Academic Content

Instructional Materials Evaluation Tool
(IMET) for Alignment in ELA Intervention Grades 3-8

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: **Comprehensive Orton-Gillingham Plus** Grade/Course: **3-8**

Publisher: **Institute for Multi-Sensory Education** Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

STRONG	WEAK
	1. Program Design (Non-Negotiable)

Scoring Guidance[1]:

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

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 to continue to Non-Negotiable Criterion 3. Materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section II.			
Non-Negotiable **1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN** Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills. ☐ Yes ☒ No	**Required** **1a)** Materials and instructional approaches **support** the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours and is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit.	**No**	Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Although intensive instruction is data-driven, systematic, and explicit, the materials focus on Grades K-2 foundational skills instruction with minimal guidance for implementation as an intensive intervention program for students with foundational skill deficits in Grades 3-8. Additionally, guidance for instruction frequency states a "minimum of 45-120 minutes of intensive instruction 5 times per week" for Tier III students. The majority of the Comprehensive OG+ Plus Assessment Manual provides assessment guidance for Beginning Reading Skills (Kindergarten), Level 1 (Grade 1), and Level 2 (Grade 2). The materials include Red Word lists for Grades K, 1, and 2. While the intervention document labels the Teacher Guide Books as Level A, Level B, and Level C, guidance within each Teacher Guide Book refers to Grades K-2 and are titled Kindergarten, First Grade, and Second Grade. Scope and Sequence documents include skills broken down by Grades K-2. Additionally, guidance for Red Words references recognition and memory. For example, Red Word Guidance in the Comprehensive OG+

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher Training Manual states, "The goal is to create sight words (words that can be read without having to decode them) by helping build orthographic mapping." and "Sometimes high frequency words need to be learned before a phonetically based series can teach concepts contained in them." The Comprehensive OG+ Assessment manual states that "The goal for Red Words in kindergarten is for students to be exposed to high-frequency words and be able to recognize them. By the end of kindergarten, students should be able to write Red Words from memory."
	Required **1b)** Materials include tools to **evaluate** foundational reading skills in the areas of phonological awareness, phonics, and fluency. Assessment tools within materials do not require or encourage students to use three-cueing[3], MSV[4] cues, or visual memory. • Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. • Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students	**No**	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, the assessment tools use methods that may be biased to students and rely on outside diagnostic and progress monitoring assessments. The Comprehensive Teacher Assessment Manual states that IMSE assessments' are designed to be informal assessments with the primary purpose being to document students who fall below the benchmark. The secondary purpose of the assessments is to determine a starting point for instruction. Guidance also states, "Diagnostic assessments measure specific skills, like phonological awareness, decoding, and oral reading skills, spelling and writing.

[3] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues
[4] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	using methods that are unbiased and accessible to all students.		These assessments can be formal standardized tests or informal. Not all students need these assessments." This guidance leaves the initial decision to assess students up to teacher discretion. In addition, teacher guidance for administering the program's assessments offers suggestions rather than explicitly stating how to place students within the program, leaving the majority of the work and placing students up to teacher discretion. For example, when analyzing students' assessment miscues, teachers must rely on their own skill knowledge to determine if the errors are in the areas of phonology, orthography, or morphology. When assessing phonological awareness, it is recommended for teachers to use an assessment outside of the materials, such as the Phonological Awareness Screening Test by Dr. David Kilpatrick or the Phonological Awareness Skills test in Zgonc's Interventions for All: Phonological Awareness. Also, guidance for assessing and progress monitoring fluency suggests using materials outside of the program such as Acadience Reading K-6.
Non-Negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND	**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	**Not Evaluated**	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
EXPLICIT Materials include [systematic and explicit instruction](#) in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. ☐ Yes ☐ No	encourage three-cueing[5], MSV[6] 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 memory for word recognition.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **2c)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	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 reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

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[5] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues
[6] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		
Non-Negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☐ Yes ☐ No	**Required 3a)** Materials provide clear, extensive **guidance and support** for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 3b) Materials support a **high level of student and teacher interaction.** Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals.	**Required 4a)** Materials include a **wide variety** of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4b) Materials provide a variety of **multimodal/multisensory** resources and/or techniques that enhance student	**Not Evaluated**	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
Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts. ☐ Yes ☐ No	engagement and learning (i.e., incorporate visual, auditory, and tactile senses).		
	Required **4c)** Materials include regular opportunities and tools for students to receive immediate **feedback** on and track their progress toward proficiency and/or understanding.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **4d)** Materials are **easy to use and well organized** for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

SECTION III: ADDITIONAL INFORMATION
These indicators are not scored, but provide additional information about vocabulary and comprehension practice.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.	**5a)** Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" for all Non-Negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-Negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-Negotiable Criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality[7]	1. Program Design	**No**	Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, the assessment tools use methods that may be biased to students and rely on outside diagnostic and progress monitoring assessments.
	2. Instructional Design	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	3. Usability and Support	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.
II. Additional Criterion of Superior Quality [8]	4. Additional Indicators of Superior Quality	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Information [9]	5. Additional Information	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier 3, Not representing quality**			

[7] Must score a "Yes" for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.
[8] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.
[9] Informational only and does not affect overall score.

Reviewer Information

Instructional Materials Review

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 2024-2025 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current Louisiana educators with experience in grades K-8.

Appendix I.

Publisher Response

Instructional Materials Evaluation Tool
(IMET) for Alignment in ELA Intervention Grades 3-8

Foundations of Reading Intensive Intervention Materials Grades 3-8

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

Title: **Comprehensive Orton-Gillingham Plus**

Publisher: **Institute for Multi-Sensory Education**

Overall Rating: **Tier 3, Not representing quality**

Grade/Course: **3-8**

Copyright: **2022**

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

STRONG	WEAK
	1. Program Design (Non-Negotiable)

Scoring Guidance[1]:

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

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

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

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criterion.
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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.
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Tier 1 ratings receive a "Yes" for all Non-Negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 to continue to Non-Negotiable Criterion 3. Materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section II.				
Non-Negotiable 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills. ☐ Yes ☒ No	**Required** **1a)** Materials and instructional approaches **support** the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours and is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit.	**No**	Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Although intensive instruction is data-driven, systematic, and explicit, the materials focus on Grades K-2 foundational skills instruction with minimal guidance for implementation as an intensive intervention program for students with foundational skill deficits in Grades 3-8. Additionally, guidance for instruction frequency states a "minimum of 45-120 minutes of intensive instruction 5 times per week" for Tier III students. The majority of the Comprehensive OG+ Plus Assessment Manual provides assessment guidance for Beginning Reading Skills (Kindergarten), Level 1 (Grade 1), and Level 2 (Grade 2). The materials include Red Word lists for Grades K, 1, and 2. While the intervention document labels the Teacher Guide Books as Level A, Level B, and Level C, guidance within each Teacher Guide Book refers to Grades K-2 and are titled Kindergarten, First Grade, and Second Grade. Scope and Sequence documents include skills broken down by Grades K-2. Additionally, guidance for Red Words references recognition and memory. For example, Red Word Guidance in the Comprehensive OG+	Narrative Response: IMSE's Orton-Gillingham Plus is an explicit, systematic and data-driven approach that meets and exceeds the rubric definition for intensive foundational reading intervention. At the heart of IMSE's Orton-Gillingham methodology is a data-informed instructional model that enables educators to make responsive decisions based on each student's unique literacy profile. Instruction begins with universal screeners and diagnostic assessments, which identify specific strengths and deficits across phonological awareness, phonics, fluency, vocabulary, and comprehension to drive instruction. The instructional path is individually prescribed based on these assessment results. While a scope and sequence for Grades K-2 is provided as a recommendation for core foundational skill instruction in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			Teacher Training Manual states, "The goal is to create sight words (words that can be read without having to decode them) by helping build orthographic mapping." and "Sometimes high frequency words need to be learned before a phonetically based series can teach concepts contained in them." The Comprehensive OG+ Assessment manual states that "The goal for Red Words in kindergarten is for students to be exposed to high-frequency words and be able to recognize them. By the end of kindergarten, students should be able to write Red Words from memory."	early grades (in alignment with state standards and expectations), it is not exclusionary to older students. It is a scope and sequence of foundational skills that are applicable to any student who is an emerging or struggling reader. As stated in the OG+ Training Manual and Assessment Manual, teachers are provided guidance to use real-time student data to form flexible groups or guide one-on-one instruction, targeting the most pressing foundational skills for each learner. Progress monitoring tools are regularly employed to adjust instruction based on ongoing student performance, ensuring interventions remain responsive and impactful. IMSE's OG+ instruction follows a systematic and sequential scope and sequence that is developmentally appropriate and grounded in the structure of the English language. The sequence intentionally begins with basic elements—such as phoneme-grapheme correspondences and sound-symbol relationships—and methodically advances to more complex concepts, including syllable division, morphology, and etymology.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				Instruction is not random, dictated by a curriculum calendar or even a grade level; rather, it proceeds logically, building upon previously mastered content. Each new concept is strategically introduced only after students demonstrate mastery of the prerequisite skills. This tightly organized structure ensures that instruction aligns with how students best internalize the foundational components of language. IMSE OG+ is explicitly taught — nothing is left to chance or inference. Teachers use direct, multisensory, and structured techniques to deliver content through the "I Do, We Do, You Do" model, which aligns closely with the Say, Model, Practice, Apply instructional cycle. Evidence: (26) Comprehensive OG+Teacher Training Manual - P. 38, IMSE Fidelity Standards for all three tiers of instruction - P.. 53, "When teaching IMSE's Orton-Gillingham method, use the assessments in IMSE's Assessment Manual as determining points for differentiated instructional needs. The Assessment Analysis provided in the Assessment Manual helps educators

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				etermine readiness levels of students in regard to foundational reading skills. " - Pp. 62-67, Guidelines for Lessons, including guidance for implementing the program as an intervention Comprehensive OG+ Assessment Manual - The Comprehensive OG+ Assessment Manual provides assessments and assessment guidance for students in Grades 3+ through the inclusion of the informal spelling survey (see pp. 69-83). - For students who need more support with foundational skills, teachers are provided guidance to administer the level 1 assessment and provide instruction using the typical K-2 scope and sequence (see p. 83). While the Teacher Guides and assessments are titled "K-2", they simply refer to the foundational skills typically taught and mastered during grades K-2, but represent the same skills students in Grades 3+ with foundational skill gaps need. - P. 69, Assessment for Third Grade and Beyond - Pp. 70-83, Informal Spelling Survey - P. 83, Where to begin instruction for older students - P. 84, Key performance indicators

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				(22) IMSE Comprehensive OG+ Teacher Guide Book D (Grade 3+) - P. 4, Scope and Sequence for skills in Grade 3+. Note that this Grade 3+ scope and sequence combines similar concepts (such as short vowel sounds) into one lesson to accelerate instruction for older students.
	Required **1b)** Materials include tools to **evaluate** foundational reading skills in the areas of phonological awareness, phonics, and fluency. Assessment tools within materials do not require or encourage students to use three-cueing[3], MSV[4] cues, or visual memory. • Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. • Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.	**No**	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, the assessment tools use methods that may be biased to students and rely on outside diagnostic and progress monitoring assessments. The Comprehensive Teacher Assessment Manual states that IMSE assessments' are designed to be informal assessments with the primary purpose being to document students who fall below the benchmark. The secondary purpose of the assessments is to determine a starting point for instruction. Guidance also states, "Diagnostic assessments measure specific skills, like phonological awareness, decoding, and oral reading skills, spelling and writing. These assessments can be formal standardized tests or informal. Not all students need these assessments." This guidance leaves the initial decision to assess students up to teacher discretion. In addition,	Narrative Response: IMSE OG+ materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency, as outlined in the IMSE Comprehensive OG+ Assessment Manual. All assessments are research-based and evaluate student mastery of key foundational skills, without bias. No outside diagnostic assessments are used, as the book, Interventions for All: Phonological Awareness by Yvette Zgonc is one of the included materials that all teachers receive. Therefore, the Phonological Awareness Skills Test is not an outside assessment, but rather an assessment included with IMSE Comprehensive OG+ materials. Evidence:

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[3] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues
[4] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			teacher guidance for administering the program's assessments offers suggestions rather than explicitly stating how to place students within the program, leaving the majority of the work and placing students up to teacher discretion. For example, when analyzing students' assessment miscues, teachers must rely on their own skill knowledge to determine if the errors are in the areas of phonology, orthography, or morphology. When assessing phonological awareness, it is recommended for teachers to use an assessment outside of the materials, such as the Phonological Awareness Screening Test by Dr. David Kilpatrick or the Phonological Awareness Skills test in Zgonc's Interventions for All: Phonological Awareness. Also, guidance for assessing and progress monitoring fluency suggests using materials outside of the program such as Acadience Reading K-6.	(38) Zgonc "Interventions for All" Phono. Awareness - Pp. 36-41, PAST Test (1) Comprehensive OG+ Assessment Manual - P. 69, Assessment for Third Grade and Beyond - Pp. 70-83, Informal Spelling Survey - P. 83, Where to begin instruction for older students - P. 84, Key performance indicators (22) IMSE Comprehensive OG+ Teacher Guide Book D (Grade 3+) - Pp. 87-100, Phonics Assessments
Non-Negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT Materials include	**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[5], MSV[6] cues, or visual memory for word recognition.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

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[5] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues
[6] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. ☐ Yes ☐ No	**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 memory for word recognition.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **2c)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	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 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. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.	**Not Evaluated**	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
Non-Negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☐ Yes ☐ No	**Required 3a)** Materials provide clear, extensive **guidance and support** for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 3b) Materials support a **high level of student and teacher interaction.** Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY				
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory	**Required 4a)** Materials include a **wide variety** of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 4b) Materials provide a variety of **multimodal/multisensory** resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required	**Not Evaluated**	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
resources and provide a wide variety of resources/texts. ☐ Yes ☐ No	**4c)** Materials include regular opportunities and tools for students to receive immediate **feedback** on and track their progress toward proficiency and/or understanding.			
	Required **4d)** Materials are **easy to use and well organized** for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
SECTION III: ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice.				
5. ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.	**5a)** Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION *Tier 1 ratings* receive a "Yes" for all Non-Negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. *Tier 2 ratings* receive a "Yes" for all Non-Negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. *Tier 3 ratings* receive a "No" for at least one of the Non-Negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
I: Non-Negotiable Criteria of Superior Quality[7]	1. Program Design	**No**	Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, the assessment tools use methods that may be biased to students and rely on outside diagnostic and progress monitoring assessments.	Click or tap here to enter text.
	2. Instructional Design	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	3. Usability and Support	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II. Additional Criterion of Superior Quality [8]	4. Additional Indicators of Superior Quality	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Information [9]	5. Additional Information	**Not Scored**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier 3, Not representing quality**				

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[7] Must score a "Yes" for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.
[8] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.
[9] Informational only and does not affect overall score.

Appendix II.

Public Comments

There were no public comments submitted.