

External Stakeholder Feedback Draft:
Foundations of Reading Intensive Intervention Materials Grades 3-8

This rubric is intended for use with programs that provide instruction on phonemic awareness, phonics, and fluency.

Scoring:

Tier I: ALL **Non-Negotiable** indicators are **YES** and ALL **Required for Tier I** indicators are **YES**.

Tier II: ALL **Non-Negotiable** indicators are **YES**, but AT LEAST ONE **Required for Tier I** indicator is **NO**.

Tier III: ANY **Non-Negotiable** indicator is **NO**.

Note: If either Indicator 1a or Indicator 1b is a **NO**, the review stops and the full rubric is not reviewed.

Pre Screening Requirement:

Submissions must include evidence-based efficacy data to support the use of materials for intervention.

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Section I. Program Design	Indicators of Quality
<p>Criterion 1: Standards aligned, systematic and explicit instruction that is data driven</p> <p>Materials include a range of foundational skills lessons that help students access grade-level content, can reasonably be completed within a school day, and include the tools necessary to evaluate deficits in foundational reading skills.</p>	<p>1a. Non-Negotiable: Materials and instructional approaches support the LDOE ELA definition of intensive reading interventions.¹ Intensive instruction provided can reasonably be completed within a school day. (Must be met before moving on)</p>
	<p>1b. Non-Negotiable: Materials include tools to evaluate deficits in foundational reading skills. Materials include a program diagnostic and progress monitoring tools that are used to inform instruction, including student placement in the intervention. There is a process for setting individual student goals. (Must be met before moving on)</p>
	<p>1c. Required for Tier I: Materials include teacher-facing and student-facing goal tracking tools with directions on use. Materials include regular opportunities for students to receive feedback on their progress toward proficiency and/or understanding. Feedback can come from the teacher, peers, and/or student self-assessment/reflection. Materials assess students using methods that are unbiased and accessible to all students.</p>
Section II. Instructional Design	Indicators of Quality
<p>Criterion 2: Foundational Reading Instruction</p> <p>Materials include systematic and explicit instruction in phonological awareness, phonics, vocabulary, and</p>	<p>2a. Non-Negotiable: Materials follow a phonemic awareness and phonics continuum.</p>
	<p>2b. Non-Negotiable: Texts are provided to practice foundational reading skills (i.e. decodable readers). Student texts are phonetically controlled (as needed) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills when appropriate.</p>
	<p>2c. Non-Negotiable: Phonics instruction is taught through systematic and repeated modeling. Instruction includes opportunities for students to hear, say, write, and read sound and spelling patterns. Sound and spelling patterns are reviewed throughout the program.</p>

¹ **Intensive interventions:** Reserved for students who continue to struggle to meet [Louisiana Student Standards](#) after they have received the full gamut of possible supports during whole-class and small-group instruction, intensive interventions should be used in addition to, not as a substitute for whole-class and small-group instruction. The content of intensive interventions should target students' specific needs based on a program diagnostic given to determine specific skill deficits. Interventions should support the approaches used during whole-class and small-group instruction, but the curriculum used during intervention might be different from the curriculum used during whole-class and small-group instruction.

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<p>fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p>	<p>2d. Non-Negotiable: Materials have a clearly defined sequence of words taught as wholes, especially high frequency words. Instruction for words taught as wholes includes explanation of the sounds within the word and reference to phonics patterns that have been taught. Instructions direct that when students come to an unknown word, they should first attempt to decode phonetically using the knowledge they have. Materials provide ample opportunities for students to work towards grade-level decoding and automaticity.</p> <p>2e. Non-Negotiable: Materials include a sequence for morphology taught explicitly and directly.</p> <p>2f. Non-Negotiable: Opportunities are frequently built into the materials that allow for students to achieve reading fluency. Texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression.</p> <p>2g. Required for Tier I: Texts are engaging, content-rich, and appropriate for the targeted grade band.</p> <p>2h. Required for Tier I: Texts include a wide variety of grade-appropriate prose, poetry, and informational texts.</p>
<p>Section III: Usability and Support</p>	<p style="text-align: center;">Indicators of Quality</p>
<p>Criterion 3: Usability and Support</p> <p>Materials are easy to use and provide guidance and support for program implementation. Materials are well organized and grade-level appropriate.</p>	<p>3a. Non-Negotiable: Materials provide 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, recommended intervention group size, and time requirements. (e.g., 20 minutes a day, 4 days a week).</p> <p>3b. Non-Negotiable: Materials support a high level of student and teacher interaction. If applicable, materials provide guidance on the connection between teacher instruction and technology-based instruction. A component of the diagnostic tool must be a teacher-student one-on-one assessment.</p> <p>3c. Required for Tier I: Materials are easy to use and well organized for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.</p>