

**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: **mCLASS Intervention**

Grade: **3-6**

Publisher: **Amplify Education, Inc.**

Copyright: **2020**

Overall Rating: **Tier III, Not representing quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Program Design (Non-negotiable)	2. Instructional Design (Non-negotiable)
3. Usability And Support (Non-negotiable)	

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

To evaluate instructional materials for alignment with the standards and determine 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** 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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<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 yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.</b>			
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> 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.</p>	<p><b>Yes</b></p>	<p>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. Data from assessments are used to determine skills deficits, to create groups of students based on needs, and to create a 10-day individualized lesson plan for the groups. Students are assessed using the DIBELS platform at the beginning of the year, middle of the year, and end of the year. In addition, Burst Assessments are given at the end of a 2-week period to assess student growth and to analyze if the student needs additional intervention. The materials provide pacing guides as well as scope and sequence documents based on the student's Tier intensity. Tier 2 intensity mCLASS Intervention lessons last 30 minutes per day and are delivered daily in groups of 4–6 students. Each session has five activities, and each activity is 5–8 minutes long. In a Tier 3 intensity, mCLASS Intervention lessons can be 30 or 60 minutes per day and are delivered daily in groups of 3–4 students. Additional practice is provided as needed through support and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			challenge boxes on the daily lesson pages. Students also have access to Boost, an app that allows students to practice skills such as letter-sound knowledge, blending, irregular word recognition, and advanced phonics.
	<p><b>Required</b></p> <p><b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	Yes	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. The materials utilize the DIBELS 8th Edition placement diagnostic to identify student deficits then group the students in order to provide individualized lesson plans based on those deficits. The program monitors student progress through the Maze Monitoring assessment at the end of each 10-day lesson plan. The K-3 DIBELS Literacy Screener is used to assess students for deficits in First Sound Fluency, Word Fluency, and Oral Reading Fluency. The materials provide a systematic intervention plan based on the data from the Screener. The materials provide a progress monitoring app for teachers to give benchmark assessments and record data. The app provides a one minute timer, and the student reads from the screen. The teacher is given instructions to provide the correct word if the student takes longer than 3 seconds. The teacher can choose from 5 types of progress assessments: Phonemic Awareness, Letter Sounds, Word Reading,

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			Reading Fluency, and Irregular Words. For example, on the Grade 5 Benchmark assessment, the student reads aloud a passage as the teacher has access to the passage. The teacher then taps on any words misread, and the app records the mistakes then uses the data to place the student in groups based on deficits. The results of this progress monitoring are then used for new grouping and a new Burst, or 10-day lesson plan. Student materials are provided for both benchmark assessment and progress monitoring. The materials include documents for both practice and assessments.
<p><b>Non-negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b></p> <p>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. The materials address phonological awareness through the introduction of phoneme segmentation, phoneme identification, and the practice of first, last, and middle sound segmentations. In the Grade 1, Group 1, Burst 1, students begin Day 1 by blending and segmenting syllables. In the next lesson, the students begin with Onset-Rime then progress into sounding out and blending words in Lesson 11. As students advance, more difficult concepts are introduced such as middle sound segmentation. For example, the Grade 1, Burst 12 lesson is used for a group of students who show a deficit in phonological awareness, letter sounds, and</p>

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			<p>blending. Burst 12, Day 1, starts with the student modeling and practicing listening to the spoken sounds within the word. Next, the student identifies the phoneme with identification chips and sounding out the word for accuracy. In the next lesson, the student begins activities that encourage the student to segment a spoken word into separate sounds; the student also works on blending multiple sounds into words. Students placed into the Grade 2, Fluency and Comprehension, Burst 12, start with a timed read that identifies the student’s ability to fluently read for one minute. On Day 2 of Burst 12, the lesson addresses the students ability to read each syllable in a multisyllabic word with correct pronunciation. In the lesson, the teacher models the strategy of using a white board to break apart the syllables in the word “capital.” The student then practices the strategy with other words. The materials provide additional support and challenges within the lesson for students who are struggling and for students who are thriving. The materials provide build up skills throughout the entire sequence and individual bursts and lessons. Lessons are designed to teach students how to manipulate sounds, identify syllables, blend segments, and connect sounds with written letters.</p>

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	<p><b>Required</b>  <b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p><b>No</b></p>	<p>Although the materials do provide systematic and explicit phonics instruction and instruction includes repeated modeling and opportunities for students to hear, say, and read sound and spelling patterns, instruction does not include frequent writing opportunities. The materials identify individual student gaps in phonics instruction through the DIBELS Benchmark Assessment and End of Burst progress monitoring. Students are placed within groups that target the students' specific deficit and the program provides the teacher with a 10-day lesson plan to provide systematic and explicit phonics instruction that includes repeated modeling and opportunities for students to hear, say, and read sound and spelling patterns; however, evidence of opportunities for students to write spelling patterns is minimal. The intervention focuses on phonics and word blending, letter sound knowledge, and regular and irregular words. Students begin with basic skills and progress to more advanced work. All phonics lessons include a Model section where the teacher provides deliberate modeling of the goal the student will achieve, then the skill is practiced, and finally applied. At the end of each lesson, the student is assessed for progress. The lesson has built in support and challenges based on individual student progress. For example, in Grade 1, Group 1, Burst 2,</p>

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			<p>Word Detectives: Sounding Out Accuracy Activities, the teacher models how to find the words using phonics skills, then the teacher has the students take turns reading and saying the words. When the students move to more advanced phonics such as the ending blends, students practice blending with more complex spelling patterns. In Grade 1, Group 1, Burst 11, Day 4, “students sound out words containing letter sounds they know and then read each word by saying it fast.” The teacher reviews letter sounds with students, writing the letters on the board and reviewing individual sounds. The teacher then models tapping the letter and saying each sound, making a note to stop in between the sounds. The teacher models the activity using the word “spring.” The activity continues through a list of words for practice. Day 6 includes a note regarding modeling: “In this activity, we do not begin with a teacher-led model. Instead, we begin with a “We Do,” which means ‘we work through the question and answer together.’ We do this to maximize practice opportunities for your students.” Also on Day 6, students also play a decoding game with CVCC words: students are divided into two teams and work individually to decode CVCC words to earn points for their team. On Day 8, “students sound out a regular word in their heads and then say the word out loud.” The</p>



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			<p>teacher reviews letter sounds with students, models sounding out each letter silently, then putting the sounds together to say the word out loud. Practice opportunities are then provided. Although the students have opportunities to hear, say, and read during phonics instruction, minimal writing opportunities were evidenced.</p>
	<p><b>Required</b>  <b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency irregular</b> words both in and out of context based on student need.</p>	<p><b>Yes</b></p>	<p>Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. The materials provide a multitude of opportunities for students to practice high-frequency words through flash cards, decodable sentences, and decodable texts. In Grade 1, Group 5, Burst 12, Day 1, the students sound out an irregular word and then practice saying the word when it is pointed to. In the Upper Elementary Regular Word Recognition and High-Frequency Irregular Word Recognition, Burst 8, Day 2, students work in pairs to form a sentence using a combination of irregular and regular word cards. In the Upper Elementary Rootword and Irregular Words, Burst 12, Day 1, students are provided with the goals: “Given a regular word with two or more syllables, the student can recognize the syllabic divisions, sound out the word, then use it in a sentence;” and “Given a printed</p>

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			<p>irregular word, the student can read it.” The teacher is instructed to review syllables and provide examples of syllables. The students then practice identifying syllables with a partner and applying the strategy by completing the sentence. The teacher then provides a group of irregular words (hear, idea, look, so) on the board for introduction. The teacher points to the syllables in the irregular word, sounds them out, and then has the students practice sounding out the syllables. The students then apply their skills to a decodable sentence. On Day 2, students play the Irregular Words Game to continue on building their skills. Students are provided a word bank of irregular words that they will use to put in a sentence. Day 4 uses riddles for students to practice consonant blends in irregular words. Day 6 concentrates on two-syllable, three-syllable, or compound regular words which the student can segment into syllables. The lesson also places an emphasis on syllabication concentration addressing the students’ ability to use natural pacing fluently. At the end of Day 9, teachers use the progress monitoring app to identify any remaining deficits.</p>
	<p><b>Required</b>  <b>2d)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of</p>	<p><b>Yes</b></p>	<p>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</p>

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	reading foundational skills, including phonics patterns and word analysis skills in decoding words.		of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The program provides built in decodable sentences and text as a foundation for each individual lesson. For example, Grade 1, Group 5, Burst 12 uses the anchor texts “Your Five Senses” and “Jamal Makes a Map.” Day 1 introduces irregular words found with the text, practices the words using a game, and has the students complete a one-minute read of the text. Day 2 introduces high-frequency words found within the text. On Day 8, students begin to identify compound words within the text and create their own. In addition, the students complete a one minute timed reading of the text in each lesson. Upper Elementary Letter Combinations, Burst 12 uses a paragraph from the text “Today Lillian was taking...” to provide explicit instruction on the letter combinations (au, ou, oi, oy, and ow) and to build silent-letter word fluency and compound word fluency. On Day 8 of the Grade 2 Fluency and Comprehension Burst 1, the students read and define content words in a passage. The teacher models strategies for defining content words found in passages. In the Grade 3 Fluency and Comprehension strand, Burst 12, students practice multisyllabic words before reading a passage. The materials are designed with anchor texts that explicitly address a multitude of deficits

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			within a combined lesson.
	<p><b>Required</b>  <b>2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> 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.</p>	<p><b>Yes</b></p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. The materials provide students who show a deficit in fluency and accuracy with plans specifically created to address those skill gaps through modeling, practicing, and applying. The mCLASS Intervention lessons begin with fluency practice using letters and sounds, then progress to fluent word reading. Once students have mastered this, they move to longer texts. In Grade 1, Group 5, Burst 5, Day 1, the teacher models how to read a passage fluently. The teacher explains what it means to read fluently and monitors students' partner-reading for one minute. Students then fill in a fluency chart that is used to show progress. On Day 3, the Grade 6, Fluency and Comprehension group, Burst 3, students practice rereading a passage fluently with expression and accuracy. The teacher uses observation and student fluency charts to note progress or see where more practice is needed. Another example is the Grade 5, Fluency and Comprehension, Burst 12 which addresses students reading fluency and comprehension skills. Day 1 begins by</p>

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			introducing the students to a one minute read of the text “The Legend of the DreamCatcher.” Students are given one minute to read as much of the text as they can aloud with a partner. The student then fills in a fluency chart that counts the number of words read as compared to the number remaining in the passage. The lesson progresses to the students practicing dialogue, emotion, and tone while reading the same passage. In Upper Elementary, Regular Word and Irregular Word, Burst 12 connects text accuracy through teaching irregular words, ending blends, and syllabication. The Burst uses word cards, sentence cutouts, index cards, and activity boards for practicing both regular words (cvc,cvcc, ccvcc) and irregular words found within the passage.
<p><b>Non-negotiable</b>  <b>3. USABILITY AND SUPPORT:</b>            Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a)</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, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<p><b>Yes</b></p>	<p>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. Materials clearly communicate information about recommended intensity, intervention group size, and time requirements. The materials provide explicit guidance for implementation based on the results of student data obtained through the diagnostic DIBELS assessment. The mCLASS Intervention has an online, step-by-step guide for use of the program</p>

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	<p><b>Required</b>  <b>3b) Materials support a high level of student and teacher interaction.</b> Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p><b>Yes</b></p>	<p>called BurstBase. The BurstBase videos guide and inform administrators, teachers, and interventionists on all aspects of implementation including intensity, group size, and time recommendations. In the BurstBase video on grouping and scheduling, mCLASS interventions recommend 30 minute lessons for a group of 4-6 Tier 2 students done daily. For Tier 3, the recommendations are 3 students for 60 minutes daily. Data from the DIBELS Diagnostic breaks students into homogenous groups called Bursts based on their skill deficit. Within the Burst, is a 10-day lesson plan that provides a materials list broken down for each day, a daily lesson plan overview, and explicit instructions for each day. The daily plans contain a learning goal for the student, teacher modeling instructions, student practice instructions, scaffolded supports, and a wrap up activity. At the end of the 10-day lesson plan, students are given a progress monitoring diagnostic for that specific Burst.</p> <p>Materials support a high level of student and teacher interaction. All mCLASS Intervention activities begin with a Model (“I Do”) followed by a Practice (“You Do”). During the Model section, the teacher demonstrates how to do the activity. During the Practice section, the students practice. In Grade 1, Group 1, Burst 12, the</p>

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			<p>teacher gives a category of favorite things, and students say their favorite item one phoneme at a time. The group blends the phonemes to figure out each student's favorite thing. The teacher and students then play a game called Word Chop Hop where students mimic a rabbit's movements with their hands as they segment sounds in a word. The lesson provides scaffolded teacher reactions to help guide struggling students. In the Grade 6, Fluency and Comprehension, Burst 12, the teacher models dialogue, emotion, and tone in a one-minute fluent read of a text. Students then work with a partner to practice a one-minute read of the same text. An application called Boost is available for students to practice at home or in classroom centers. When students use the Boost app, teachers are encouraged to praise students' efforts and risk-taking with statements such as, "I like that you keep trying." In the BurstBase video handout titled "Teaching Burst Lessons," there are guidelines for actions to engage and lead students.</p>
<b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>			
<p><b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></p> <p>Materials are easy to use and</p>	<p><b>Required</b></p> <p><b>4a)</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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>Required</b>  <b>4c)</b> Materials include regular opportunities and tools for students to receive <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p> <ul style="list-style-type: none"> <li>• Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.</li> <li>• Materials provide guidance on helping students set fluency goals and graph progress.</li> <li>• Materials contain strategies for family engagement including informing all stakeholders about student progress and how families can help support student progress and achievement.</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>Required</b>  <b>4d)</b> Materials are <b>easy to use and well organized</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>SECTION III: ADDITIONAL INFORMATION</b>  <b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>			
<p><b>5. ADDITIONAL INFORMATION</b></p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>



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These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.	<b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.  <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.  <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.</p>			
<p><b>Compile the results for Sections I and II to make a final decision for the material under review.</b></p>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>Yes</b>	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. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.
	2. Instructional Design	<b>No</b>	Materials provide systematic and explicit phonological awareness instruction. Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. Resources and/or texts provide ample practice of foundational reading skills using

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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. Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Although the materials do provide systematic and explicit phonics instruction and instruction includes repeated modeling and opportunities for students to hear, say, and read sound and spelling patterns, instruction does not include writing opportunities.
	3. Usability and Support	<b>Yes</b>	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. Materials support a high level of student and teacher interaction.
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>III. Additional Information</b>	5. Additional Information	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

Publisher Response

**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: **mCLASS Intervention**

Grade: **3-6**

Publisher: **Amplify Education, Inc.**

Copyright: **2020**

Overall Rating: **Tier III, Not representing quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Program Design (Non-negotiable)	2. Instructional Design (Non-negotiable)
3. Usability And Support (Non-negotiable)	

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

To evaluate instructional materials for alignment with the standards and determine 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** 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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<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 yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.</b>				
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> 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.</p>	<p><b>Yes</b></p>	<p>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. Data from assessments are used to determine skills deficits, to create groups of students based on needs, and to create a 10-day individualized lesson plan for the groups. Students are assessed using the DIBELS platform at the beginning of the year, middle of the year, and end of the year. In addition, Burst Assessments are given at the end of a 2-week period to assess student growth and to analyze if the student needs additional intervention. The materials provide pacing guides as well as scope and sequence documents based on the student's Tier intensity. Tier 2 intensity mCLASS Intervention lessons last 30 minutes per day and are delivered daily in groups of 4–6 students. Each session has five activities, and each activity is 5–8 minutes long. In a Tier 3 intensity, mCLASS Intervention lessons can be 30 or 60 minutes per day and are delivered daily in groups of 3–4 students. Additional practice is provided as needed through support and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			challenge boxes on the daily lesson pages. Students also have access to Boost, an app that allows students to practice skills such as letter-sound knowledge, blending, irregular word recognition, and advanced phonics.	
	<p><b>Required</b>  <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>• Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>• Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	<b>Yes</b>	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. The materials utilize the DIBELS 8th Edition placement diagnostic to identify student deficits then group the students in order to provide individualized lesson plans based on those deficits. The program monitors student progress through the Maze Monitoring assessment at the end of each 10-day lesson plan. The K-3 DIBELS Literacy Screener is used to assess students for deficits in First Sound Fluency, Word Fluency, and Oral Reading Fluency. The materials provide a systematic intervention plan based on the data from the Screener. The materials provide a progress monitoring app for teachers to give benchmark assessments and record data. The app provides a one minute timer, and the student reads from the screen. The teacher is given instructions to provide the correct word if the student takes longer than 3 seconds. The teacher can choose from 5 types of progress assessments: Phonemic Awareness, Letter Sounds, Word Reading,	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			Reading Fluency, and Irregular Words. For example, on the Grade 5 Benchmark assessment, the student reads aloud a passage as the teacher has access to the passage. The teacher then taps on any words misread, and the app records the mistakes then uses the data to place the student in groups based on deficits. The results of this progress monitoring are then used for new grouping and a new Burst, or 10-day lesson plan. Student materials are provided for both benchmark assessment and progress monitoring. The materials include documents for both practice and assessments.	
<p><b>Non-negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b></p> <p>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. The materials address phonological awareness through the introduction of phoneme segmentation, phoneme identification, and the practice of first, last, and middle sound segmentations. In the Grade 1, Group 1, Burst 1, students begin Day 1 by blending and segmenting syllables. In the next lesson, the students begin with Onset-Rime then progress into sounding out and blending words in Lesson 11. As students advance, more difficult concepts are introduced such as middle sound segmentation. For example, the Grade 1, Burst 12 lesson is used for a group of students who show a deficit in phonological awareness, letter sounds, and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>blending. Burst 12, Day 1, starts with the student modeling and practicing listening to the spoken sounds within the word. Next, the student identifies the phoneme with identification chips and sounding out the word for accuracy. In the next lesson, the student begins activities that encourage the student to segment a spoken word into separate sounds; the student also works on blending multiple sounds into words. Students placed into the Grade 2, Fluency and Comprehension, Burst 12, start with a timed read that identifies the student's ability to fluently read for one minute. On Day 2 of Burst 12, the lesson addresses the students ability to read each syllable in a multisyllabic word with correct pronunciation. In the lesson, the teacher models the strategy of using a white board to break apart the syllables in the word "capital." The student then practices the strategy with other words. The materials provide additional support and challenges within the lesson for students who are struggling and for students who are thriving. The materials provide build up skills throughout the entire sequence and individual bursts and lessons. Lessons are designed to teach students how to manipulate sounds, identify syllables, blend segments, and connect sounds with written letters.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
	<p><b>Required</b>  <b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p><b>No</b></p>	<p>Although the materials do provide systematic and explicit phonics instruction and instruction includes repeated modeling and opportunities for students to hear, say, and read sound and spelling patterns, instruction does not include frequent writing opportunities. The materials identify individual student gaps in phonics instruction through the DIBELS Benchmark Assessment and End of Burst progress monitoring. Students are placed within groups that target the students' specific deficit and the program provides the teacher with a 10-day lesson plan to provide systematic and explicit phonics instruction that includes repeated modeling and opportunities for students to hear, say, and read sound and spelling patterns; however, evidence of opportunities for students to write spelling patterns is minimal. The intervention focuses on phonics and word blending, letter sound knowledge, and regular and irregular words. Students begin with basic skills and progress to more advanced work. All phonics lessons include a Model section where the teacher provides deliberate modeling of the goal the student will achieve, then the skill is practiced, and finally applied. At the end of each lesson, the student is assessed for progress. The lesson has built in support and challenges based on individual student progress. For example, in Grade 1, Group 1, Burst 2,</p>	<p>mCLASS Intervention is being updated to include spelling/writing practice throughout the Letter Sounds and Decoding strands. In the Letter Sounds strand, students will receive practice forming letters when learning sounds. In the Decoding strands, students will practice spelling/writing words.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>Word Detectives: Sounding Out Accuracy Activities, the teacher models how to find the words using phonics skills, then the teacher has the students take turns reading and saying the words. When the students move to more advanced phonics such as the ending blends, students practice blending with more complex spelling patterns. In Grade 1, Group 1, Burst 11, Day 4, “students sound out words containing letter sounds they know and then read each word by saying it fast.” The teacher reviews letter sounds with students, writing the letters on the board and reviewing individual sounds. The teacher then models tapping the letter and saying each sound, making a note to stop in between the sounds. The teacher models the activity using the word “spring.” The activity continues through a list of words for practice. Day 6 includes a note regarding modeling: “In this activity, we do not begin with a teacher-led model. Instead, we begin with a “We Do,” which means ‘we work through the question and answer together.’ We do this to maximize practice opportunities for your students.” Also on Day 6, students also play a decoding game with CVCC words: students are divided into two teams and work individually to decode CVCC words to earn points for their team. On Day 8, “students sound out a regular word in their heads and then say the word out loud.” The</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			teacher reviews letter sounds with students, models sounding out each letter silently, then putting the sounds together to say the word out loud. Practice opportunities are then provided. Although the students have opportunities to hear, say, and read during phonics instruction, minimal writing opportunities were evidenced.	
	<p><b>Required</b>  <b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency irregular</b> words both in and out of context based on student need.</p>	<b>Yes</b>	Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. The materials provide a multitude of opportunities for students to practice high-frequency words through flash cards, decodable sentences, and decodable texts. In Grade 1, Group 5, Burst 12, Day 1, the students sound out an irregular word and then practice saying the word when it is pointed to. In the Upper Elementary Regular Word Recognition and High-Frequency Irregular Word Recognition, Burst 8, Day 2, students work in pairs to form a sentence using a combination of irregular and regular word cards. In the Upper Elementary Rootword and Irregular Words, Burst 12, Day 1, students are provided with the goals: "Given a regular word with two or more syllables, the student can recognize the syllabic divisions, sound out the word, then use it in a sentence;" and "Given a printed	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>irregular word, the student can read it.” The teacher is instructed to review syllables and provide examples of syllables. The students then practice identifying syllables with a partner and applying the strategy by completing the sentence. The teacher then provides a group of irregular words (hear, idea, look, so) on the board for introduction. The teacher points to the syllables in the irregular word, sounds them out, and then has the students practice sounding out the syllables. The students then apply their skills to a decodable sentence. On Day 2, students play the Irregular Words Game to continue on building their skills. Students are provided a word bank of irregular words that they will use to put in a sentence. Day 4 uses riddles for students to practice consonant blends in irregular words. Day 6 concentrates on two-syllable, three-syllable, or compound regular words which the student can segment into syllables. The lesson also places an emphasis on syllabication concentration addressing the students’ ability to use natural pacing fluently. At the end of Day 9, teachers use the progress monitoring app to identify any remaining deficits.</p>	
	<p><b>Required 2d)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of</p>	<p><b>Yes</b></p>	<p>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</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
	reading foundational skills, including phonics patterns and word analysis skills in decoding words.		of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The program provides built in decodable sentences and text as a foundation for each individual lesson. For example, Grade 1, Group 5, Burst 12 uses the anchor texts "Your Five Senses" and "Jamal Makes a Map." Day 1 introduces irregular words found with the text, practices the words using a game, and has the students complete a one-minute read of the text. Day 2 introduces high-frequency words found within the text. On Day 8, students begin to identify compound words within the text and create their own. In addition, the students complete a one minute timed reading of the text in each lesson. Upper Elementary Letter Combinations, Burst 12 uses a paragraph from the text "Today Lillian was taking..." to provide explicit instruction on the letter combinations (au, ou, oi, oy, and ow) and to build silent-letter word fluency and compound word fluency. On Day 8 of the Grade 2 Fluency and Comprehension Burst 1, the students read and define content words in a passage. The teacher models strategies for defining content words found in passages. In the Grade 3 Fluency and Comprehension strand, Burst 12, students practice multisyllabic words before reading a passage. The materials are designed with anchor texts that explicitly address a multitude of deficits	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
	<p><b>Required</b>  <b>2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> 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.</p>	<p><b>Yes</b></p>	<p>within a combined lesson.</p> <p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. The materials provide students who show a deficit in fluency and accuracy with plans specifically created to address those skill gaps through modeling, practicing, and applying. The mCLASS Intervention lessons begin with fluency practice using letters and sounds, then progress to fluent word reading. Once students have mastered this, they move to longer texts. In Grade 1, Group 5, Burst 5, Day 1, the teacher models how to read a passage fluently. The teacher explains what it means to read fluently and monitors students' partner-reading for one minute. Students then fill in a fluency chart that is used to show progress. On Day 3, the Grade 6, Fluency and Comprehension group, Burst 3, students practice rereading a passage fluently with expression and accuracy. The teacher uses observation and student fluency charts to note progress or see where more practice is needed. Another example is the Grade 5, Fluency and Comprehension, Burst 12 which addresses students reading fluency and comprehension skills. Day 1 begins by</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>introducing the students to a one minute read of the text "The Legend of the DreamCatcher." Students are given one minute to read as much of the text as they can aloud with a partner. The student then fills in a fluency chart that counts the number of words read as compared to the number remaining in the passage. The lesson progresses to the students practicing dialogue, emotion, and tone while reading the same passage. In Upper Elementary, Regular Word and Irregular Word, Burst 12 connects text accuracy through teaching irregular words, ending blends, and syllabication. The Burst uses word cards, sentence cutouts, index cards, and activity boards for practicing both regular words (cvc,cvcc, ccvcc) and irregular words found within the passage.</p>	
<p><b>Non-negotiable</b>  <b>3. USABILITY AND SUPPORT:</b>            Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a)</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, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<p><b>Yes</b></p>	<p>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. Materials clearly communicate information about recommended intensity, intervention group size, and time requirements. The materials provide explicit guidance for implementation based on the results of student data obtained through the diagnostic DIBELS assessment. The mCLASS Intervention has an online, step-by-step guide for use of the program</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>called BurstBase. The BurstBase videos guide and inform administrators, teachers, and interventionists on all aspects of implementation including intensity, group size, and time recommendations. In the BurstBase video on grouping and scheduling, mCLASS interventions recommend 30 minute lessons for a group of 4-6 Tier 2 students done daily. For Tier 3, the recommendations are 3 students for 60 minutes daily. Data from the DIBELS Diagnostic breaks students into homogenous groups called Bursts based on their skill deficit. Within the Burst, is a 10-day lesson plan that provides a materials list broken down for each day, a daily lesson plan overview, and explicit instructions for each day. The daily plans contain a learning goal for the student, teacher modeling instructions, student practice instructions, scaffolded supports, and a wrap up activity. At the end of the 10-day lesson plan, students are given a progress monitoring diagnostic for that specific Burst.</p>	
	<p><b>Required</b>  <b>3b)</b> Materials support a <b>high level of student and teacher interaction</b>. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p><b>Yes</b></p>	<p>Materials support a high level of student and teacher interaction. All mCLASS Intervention activities begin with a Model ("I Do") followed by a Practice ("You Do"). During the Model section, the teacher demonstrates how to do the activity. During the Practice section, the students practice. In Grade 1, Group 1, Burst 12, the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>teacher gives a category of favorite things, and students say their favorite item one phoneme at a time. The group blends the phonemes to figure out each student's favorite thing. The teacher and students then play a game called Word Chop Hop where students mimic a rabbit's movements with their hands as they segment sounds in a word. The lesson provides scaffolded teacher reactions to help guide struggling students. In the Grade 6, Fluency and Comprehension, Burst 12, the teacher models dialogue, emotion, and tone in a one-minute fluent read of a text. Students then work with a partner to practice a one-minute read of the same text. An application called Boost is available for students to practice at home or in classroom centers. When students use the Boost app, teachers are encouraged to praise students' efforts and risk-taking with statements such as, "I like that you keep trying." In the BurstBase video handout titled "Teaching Burst Lessons," there are guidelines for actions to engage and lead students.</p>	
<b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>				
<b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>  Materials are easy to use and	<b>Required 4a)</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>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
<p>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.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>Required 4c)</b> Materials include regular opportunities and tools for students to receive <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p> <ul style="list-style-type: none"> <li>• Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.</li> <li>• Materials provide guidance on helping students set fluency goals and graph progress.</li> <li>• Materials contain strategies for family engagement including informing all stakeholders about student progress and how families can help support student progress and achievement.</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>Required 4d)</b> Materials are <b>easy to use and well organized</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>SECTION III: ADDITIONAL INFORMATION</b>  <b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>				
<p><b>5. ADDITIONAL INFORMATION</b></p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.	<b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a "No" for at least one of the Non-negotiable Criteria.				
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>Yes</b>	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. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.	
	2. Instructional Design	<b>No</b>	Materials provide systematic and explicit phonological awareness instruction. Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. Resources and/or texts provide ample practice of foundational reading skills using	mCLASS Intervention is being updated to include spelling/writing practice throughout the Letter Sounds and Decoding strands. In the Letter Sounds strand, students will receive practice forming letters when learning sounds. In the Decoding strands, students will practice spelling/writing words.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			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. Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Although the materials do provide systematic and explicit phonics instruction and instruction includes repeated modeling and opportunities for students to hear, say, and read sound and spelling patterns, instruction does not include writing opportunities.	
	3. Usability and Support	<b>Yes</b>	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. Materials support a high level of student and teacher interaction.	
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>III. Additional Information</b>	5. Additional Information	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.