Active Engagement)	1
3	There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	Not met	Reviewers identified explicit instructions for teachers to provide feedback to students throughout the programming. However, multiple examples of feedback encourage	0
<b>Total Met Section 2:</b>				<b>2</b> out of 3

<b>Section 3: Sequential Instruction - There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	The scope and sequence for a skill <b>within</b> a grade shows a clear progression from easier to harder, and is appropriate for the grade for which the program is designed.	Not met	<b>Units of Study in Reading and Writing:</b> The documentation provided specifies the suggested order of lessons, but reviewers were unable to	0
2	Advanced skills are not introduced before students have been taught pre-requisite skills.	Not met	<b>Units of Study in Reading and Writing:</b> The documentation provided specifies the suggested order of lessons, but reviewers were	0
3	The scope and sequence at each grade level articulates when skills are taught <b>across</b> grades.	Not met	<b>Units of Study in Reading and Writing:</b> The documentation provided specifies the suggested order of lessons, but reviewers were	0
<b>Total Met Section 3:</b>				<b>0</b> out of 3

<b>Section 4: Systematic &amp; Cumulative Instruction – The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	A clear and consistent lesson format is present in program lessons for each of the five foundational skill areas at each grade.	Not met	A clear and consistent lesson format for vocabulary instruction was not identified clearly in the application materials at each grade level.	0
2	There is a daily schedule of lessons noting suggestions for the length of lessons and units. There is a daily schedule of lessons noting suggestions for the length of time dedicated to each of the foundational skill areas that is consistent across lessons and units.	Not met	The <b>Units of Study in Phonics</b> includes suggestions for timing of each component of a lesson.  Reviewers were unable to locate a daily	0
3	Time is spent in whole group and small group formats, with the majority of instruction delivered in small, flexible, skill-based groups.	Met	Program materials include breakdown of time spent in whole group, partner, small group, and independent work time.	1
4	Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.	Met	The consistent lesson plan formats include teacher-led instruction before students engage in independent or group practice.	1
5	Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	Met	Lessons include instructional routines with suggested teacher language including a step-by-step sequence, procedures, and consistent language across lessons and grades.	1
6	The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or book list).	Met	The teacher manuals include directions for how to implement lessons.	1
7	High-priority skills are cumulatively reviewed.	Not met	Units of Study in Reading and Writing: The documentation provided specifies the suggested order of lessons, but reviewers were	0
<b>Total Met Section 4:</b>				<b>4</b>
				<b>out of 7</b>

<b>Section 5: Coordinated Components - Elements of the program are clearly linked.</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	The same routines, terminology, and procedures are used across skill areas and over time.	Met		1
2	There is a clear link between foundational skills and higher order skills. Skills are integrated across areas (e.g. phonemic awareness and phonics, phonemic awareness and oral language).	Met		1
3	Lessons and materials are available for differentiating instruction for students who are struggling or need enrichment, in the core program and in supplemental programs.	Not met	Chapter 14 in the Units of Study in Reading describes an approach to differentiation with general principals to support differentiation. However, reviewers were unable to identify specific instructions for differentiation within	0
4	Differentiation and support are provided for supporting English Learners, students who are struggling, and those who need acceleration.	Met	Chapter 14 in the Units of Study in Reading describes an approach to differentiation with general principals to support differentiation for	1
<b>Total Met Section 5:</b>				<b>3</b>
				out of 4

<b>Section 6: Related Elements – The program contains features that are optimal for delivering effective instruction.</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	Assessment <ul style="list-style-type: none"> <li>· Formative (e.g., progress monitoring)</li> <li>· Summative (e.g., unit tests)</li> <li>· Framework for data-based decision making</li> </ul>	Not met	<b>Formative Assessments:</b> Concepts About Print, Emergent Storybook Reading Pages, Letter-Sound Identification, Spelling Inventory, High-Frequency Words, Running Records, Tallies or	0
2	Environment <ul style="list-style-type: none"> <li>· Classroom management to support small group instruction</li> <li>· Motivation for students (e.g., built-in choice, charts/graphs of progress, immediate feedback on progress)</li> </ul>	Met	Programming includes materials to support teachers in classroom management and an emphasis on student motivation.	1
3	Professional Development <ul style="list-style-type: none"> <li>· Professional development and coaching are available to support implementing the program with fidelity.</li> </ul>	Met	The website includes options for PD.	1
4	Professional Development – Program Specific Advisory List <ul style="list-style-type: none"> <li>· Meets statute criteria</li> <li>· Assurances signed</li> </ul>	Not met	The application materials do not indicate inclusion of statute requirements (no evidence on on-going progress monitoring of participant	0
5	Explicit links to state standards and grade level expectations.	Met		1
<b>Total Met Section 6:</b>				<b>3</b> out of 5

**Rating Summary**

<b>Total Points</b>	<b>Criteria</b>
<b>14</b>	21-27 points = program moves to Phase 2
out of 27 points	0-20 points = program doesn't move to Phase 2
<b>Decision</b>	<b>0-20 points = program doesn't move to Phase 2</b>