DEPARTMENT of EDUCATION
Louisiana Believes

ELA INTERVENTION

Foundations of Reading
Intensive Intervention Materials Grades 3-8

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency.

Students who continue to struggle to meet Louisiana Student Standards after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program's diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student's prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction,** the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

Pre Screening Requirement:
Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **[Title]**   Grade: **[Grade]**

Publisher: **[Publisher]**   Copyright: **[Copyright]**

Overall Rating: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Program Design (Non-negotiable)	
2. Instructional Design (Non-negotiable)	
3. Usability and Support (Non-negotiable)	
4. Additional Criterion of Superior Quality	
5. Additional Information (not scored)	

Scoring Guidance[1]:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required[2]** Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-negotiable** Criteria 1 and 2 to continue to **Non-negotiable** Criterion 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criterion.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criterion.

If all Non-negotiable Criteria are met and Section II is completed with a score of "Yes" or "No," continue to **Section III: Additional Information.**

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.

Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality.

Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

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[1]The tiering system in the LDOE's Online Instructional Materials Review process is used to rate the materials' degree of alignment to state standards, using the respective rubric. The term "tier" in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-negotiable Criteria 1 and 2 to continue to Non-negotiable Criterion 3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.			
Non-negotiable **1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN** Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills. ☐ Yes ☐ No	**Required** **1a)** Materials and instructional approaches **support** the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.		
	Required **1b)** Materials include tools to **evaluate** foundational reading skills in the areas of phonological awareness, phonics, and fluency. • Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. • Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.		
Non-negotiable **2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT** Materials include systematic and explicit instruction in phonological awareness,	**Required** **2a)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).		
	Required **2b)** Materials provide systematic and explicit **phonics** instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. ☐ Yes ☐ No	**Required** **2c)** Materials provide multiple opportunities and practice for students to master **high-frequency** words both in and out of context based on student need.		
	Required **2d)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.		
	Required **2e)** Materials include varied and frequent opportunities for students to engage in supported practice to gain reading **fluency** with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors.		
Non-negotiable **3. USABILITY AND SUPPORT:** Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☐ Yes ☐ No	**Required** **3a)** Materials provide clear, extensive **guidance and support** for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).		
	Required **3b)** Materials support a **high level of student and teacher interaction.** Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.		
SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts. ☐ Yes ☐ No	**Required** **4a)** Materials include a **wide variety** of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.		
	Required **4b)** Materials provide a variety of **multimodal/multisensory** resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).		
	Required **4c)** Materials include regular opportunities and tools for students to receive immediate **feedback** on and track their progress toward proficiency and/or understanding.		
	Required **4d)** Materials are **easy to use and well organized** for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.		
SECTION III: ADDITIONAL INFORMATION **These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.**			
5. ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.	**5a)** Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.	**Not Scored**	
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	**Not Scored**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION *Tier 1 ratings* receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality. *Tier 2 ratings* receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality. *Tier 3 ratings* receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			

Section	Criteria	Yes/No	Final Justification/Comments
I. Non-negotiable Criteria of Superior Quality	1. Program Design		
	2. Instructional Design		
	3. Usability and Support		
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality		
III. Additional Information	5. Additional Information	**Not Scored**	

FINAL DECISION FOR THIS MATERIAL: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**