

Office of Teaching and Learning

Instructional Materials Evaluation Tool

(IMET) for Alignment in Dyslexia Intervention Grades K-12

Dyslexia Intervention Materials

This rubric is intended for the review of dyslexia-specific intervention materials designed for students with dyslexia **who require intensive, multisensory, structured literacy intervention** in addition to core instruction. Not all students identified with dyslexia will require a dyslexia-specific intervention program; instructional decisions should be based on multiple sources of assessment data and the student's response to high-quality Tier I instruction and, when appropriate, Tier II and/or Tier III intervention within [Louisiana's Tiered Pathways for Literacy Support Framework](#). In addition to aligning with Louisiana's TPLS framework, this review incorporates dyslexia-specific requirements aligned to Louisiana [Bulletin 1903](#) and [Bulletin 1508](#). Dyslexia intervention differs in kind from general intensive reading intervention by requiring diagnostic-to-prescriptive instruction, mastery-based pacing, integrated oral language and spelling instruction, and simultaneous multisensory routines designed around the learner's profile. The purpose of this review is to identify programs that meet the requirements of Bulletin 1903, reflect the **science of reading**, and deliver evidence-based instruction that is **explicit, systematic, cumulative, multisensory, and diagnostic** to automaticity. The resulting outcome will be to develop a resource list of dyslexia instruction programs that meet the highest standards of quality and effectiveness in accordance with the rubric described below. LEAs may use this list to guide decision-making and promote statewide access to evidence-based dyslexia instruction.

Title: **[Title]**

Grade/Course: **[Grade/Course]**

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Overall Rating: **[Tier 1, Exemplifies quality with the Program Accreditation and Recognition Endorsement; Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Instructional Design: Dyslexia-specific, Data-driven, And Feasible Within School Day (Non-Negotiable)	
2. Instructional Design: Multisensory Strategies and Materials (Non-Negotiable)	
3. Support for All Learners (Non-Negotiable)	
4. Evidence of Effectiveness for Students with Dyslexia	
5. Program Accreditation and Recognition	

Additional Information for the Dyslexia-Specific Review

Students with dyslexia require targeted intervention that directly addresses difficulties with **phonological processing, oral and written language, decoding, spelling, and fluent word recognition**. Intervention content should target student needs identified through screening and diagnostic tools and be delivered in a way that complements (but does not replace) Tier I and Tier II instruction.

Effective dyslexia intervention reinforces the instructional approaches used in high-quality core literacy programs while providing intensified, individualized practice opportunities. Instruction must be: systematic (organized from simple to complex); explicit (taught directly with modeling and guided practice); cumulative (with spiraled review to ensure mastery); and multisensory (engaging visual, auditory, kinesthetic, and tactile modalities simultaneously). Teaching must also be diagnostic, using frequent checks for understanding and adjusting instruction based on student performance.

Dyslexia intervention group size, instructional time, and frequency should be determined by student need and the program's ability to deliver diagnostic-to-prescriptive instruction. While dyslexia intervention is often delivered in very small groups or individually, no single group size or dosage is universally required. Programs must clearly define and justify how their delivery model supports individualized instruction and mastery-based progression.

The Instructional Materials Review (IMR) process ensures that materials submitted for consideration undergo a **consistent, evidence-based evaluation**. Reviewers determine whether programs meet non-negotiable criteria aligned to Bulletin 1903 and the essential components of reading (oral language, phonological/phonemic awareness, phonics and orthography, fluency, vocabulary, comprehension, and written expression). All 3-12 materials submitted for a Dyslexia-Specific Review must first meet the **Tier 1 - Exemplifies Quality** criteria established in the **3–8 Foundations of Reading Intensive Intervention IMR rubric**. This set of criteria will serve as a foundational review for all materials, regardless of the grade band(s) served. All K-2 materials submitted for a Dyslexia-Specific Review must first **meet all of the criteria of the K-2 Dyslexia Intervention Pathway**.

Grades 3-8 materials that **meet all Tier 1 - Exemplifies Quality** Foundations of Reading Intensive Intervention Criteria are eligible to advance to the **Dyslexia-Specific Review**.

Grades K-2 materials that meet all criteria of the K-2 Dyslexia Intervention Pathway are eligible to advance to the Dyslexia-Specific Review.

This review process does not constitute an endorsement or mandate of any specific product. Rather, it provides a transparent framework for support with identifying programs that meet Louisiana's standards for high-quality, evidence-based dyslexia intervention.

Grades K-2 Scoring Guidance¹:

To evaluate dyslexia intervention materials for alignment with Louisiana's standards and determine tiered ratings, begin with **Phase 1: IMR and Dyslexia Pre-Screening Requirements (Grades K-2)**.

Phase 1 Prescreening: IMR and Dyslexia Pre-Screening Requirements (Grades K-2)

Publishers must submit all **required documentation for IMR submission** in addition to evidence demonstrating alignment to the Science of Reading, including (but not limited to) evidence-based practices that support direct, explicit, and systematic instruction of phonological awareness, phonics, and fluency. Publishers must also **meet all Dyslexia Pre-screening Requirements** in order to be eligible for review.

- Evidence that the materials are designed as a dyslexia intervention (not general RtI) for use in addition to core instruction.

¹The 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.

- Evidence that materials align to a defined scope and sequence showing systematic and cumulative progression with spiraled review.
- Evidence that the materials offer and clearly describe training and/or certification options to support implementation.
- Submission of materials to provide evidence of required instructional components.
- Clear and concise pricing structures for an LEA to purchase and implement the product.
- Statement that materials do not use three-cueing/MSV or visual memory strategies for word recognition.

If all Pre-Screening Criteria are met, then continue to **Phase 2: K-2 Foundational Evaluation**.

Phase 2 Foundational Criteria: K-2 Foundational Evaluation

Before proceeding to the Dyslexia-Specific Criteria review, materials must meet all criteria on the K-2 Dyslexia Intervention Pathway review.

- **Eligible for Dyslexia-Specific Review**
 - **Meets Criteria ratings** receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality and will advance to the Dyslexia-Specific Review.
- **Tier 3, Not Eligible for Dyslexia-Specific Review**
 - **Partially Meets Criteria ratings** receive a “Yes” for all Non-Negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality and will not advance to the Dyslexia-Specific Review.
 - **Does Not Meet Criteria ratings** receive a “No” for at least one of the Non-Negotiable Criteria and will not advance to the Dyslexia-Specific Review.

If all K-2 IMR and Dyslexia Intervention Requirements and K-2 Foundational Evaluation criteria are met, then continue to **Phase 3: Dyslexia Review**.

Grades 3-8 Scoring Guidance²:

To evaluate dyslexia intervention materials for alignment with Louisiana’s standards and determine tiered ratings, begin with **Phase 1: Foundational Criteria**.

Phase 1: Foundational Criteria (Grades 3-8)

- Reviewers must follow the scoring procedures established in the Grades 3–8 Foundations of Reading Intensive Intervention IMR rubric when evaluating Phase One criteria.
- Only materials receiving a Tier 1 - Exemplifies Quality rating in Phase One will advance to Phase Two: Dyslexia-Specific Criteria review.

If all Foundational Criteria are met, then continue to **Phase 2: Dyslexia Pre-Screening Requirements**.

Phase 2: Dyslexia Pre-Screening Requirements (Grades 3-8)

Before proceeding to the Dyslexia-Specific Criteria review, publishers must submit the following:

- Evidence that the materials are designed as a dyslexia intervention (not general RtI) for use in addition to core instruction.
- Evidence that materials align to a defined scope and sequence showing systematic and cumulative progression with spiraled review.
- Evidence that the materials offer and clearly describe training and/or certification options to support implementation.
- Submission of materials to provide evidence of required instructional components.
- Clear and concise pricing structures for an LEA to purchase and implement the product.

²The 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.

- Statement that materials do not use three-cueing/MSV or visual memory strategies for word recognition.

If all Foundational Criteria and Pre-Screening Requirements are met, then continue to **Phase 3: Dyslexia Review**.

Grades K-12 Scoring Guidance³:

Once materials have successfully met the above established criteria for Grades K-2 and/or Grades 3-8, move to **Phase 3: Dyslexia-Specific Review (Grade K-12)**.

Phase 3: Dyslexia-Specific Review (Grade K-12)

Section I: Non-Negotiable Criteria

- Review the **required**⁴ 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 **required** Indicator of Superior Quality, materials receive a “No” for that **Non-Negotiable** Criterion.
- 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 for Section I, then continue to **Section II: Additional Criteria of Superior Quality**.

Section II: Additional Criteria 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 that **Additional** criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for that **Additional** criterion.
- If materials receive a “No” for any **Additional** Criterion, a rating of Tier 2 is assigned, and the review does not continue.
- Materials must meet the Additional Criterion 4 in order for the review to continue to Section II.

If the Additional Criterion is met for Section II, then continue to **Section III: Add-On Seal of Quality Criteria**.

Section III: Add-On Seal Of Quality Criterion

- Materials that meet all of the **Non-Negotiable** and **Additional** Criteria receive a Tier 1 rating and qualify for the **Add-On Seal of Quality** Criterion.
- Indicators do not affect the overall Tier 1 rating, but may result in an add-on seal of quality, the **Program Accreditation and Recognition Endorsement**.
- Review the **required** Add-On Seal of Quality Indicators for the criterion.
- If there is a “Yes” for all **required** Add-On Seal of Quality Indicators, then the materials receive a “Yes” for the **Add-On Seal of Quality** criterion.
- If there is a “No” for any **required** Add-On Seal of Quality Indicators, then the materials receive a “No” for the **Add-On Seal of Quality** criterion.

³The 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.

⁴ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded orange.

- Materials that meet all of the **Non-Negotiable, Additional, and Add-On Seal of Quality** Criteria receive a Tier 1 rating with the Program Accreditation and Recognition Endorsement.

Tier 1 ratings with the Program Accreditation and Recognition Endorsement receive a “Yes” for all Non-Negotiable Criteria, a “Yes” for the Additional Criterion of Superior Quality, and a “Yes” for all Add-On Seal of Quality Criterion.

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.

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 Criteria 1-3 for the review to continue Section II.			
Non-Negotiable CRITERION 1. INSTRUCTIONAL DESIGN: DYSLEXIA-SPECIFIC, DIAGNOSTIC-TO-PRESCRIPTIVE Materials provide instruction that is explicitly designed for students with dyslexia and demonstrates diagnostic-to-prescriptive teaching beyond general intensive reading intervention. Instruction can be reasonably implemented within a school day and intended for use within a tiered system of supports. ☐ Yes ☐ No	Required 1a) Materials are explicitly designed to address the instructional needs associated with dyslexia, as defined in Bulletin 1903 , and are intended for students who have dyslexia. - Materials clearly articulate how instruction is designed to address phonological processing deficits, difficulties with automatic word recognition, spelling and written language weaknesses, and related oral language structures that impact literacy. - Materials explain how the instructional design supports students with dyslexia beyond general intensive reading intervention (e.g., beyond increased instructional time or smaller group size). <i>Note: Programs are not required to be branded or marketed solely as “dyslexia programs,” but must demonstrate dyslexia-specific instructional design and intent.</i>		
	Required 1b) Materials support ongoing diagnostic-to-prescriptive instruction in which instructional decisions are driven by student error patterns and mastery (not by fixed pacing or lesson order).		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	- Materials include explicit guidance for interpreting student errors and adjusting instruction accordingly. - Materials provide prescriptive pathways for reteaching, intensifying, or accelerating instruction based on demonstrated mastery.		
	Required 1c) Materials follow a systematic and cumulative scope and sequence that reflects how students with dyslexia acquire literacy skills. - Instruction progresses from phoneme awareness to grapheme correspondence, syllable types, morphology, and fluency. - Previously taught skills are continuously reviewed and integrated with explicit connections made across reading, spelling, and writing.		
	Required 1d) Materials include explicit instruction in oral language structures that are directly embedded within decoding and spelling instruction for students with dyslexia. - Instruction addresses phonology, morphology, and syntax as they relate to word reading and encoding. - Students engage in both receptive (listening) and expressive (spoken and written) language routines aligned to taught literacy skills.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Oral language instruction is integrated into daily lessons, not isolated or optional.		
	Required 1e) Materials specify implementation requirements necessary for dyslexia intervention to be effective. - Group size, session length, frequency, and recommended duration are clearly defined. - Materials are designed for small group or individualized instruction and are feasible within the school day. - Guidance clarifies how instruction is delivered in addition to (not in place of) core literacy instruction.		
Non-Negotiable CRITERION 2. INSTRUCTIONAL DESIGN: MULTISENSORY INSTRUCTION AND MATERIALS Materials embed simultaneous multisensory (Visual, Auditory, Kinesthetic, Tactile — VAKT) instruction as a required, routine-based component of lesson design that directly	Required 2a) Materials require simultaneous VAKT engagement embedded within daily instructional routines. - Students are expected to see, say, hear, move, and write during instruction and practice. - Multisensory responses are integrated into teacher scripts and student actions, not offered as optional strategies or extensions. - Multisensory routines are explicitly tied to phoneme articulation, grapheme correspondence, syllable patterns, and morphological elements.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
supports phonological processing, orthographic mapping, spelling, and fluent word recognition for students with dyslexia. ☐ Yes ☐ No	<i>Note: Alternating modalities (e.g., visual then auditory) does not meet this criterion.</i>		
	Required 2b) Materials use multisensory instruction to support orthographic mapping, spelling, and automatic word recognition. • Lessons integrate simultaneous reading, spelling, and writing routines aligned to taught phonological and orthographic patterns. • Students engage in structured multisensory practice (e.g., oral rehearsal paired with writing, manipulation paired with decoding) to support transfer to fluent reading and spelling. • Multisensory routines are used intentionally to support automaticity, not just accuracy or engagement.		
	Required 2c) Materials include student-facing multisensory tools that support immediate feedback and progress monitoring. • Students use visual or tactile tools (e.g., sound-symbol cards, trackers, writing frames) to monitor accuracy and mastery. • Instruction includes opportunities for students to set goals and reflect on progress using multisensory supports (e.g., graphing, marking, tracking routines). • Feedback is immediate and embedded		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	within multisensory practice routines.		
Non-Negotiable CRITERION 3. RESPONSIVE TO DYSLEXIA-RELATED LEARNING NEEDS Materials are intentionally designed to address common learning characteristics associated with dyslexia and related language-based learning differences. Instruction anticipates barriers related to phonological processing, working memory, attention, language development, and written expression. ☐ Yes ☐ No	Required 3a) Materials include intentional design features that reduce unnecessary cognitive load and support working memory demands common for students with dyslexia. • Lessons use clear, consistent routines, predictable instructional language, and limited task variation within sessions. • Instructional steps are broken into small, manageable units with frequent checks for understanding. • Materials provide guidance for pacing, repetition, and review that reflects the memory demands of dyslexic learners.		
	Required 3b) Materials explicitly address broader language-based challenges commonly associated with dyslexia, including morphology, syntax, oral language precision, and written expression, and provide guidance for distinguishing dyslexia-related needs from language acquisition differences. • Instruction extends beyond word-level decoding to develop sentence-level structure, academic language, and written expression skills that support reading comprehension and clear communication. • Materials provide guidance for supporting English Learners, including attention to cross-linguistic transfer (e.g., phonology, morphology, syntax)		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and clear direction for distinguishing typical second-language acquisition patterns from persistent literacy difficulties indicative of dyslexia. Materials include guidance and examples that help educators analyze student error patterns to determine whether challenges in decoding, encoding, or language are primarily related to language development or may reflect characteristics of dyslexia, ensuring that difficulties are not attributed solely to the student's current level of language proficiency.		
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY Materials must meet Additional Criterion 4 for the review to continue Section III.			
Non-Negotiable CRITERION 4. EVIDENCE OF EFFECTIVENESS FOR STUDENTS WITH DYSLEXIA Materials provide empirical evidence demonstrating measurable, positive outcomes specifically for students with dyslexia across key reading	Required 4a) Materials provide empirical research demonstrating statistically and educationally meaningful literacy gains for students identified with dyslexia, with growth reasonably attributable to the program. Research must include: - transparent methodology - valid and reliable outcome measures - a clearly identified dyslexia sample, and - evidence of student growth reasonably attributable to the program.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
domains. Evidence reflects the program's instructional design and implementation in authentic educational settings. ☐ Yes ☐ No	Required 4b) Materials demonstrate gains for students with dyslexia that extend beyond isolated skill acquisition and support application to reading and/or writing in connected text. Evidence of transfer must be demonstrated through outcome measures such as: • Reading connected text • Improved fluency passage reading • Comprehension of grade-appropriate text • Written expression in sentence or extended responses		
SECTION III: ADD-ON SEAL OF QUALITY CRITERION Materials must meet at least one of the Add-On Seal of Quality Criteria to receive an add-on seal of quality, the Program Accreditation and Recognition Endorsement.			
CRITERION 5. PROGRAM QUALITY AND RECOGNITION Established quality of the materials demonstrates exemplary quality beyond state minimums through structured literacy alignment and recognized program accreditation or	Required 5a) Materials align with widely recognized structured literacy standards for teachers of reading (e.g., IDA Knowledge and Practice Standards (KPS ⁵ , IMSLEC ⁶ , OGA ⁷ , AOGPE ⁸ , or other comparable standards).		
	Required 5b) Materials hold a current accreditation, endorsement, or formal recognition from a reputable structured literacy organization (e.g.,		

⁵ IDA Knowledge and Practice Standards <https://dyslexiaida.org/knowledge-and-practices/>

⁶ International Multisensory Structured Language Education Council <https://www.imslec.org/>

⁷ Orton-Gillingham Academy <https://www.ortonacademy.org/>

⁸ Academy of Orton-Gillingham Practitioners and Educators <https://www.ortonacademy.org/>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
endorsement from a reputable structured literacy organization. ☐ Yes ☐ No	IDA, IMSLEC, AOGPE), or documentation of active submission for review.		

FINAL EVALUATION

Tier 1 ratings with the Program Accreditation and Recognition Endorsement receive a “Yes” for all Non-Negotiable Criteria, a “Yes” for the Additional Criterion of Superior Quality, and a “Yes” for all Add-On Seal of Quality Criterion.

Tier 1 ratings receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-Negotiable Criteria.

Compile the results for Sections I, II, and III 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. Instructional Design: Dyslexia-specific, Data-driven, And Feasible Within School Day (Non-Negotiable)		
	2. Instructional Design: Multisensory Strategies and Materials (Non-Negotiable)		
	3. Support for All Learners (Non-Negotiable)		
II. Additional Criterion of Superior Quality	4. Evidence of Effectiveness for Students with Dyslexia		
III. Add-on Seal of Quality Criteria	5. Program Accreditation And Recognition		

FINAL DECISION FOR THIS MATERIAL: [Tier 1, Exemplifies quality with the Program Accreditation and Recognition Endorsement; Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]

Appendix I

Louisiana ELA Standards Alignment Reference Tool

ELA Standards Alignment for the Louisiana K-12 Dyslexia Intervention Rubric (Phase 3)

This reference identifies the [Louisiana Student Standards for English Language Arts](#) most closely aligned to each rubric indicator. Standards are included only when an indicator directly evaluates student learning outcomes. Indicators focused on implementation, instructional methods, or program design are identified as "Not Applicable."

CRITERIA	INDICATOR	ELA STANDARDS ALIGNMENT
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Section II.		
Non-Negotiable CRITERION 1. INSTRUCTIONAL DESIGN: DYSLEXIA-SPECIFIC, DIAGNOSTIC-TO- PRESCRIPTIVE Materials provide instruction that is explicitly designed for students with dyslexia and demonstrates diagnostic-to-prescriptive teaching beyond general intensive reading intervention. Instruction can be reasonably implemented within a school day and intended for use within a tiered system of supports.	1a) Explicitly designed to address the instructional needs associated with dyslexia	RF.K.3–RF.5.3 Apply grade-appropriate phonics and word-analysis skills to decode words with increasing sophistication across grades. RF.K.4–RF.5.4 Read grade-level text with increasing accuracy, automaticity, fluency, and understanding to support comprehension. L.K.2–L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.6–L.12.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases to support comprehension and expression.
	1b) Supports ongoing diagnostic-to-prescriptive instruction	RF.K.3–RF.5.3 Apply grade-appropriate phonics and word-analysis skills to decode words with increasing sophistication across grades. RF.K.4–RF.5.4 Read grade-level text with increasing accuracy, automaticity, fluency, and understanding to support comprehension. L.K.2–L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CRITERIA	INDICATOR	ELA STANDARDS ALIGNMENT
	1c) Follows a systematic and cumulative scope and sequence	RF.K.2–RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3–RF.5.3 Know and apply (Grades K-1) and use (Grades 2-5) grade-appropriate phonics and word-analysis skills to decode words. RF.K.4–RF.5.4 Read grade-level text with increasing accuracy, automaticity, fluency, and understanding to support comprehension. L.K.2–L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	1d) Explicit instruction in oral language structures	RF.K.3–RF.5.3 Know and apply (Grades K-1) and use (Grades 2-5) grade-appropriate phonics and word-analysis skills to decode words. L.K.1–L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.4–L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using grade-appropriate strategies. L.K.6–L.12.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases to support comprehension and expression.
	1e) Specifies implementation requirements	N/A — This indicator evaluates implementation requirements and instructional delivery rather than student learning outcomes.
Non-Negotiable CRITERION 2. INSTRUCTIONAL DESIGN: MULTISENSORY INSTRUCTION AND MATERIALS	2a) Multisensory instruction supports orthographic mapping, spelling, and automatic word recognition	N/A — This indicator evaluates instructional methods and the use of simultaneous multisensory (VAKT) strategies to support student learning rather than student learning outcomes.

CRITERIA	INDICATOR	ELA STANDARDS ALIGNMENT
Materials embed simultaneous multisensory (Visual, Auditory, Kinesthetic, Tactile — VAKT) instruction as a required, routine-based component of lesson design that directly supports phonological processing, orthographic mapping, spelling, and fluent word recognition for students with dyslexia.	2b) Systematic and explicit phonics instruction	N/A — This indicator evaluates instructional methods and the use of simultaneous multisensory strategies to support student learning rather than student learning outcomes.
	2c) Student-facing multisensory tools for feedback and progress monitoring	N/A — This indicator evaluates instructional and assessment practices used to monitor student progress and inform instruction rather than student learning outcomes.
Non-Negotiable CRITERION 3. RESPONSIVE TO DYSLEXIA-RELATED LEARNING NEEDS Materials are intentionally designed to address common learning characteristics associated with dyslexia and related language-based learning differences. Instruction anticipates barriers related to phonological processing, working memory, attention, language development, and written expression.	3a) Design features reduce unnecessary cognitive load and support working memory	N/A — This indicator evaluates instructional design features that support student access to learning rather than student learning outcomes.
	3b) Addresses broader language-based challenges commonly associated with dyslexia	L.K.1–L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.4–L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases using grade-appropriate strategies. L.K.6–L.12.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases to support comprehension and expression. W.2.4 – W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY Materials must meet Additional Criterion 4 for the review to continue Section III.		
Non-Negotiable CRITERION 4. EVIDENCE OF EFFECTIVENESS FOR STUDENTS WITH DYSLEXIA	4a) Empirical research demonstrates statistically and educationally meaningful literacy gains	N/A — This indicator evaluates the research-based study design and evidence of program effectiveness rather than student learning outcomes.

CRITERIA	INDICATOR	ELA STANDARDS ALIGNMENT
Materials provide empirical evidence demonstrating measurable, positive outcomes specifically for students with dyslexia across key reading domains. Evidence reflects the program's instructional design and implementation in authentic educational settings.	for students identified with dyslexia	
	4b) Demonstrates gains for students with dyslexia that extend beyond isolated skill acquisition	N/A — This indicator evaluates evidence of program effectiveness and transfer of learning rather than student learning outcomes.
SECTION III: ADD-ON SEAL OF QUALITY CRITERION Materials must meet the Program Accreditation and Recognition Criteria to receive an add-on seal of quality, the Program Accreditation and Recognition Endorsement.		
CRITERION 5. PROGRAM QUALITY AND RECOGNITION Established quality of the materials demonstrates exemplary quality beyond state minimums through structured literacy alignment and recognized program accreditation or endorsement from a reputable structured literacy organization.	5a) Aligns with widely recognized structured literacy standards for teachers of reading	N/A — This indicator evaluates alignment to recognized structured literacy professional standards rather than student learning outcomes.
	5b) Opportunities to build, apply, and integrate knowledge and skills	N/A — This indicator evaluates external program accreditation and recognition rather than student learning outcomes.

Note: Standards listed represent the primary Louisiana Student Standards most closely aligned to each indicator and are intended to support consistent review. They are not intended to represent an exhaustive list of all standards addressed by a high-quality program.