

## Office of Teaching and Learning

# Instructional Materials Evaluation Tool

(IMET) for Alignment in ELA Intensive Intervention Grades 3-12

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### Foundations of Reading Intensive Intervention Grades 3-12

This rubric is intended for use with instructional materials that provide instruction on phonics, fluency, advanced word study, and comprehension. Students who continue to struggle to meet Louisiana Student Standards after receiving all available supports 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 (LDOE) believes that intensive foundational reading skills intervention is data-driven, student-individualized, 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 to small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. Intensive intervention requires teacher-led, direct (i.e., Say, Model, Practice, Apply) instruction 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 phonics, fluency, advanced word study, and comprehension.

Title: **[Title]**

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

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Overall Rating: **[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. Program Design (Non-Negotiable)	
2. Instructional Design (Non-Negotiable)	
3. Language and Comprehension Opportunities (Non-Negotiable)	
4. Usability and Support (Non-Negotiable)	
5. Implementation Format of Materials	

## Scoring Guidance<sup>1</sup>

### Section I: Non-Negotiable Criteria

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

- Review the **Required<sup>2</sup> 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 Criteria 3-4. Materials must meet all of the Non-Negotiable Criteria 1-4 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.

### Section II: Additional Criteria of Superior Quality

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

- Review the **Required Indicators of Superior Quality** for each **Additional Criterion**.
  - If there is a “Yes” for all Required Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
  - If there is a “No” for any Required Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.
- If materials receive a “No” for any Additional Criteria, a rating of Tier 2 is assigned.

**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.

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<sup>1</sup> 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.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded orange.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> 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 Criteria 3 and 4. Materials must meet all of the Non-Negotiable Criteria 1-4 for the review to continue to Section II.			
<b>Non-Negotiable</b> <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA-DRIVEN:</b>  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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>1a)</b> Materials and instructional approaches <b>support the rubric definition<sup>3</sup> for intensive reading interventions.</b> Intensive instruction can be <b>reasonably implemented</b> within school hours, and pacing is clearly indicated in materials. Intensive foundational reading skills intervention is <b>data-driven, individualized by skill needs, systematic, and explicit.</b> Materials provide explicit, systematic instruction and <b>practice with feedback</b> consistently during all foundational skills instruction. Materials include consistent instructional routines throughout. Phonemic awareness activities serve to elicit students' prior knowledge rather than serving as the focus of full, sustained lessons. Lessons and activities do not require or encourage students to use three-cueing <sup>4</sup> , MSV <sup>5</sup> cues, or visual memory.		
	<b>Required</b> <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of <b>phonics, fluency, advanced word study, and</b>		

<sup>3</sup> **Intensive foundational reading skills intervention** is data-driven, individualized by student, systematic, and explicit. Intensive intervention requires teacher-led, direct (i.e., Say, Model, Practice, Apply) instruction of all concepts and does not assume that students will naturally deduce these concepts on their own.

<sup>4</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues

<sup>5</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>comprehension.</b> Assessment tools within materials do not require or encourage students to use three-cueing, MSV cues, or visual memory.</p> <ul style="list-style-type: none"> <li>Materials include program diagnostic and progress monitoring tools to determine student placement within materials and to inform instruction.</li> <li>Materials regularly and systematically offer assessment opportunities that measure student progress.</li> <li>Materials assess students using unbiased methods, ensuring accessibility to all students.</li> </ul>		
<p><b>Non-Negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT:</b></p> <p>Materials include systematic<sup>6</sup> and explicit<sup>7</sup> instruction in phonics, fluency, advanced word</p>	<p><b>Required</b>  <b>2a)</b> Materials provide <b>systematic and explicit phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>		
	<p><b>Required</b>  <b>2b)</b> Resources and/or texts provide ample <b>practice of foundational reading skills</b> using phonetically controlled texts and stretch</p>		

<sup>6</sup> 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.

<sup>7</sup> In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>study, and comprehension in a logical progression that is aligned to grade-level Louisiana Student Standards.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p>texts<sup>8</sup> and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>		
	<p><b>Required</b>  <b>2c)</b> Materials include varied and frequent opportunities for students to engage in supported <b>practice to gain reading fluency</b>. Resources and/or texts are provided to practice reading with accuracy, automaticity, prosody, and reading for meaning, based on student need. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>		
	<p><b>Required</b>  <b>2d)</b> Materials provide <b>systematic and explicit advanced word study</b> instruction (word and structural analysis) that moves beyond basic decoding to build a deeper understanding of multisyllabic words and their meaning.</p>		
<p><b>Non-Negotiable</b>  <b>3. LANGUAGE AND COMPREHENSION</b></p>	<p><b>Required</b>  <b>3a)</b> Materials provide <b>explicit vocabulary instruction</b>, differentiating between domain-specific and academic words.</p>		

<sup>8</sup> **Stretch text:** Reading selections that are challenging for students to read on their own and are typically above students' independent reading levels; these texts are often at, or just below, students' grade level. (Roberts et al., 2018; Vaughn, Roberts, et al., 2019)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>OPPORTUNITIES:</b>  Materials provide explicit instruction and student practice opportunities for vocabulary and comprehension.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required 3b)</b> Materials provide direct and explicit instruction with opportunities for students to <b>build knowledge and skills by making meaning of quality, complex texts</b> through monitoring comprehension, generating and responding to questions, and completing other tasks to interpret what is directly stated in the text and what is inferred.		
	<b>Required 3c)</b> Materials provide opportunities for students to <b>build, apply, and integrate knowledge and skills to understand and express their understanding</b> (i.e., summarizing, making connections with the text) of quality, complex texts through reading, writing (i.e., syntax skills and conventions), speaking, and listening.		
<b>Non-Negotiable 4. USABILITY AND SUPPORT:</b>  Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.	<b>Required 4a)</b> Materials provide clear, extensive <b>guidance and support</b> 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 (no more than four students), and time requirements (thirty minutes a day minimum, at least three times a week). Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>4b)</b> Materials support a <b>high level of student and teacher interaction</b> , occurring frequently during direct and explicit instruction and practice.		
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>			
<b>5. IMPLEMENTATION FORMAT OF MATERIALS:</b>  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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.		
	<b>Required</b> <b>5b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning. Materials incorporate visual, auditory, and tactile senses. Visual context supports information presented in the text rather than providing cues about how to read the text.		
	<b>Required</b> <b>5c)</b> Materials include regular opportunities and tools for students to receive immediate, specific <b>feedback</b> and to track progress toward proficiency and/or understanding.		
	<b>Required</b> <b>5d)</b> Materials are <b>easy to use and well-organized</b> for teachers and students. Teacher editions are concise and easy to manage, with clear connections between teacher resources		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and frequently provide useful annotations and suggestions to support implementation.		
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I-II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiable Criteria of Superior Quality<sup>9</sup></b>	1. Program Design		
	2. Instructional Design		
	3. Language and Comprehension Opportunities		
	4. Usability and Support		
<b>II: Additional Alignment Criteria and Indicators of Superior Quality<sup>10</sup></b>	5. Implementation Format of Materials		
FINAL DECISION FOR THIS MATERIAL: <b>[Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]</b>			

<sup>9</sup> Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>10</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.