

Office of Teaching and Learning

Instructional Materials Evaluation Tool

(IMET) for K-2 Dyslexia Intervention Pathway (Phase 1 and 2)

Phase 1 Prescreening: K-2 IMR and Dyslexia Intervention Requirements

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.

Phase 2 Foundational Criteria: K-2 Foundational Evaluation

This rubric is intended as a **pathway** for the review of K-2 dyslexia-specific intervention materials designed for students with dyslexia who require intensive, multisensory, structured literacy intervention in addition to core instruction. This set of criteria serves as a foundational review for K-2 Dyslexia Intervention (only) programs. Materials that **meet all criteria** for K-2 Dyslexia Intervention Pathway are eligible to advance to Phase 3: the Dyslexia-Specific Review. Materials that partially meet or do not meet criteria are not eligible to advance to the Dyslexia-Specific Review and will receive a Tier 3 rating within the Dyslexia Intervention section of the Tiered Reviews webpage.

Meeting all criteria on this rubric does not qualify the program as a K-2 Foundations of Reading Intensive Intervention program. Meeting all criteria serves as a pathway for a K-2 Dyslexia Intervention review only.

Title: [Title]

Grade/Course: [Grade/Course]

Publisher: [Publisher]

Copyright: [Copyright]

Overall Rating: **[Meets Criteria for K-2 Dyslexia Intervention Pathway; Tier 3, Partially Meets Criteria for K-2 Dyslexia Intervention Pathway (Not Eligible for Dyslexia Specific Review); Tier 3, Does Not Meet Criteria for K-2 Dyslexia Intervention Pathway (Not Eligible for Dyslexia Specific Review)]**

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

STRONG	WEAK
1. Program Design (Non-Negotiable)	
2. Instructional Design (Non-Negotiable)	
3. Usability and Support (Non-Negotiable)	
4. Implementation Format of Materials	
5. Language and Comprehension Opportunities	

Pre Screening Requirements:

- 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.
 - 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.

Scoring Guidance¹:

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, Criterion 4 only.
- If materials receive a “No” for any **Non-Negotiable** Criterion, a rating of **Does Not Meet Criteria** 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, Criterion 4 only.
- 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.

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.

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.

²Required Indicators of Superior Quality are labeled “Required” and shaded orange.

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 definition³ for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours, and pacing is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit. Materials provide explicit, systematic instruction and practice with feedback consistently during all foundational skills instruction. Materials include consistent instructional routines throughout. Lessons and activities do not require or encourage students to use three-cueing ⁴ , MSV ⁵ cues, or visual memory.		
	Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, fluency, and advanced word study. Assessment tools within materials do not require or encourage students		

³ 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.

⁴ Three cueing: students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues

⁵ MSV: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	to use three-cueing, MSV cues, or visual memory. - Materials include program diagnostic and progress monitoring tools 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 unbiased methods, ensuring accessibility to all students.		
Non-Negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT Materials include systematic⁶ and explicit⁷ instruction in phonological awareness, phonics, fluency, and advanced word study in a logical progression that is aligned	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). Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.		
	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. Materials do not require or encourage three-cueing, MSV cues, or visual		

⁶ 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.

⁷ 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
to grade-level Louisiana Student Standards. ☐ Yes ☐ No	memory for word recognition.		
	Required 2c) Resources and/or texts provide ample practice of foundational reading skills using phonetically controlled (decodable) texts 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.		
	Required 2d) 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 in reading, strengthening fluency, accuracy, rate, and expression. 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.		
	Required 2e) Materials provide systematic and explicit advanced word study instruction (word and structural analysis) that moves beyond basic decoding to build a deeper understanding of multisyllabic words and their meaning.		
Non-Negotiable	Required		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☐ Yes ☐ No	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 (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.		
	Required 3b) Materials support a high level of student and teacher interaction , occurring frequently during direct and explicit instruction and practice.		
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY Materials align to the Science of Reading ⁸ and are easy to use and well organized. Materials	Required *Indicator for grades 3-12 only 4a) Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.	N/A	Not applicable for K-2 Dyslexia Intervention Pathway
	Required		

⁸ The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. For studies to be considered “scientifically-based research,” they must be experimental/quasi-experimental, have detailed description of study methods to allow for replication or refinement of findings, and be published in a peer-reviewed journal.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	4b) Materials provide a variety of multimodal/multisensory 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.		
	Required 4c) Materials include regular opportunities and tools for students to receive immediate, specific feedback and to track progress toward proficiency and/or understanding.		
	Required 4d) Materials are easy to use and well-organized for teachers and students. Teacher editions are concise and easy to manage with clear connections between teacher resources and frequently provide useful annotations and suggestions to support implementation.		
5. LANGUAGE AND COMPREHENSION OPPORTUNITIES* Materials provide explicit instruction and student practice opportunities for vocabulary and comprehension. *Indicator for grades 3-12 only	Required *Indicator for grades 3-12 only 5a) Materials provide explicit vocabulary instruction, differentiating between domain-specific and academic words.	N/A	Not applicable for K-2 Dyslexia Intervention Pathway
	Required *Indicator for grades 3-12 only 5b) Materials provide opportunities to build, apply, and integrate knowledge and skills to understand and express their understanding of quality, complex texts through reading, writing	N/A	Not applicable for K-2 Dyslexia Intervention Pathway

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	(syntax skills and conventions), speaking, and listening.		
FINAL EVALUATION 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, 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. Tier 3, 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.			
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 Quality⁹	1. Program Design		
	2. Instructional Design		
	3. Usability and Support		
II. Additional Criterion of Superior Quality¹⁰	4. Implementation Format of Materials		
	5. Language and Comprehension Opportunities	N/A	Not applicable for K-2 Dyslexia Intervention Pathway
FINAL DECISION FOR THIS MATERIAL: <u>[Meets Criteria for K-2 Dyslexia Intervention Pathway; Tier 3, Partially Meets Criteria for K-2 Dyslexia Intervention Pathway (Not Eligible for Dyslexia Specific Review); Tier 3, Does Not Meet Criteria for K-2 Dyslexia Intervention Pathway (Not Eligible for Dyslexia Specific Review)]</u>			

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

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

Appendix I

Louisiana ELA Standards Alignment Reference Tool

ELA Standards Alignment for the Louisiana K-2 Dyslexia Intervention Pathway (Phase 1 and 2)

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 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 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.	1a) Intensive, explicit, systematic, data-driven foundational instruction	RF.K.3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.1.3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.2.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
	1b) Assessment tools evaluate phonological awareness, phonics, fluency, and advanced word study	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.2.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. RF.2.4 Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.

CRITERIA	INDICATOR	ELA STANDARDS ALIGNMENT
Non-Negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT Materials include systematic and explicit instruction in phonological awareness, phonics, fluency, and advanced word study in a logical progression that is aligned to grade-level Louisiana Student Standards.	2a) Systematic and explicit phonological awareness instruction	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	2b) Systematic and explicit phonics instruction	RF.K.3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.1.3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.2.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
	2c) Practice with foundational skills using decodable text	RF.K.4 Read grade-level decodable texts with accuracy, automaticity, and understanding. RF.1.4 Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. RF.2.4 Read grade-level text orally with accuracy, appropriate rate, and expression to support comprehension.
	2d) Supported practice to build reading fluency	RF.K.4 Read grade-level decodable texts with accuracy, automaticity, and understanding. RF.1.4 Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. RF.2.4 Read grade-level text orally with accuracy, appropriate rate, and expression to support comprehension
	2e) Systematic and explicit advanced word study	RF.1.3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.2.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
Non-Negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials	3a) Guidance for implementation (grouping, dosage, pacing, supports)	N/A — This indicator evaluates educator supports and implementation rather than student learning outcomes.

CRITERIA	INDICATOR	ELA STANDARDS ALIGNMENT
include a high level of student and teacher interaction.	3b) High levels of student-teacher interaction	N/A — This indicator evaluates instructional design features that promote teacher-student engagement rather than student learning outcomes.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY		
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY Materials align to the Science of Reading and 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.	4a) Wide variety of text types and genres	N/A — Not applicable for K-2 Dyslexia Intervention Pathway
	4b) Variety of multisensory resources	N/A — This indicator evaluates instructional methods and the use of multisensory resources rather than student learning outcomes.
	4c) Immediate, specific 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.
	4d) Usability and organization of materials	N/A — This indicator evaluates the organization and usability of instructional materials and educator implementation rather than student learning outcomes.
5. LANGUAGE AND COMPREHENSION OPPORTUNITIES* *Indicator for grades 3-12 only	5a) Explicit vocabulary instruction	N/A — Not applicable for K-2 Dyslexia Intervention Pathway
	5b) Opportunities to build, apply, and integrate knowledge and skills	N/A — Not applicable for K-2 Dyslexia Intervention Pathway

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.