**Date:**
**Name of Provider:**
**Product Title and Edition:**
**Publication Year:**
**Target Audience:**
**Submission ID No.:**
**Contact Person:**

**Date:**
**Appeal Submission ID:**
**Appeal Decision:**

**Phase II: In-Depth Review Decision:**

| Phase II: In-Depth Core Instructional Program Review Rubric for Kindergarten | Phase II Appeal Decision is Final |
|---|---|

**Core Instructional Program**: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports Tier 1 instruction in the broad range of reading skills required to become a skilled reader. This includes engaging materials to support the development of phonological and phonemic awareness, phonics, vocabulary, comprehension, and writing. It contains teacher manuals with explicit lesson plans for whole and small group settings, and provides rich, complex reading and practice materials for students.

**Rating Definitions:** Reviewers will evaluate core instructional programs based on the rubric below. Each indicator will be reviewed as meets expectations or does not meet expectations with evidence and/or comments to support the rating. Each indicator is worth one point.
**Meets Expectations** - Indicates the program meets the standard for the indicator based on instructional materials and other evidence submitted by the provider.
**Does Not Meet Expectations** - Indicates the program does not meet the standard for the indicator (limited or no evidence) based on instructional materials and other evidence submitted by the provider.

| Indicators | Criterion 1: Phonological and Phonemic Awareness | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 1.1 | A detailed **scope and sequence** of phonological and phonemic awareness skills **progresses from easier** (e.g., blending compound words or segmenting onset-rime) **to more difficult** (e.g., segmenting phonemes). | | | | | |
| 1.2 | **New skills are explicitly taught** using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice. | | | | | |
| 1.3 | Lessons include specific and precise **teacher language** for immediate and corrective **feedback**. | | | | | |
| 1.4 | Students are taught **strategies** to demonstrate and practice how **sounds are connected to letters** (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle). | | | | | |
| 1.5 | Students **analyze spoken words at the phoneme level**, including segmenting individual phonemes. | | | | | |
| 1.6 | **Movement** and/or **manipulatives** are used to make sounds in words concrete. | | | | | |
| 1.7 | Instructional time is focused on **high-priority skills** such as isolating beginning phonemes, blending, and segmenting. | | | | | |
| 1.8 | Students are taught to pull apart the two phonemes in consonant blends when **segmenting**. | | | | | |
| 1.9 | Students spend time practicing to **listen, identify, and produce sounds at the phoneme level**. | | | | | |
| 1.10 | The activities and materials are designed to elicit high levels of responding and **engagement** | | | | | |
| 1.11 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress. | | | | | |
| | Subtotal (11 points max) | 11 | | | | |
| Indicators | Criterion 2: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations. | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
| 2.1 | There is a detailed **scope and sequence** of phonics skills that **progresses from simple** letter-sounds **to more complex** patterns. | | | | | |
| 2.2 | There is a **predictable phonics routine** that emphasizes the **connection between graphemes and phonemes**. | | | | | |
| 2.3 | **New skills are explicitly taught** using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback. | | | | | |
| 2.4 | Lessons include specific and precise **teacher language** for immediate and corrective **feedback**. | | | | | |
| 2.5 | Letter-sound instruction **starts with high-utility letters** (i.e., m, s, a, r, t). | | | | | |
| 2.6 | Letter-sound instruction **integrates** the **letter name**, **sound**, and explicitly and systematically how to write the **symbol**. | | | | | |
| 2.7 | **Easily confused letters, letter-sounds and words** (those that look or sound similar) are *not* **taught in close sequence**. | | | | | |
| 2.8 | A few **short vowel letter-sounds** are **taught early** so students can blend VC and CVC patterns to read and write words. | | | | | |
| 2.9 | There is an explicit strategy for **blending letter sounds into words**. | | | | | |
| 2.10 | There are multiple opportunities to **practice blending letter sounds** for the purpose of reading and writing words. | | | | | |
| 2.11 | Students are taught and practice how to **encode regular words** for which they know all letter sounds. | | | | | |
| 2.12 | There are sufficient practice opportunities with **word lists, phrases and decodable texts** to build automaticity. | | | | | |
| 2.13 | **Regular word types are introduced first** (e.g., VC, CVC, CV). | | | | | |
| 2.14 | **Irregularities** are pointed out in high-utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations. | | | | | |
| 2.15 | **Irregular, high-utility words** are introduced and practiced to automaticity. | | | | | |
| 2.16 | **Words are taught and learned in isolation** *before* **practiced in text**; words in texts used for independent reading are the ones that have been taught in prior phonics lessons. | | | | | |

| Indicators | | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 2.17 | There is **cumulative review** to build automaticity of known letter-sound combinations and words. | | | | | |
| 2.18 | There are repeated opportunities to read words in **controlled decodable text** that contain the phonic elements and irregular words students have learned previously. | | | | | |
| 2.19 | Activities and materials are designed to elicit high levels of student response and **engagement**. | | | | | |
| 2.20 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress. | | | | | |
| | **Subtotal (20 points max)** | 20 | | | | |

| Indicators | Criterion 3: Vocabulary | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 3.1 | There is a detailed **scope and sequence** of vocabulary skills. | | | | | |
| 3.2 | Words selected for instruction are **rich, high-utility words** that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction. | | | | | |
| 3.3 | **New words are explicitly modeled** using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words. | | | | | |
| 3.4 | Words that have been taught are repeated **multiple times** in a **variety of contexts**. | | | | | |
| 3.5 | New words are **integrated into example sentences** and students are prompted to use the new words in sentences in **oral and written responses**. | | | | | |
| 3.6 | There is **cumulative review** and practice of previously learned words. | | | | | |
| 3.7 | Students are exposed to a **breadth of vocabulary** words through **high-quality text**. | | | | | |
| 3.8 | Activities and materials are designed to elicit high levels of response and **engagement**. | | | | | |
| | **Subtotal (8 points max)** | 8 | | | | |

| Indicators | Criterion 4: Developing Comprehension and Background Knowledge | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 4.1 | There is a clear **scope and sequence** that guides listening comprehension instruction, in which the **goals are explicitly stated** and in which the ideas follow a **logical order**. | | | | | |
| 4.2 | Students are explicitly taught to do an **oral retelling** of events or stories that were read to them. | | | | | |
| 4.3 | **Narrative story structure** (e.g., beginning, middle, end) is modeled with multiple examples. | | | | | |
| 4.4 | The use of **informational text structure** is modeled with multiple examples. | | | | | |
| 4.5 | **High-utility words** are pre-selected and explicitly taught (before, during or after) a read aloud. | | | | | |
| 4.6 | **Comprehension strategies** (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text. | | | | | |
| 4.7 | The text selections include **guiding questions** to ask while reading aloud. | | | | | |
| 4.8 | When students and teachers engage in a read-aloud, the program established a **purpose for reading**. | | | | | |
| 4.9 | The program includes a wide **variety of fiction and nonfiction high-quality text** with relatable experiences that are developmentally appropriate for the grade level for all students. | | | | | |
| 4.10 | The materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. | | | | | |
| 4.11 | **Complex topics** are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding. | | | | | |
| 4.12 | The materials support **interactive discussion** on a wide variety of topics to expand and deepen background knowledge. | | | | | |
| 4.13 | Activities and materials are designed to elicit high levels of response and **engagement**. | | | | | |
| | **Subtotal (13 points max)** | 13 | | | | |

| Indicators | Criterion 5: Small Group Instruction and Independent Practice | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 5.1 | Program provides small group **explicit, systematic, and cumulative lessons** that instruct on foundational skills. | | | | | |
| 5.2 | Program provides **extension ideas** to be used for independent practice. | | | | | |
| 5.3 | Program provides teacher guidance regarding **independent student practice activities** to be implemented when teacher is engaged in small group instruction. | | | | | |
| 5.4 | Program provides guidance on the **composition of flexible small groups** based on data. | | | | | |
| | **Subtotal (4 points max)** | 4 | | | | |

| Indicators | Criterion 6: Writing | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 6.1 | Program includes a wide range of **authentic writing opportunities**. | | | | | |
| 6.2 | Program includes **text-based tasks** that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. | | | | | |
| 6.3 | Program includes explicit **handwriting instruction** in letter formation. | | | | | |
| 6.4 | Program includes explicit instruction in **idea generation and oral storytelling**, that leads to narrative composition. | | | | | |
| 6.5 | Program includes explicit instruction in **grade-level appropriate skills** (e.g., sentence construction, basic punctuation, etc.) | | | | | |
| 6.6 | Program includes opportunities to write in **multiple genres** for different purposes. | | | | | |
| | **Subtotal (6 points max)** | 6 | | | | |

**Date:**
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**Product Title and Edition:**
**Publication Year:**
**Target Audience:**
**Submission ID No.:**
**Contact Person:**

**Date:**
**Appeal Submission ID:**
**Appeal Decision:**

**Phase II: In-Depth Review Decision:**

| Phase II: In-Depth Core Instructional Program Review Rubric for 1st Grade | Phase II Appeal Decision is Final |
|---|---|

**Core Instructional Program:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports Tier 1 instruction in the broad range of reading skills required to become a skilled reader. This includes engaging materials to support the development of phonological and phonemic awareness, phonics, vocabulary, comprehension, and writing. It contains teacher manuals with explicit lesson plans for whole and small group settings, and provides rich, complex reading and practice materials for students.

**Rating Definitions:** Reviewers will evaluate core instructional programs based on the rubric below. Each indicator will be reviewed as meets expectations or does not meet expectations with evidence and/or comments to support the rating. Each indicator is worth one point.
**Meets Expectations**- Indicates the program meets the standard for the indicator based on instructional materials and other evidence submitted by the provider.
**Does Not Meet Expectations**- Indicates the program does not meet the standard for the indicator (limited or no evidence) based on instructional materials and other evidence submitted by the provider.

| Indicators | Criterion 1: Phonological and Phonemic Awareness | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 1.1 | A detailed **scope and sequence** of phonological and phonemic awareness skills **progresses from easier** (e.g., blending compound words or segmenting onset-rime) **to more difficult** (e.g., segmenting phonemes). | | | | | |
| 1.2 | **New skills are explicitly taught** using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice. | | | | | |
| 1.3 | Lessons include specific and precise **teacher language** for immediate and corrective **feedback**. | | | | | |
| 1.4 | Students are taught **strategies** to demonstrate and practice how **sounds are connected to letters** (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle). | | | | | |
| 1.5 | Students **analyze spoken words at the phoneme level**, including segmenting individual phonemes. | | | | | |
| 1.6 | **Movement** and/or **manipulatives** are used to make sounds in words concrete. | | | | | |
| 1.7 | Instructional time is focused on **high-priority skills** such as isolating beginning phonemes, blending, and segmenting. | | | | | |
| 1.8 | Students are taught to pull apart the two phonemes in consonant blends when **segmenting**. | | | | | |
| 1.9 | Students spend time practicing to **listen, identify, and produce sounds at the phoneme level** | | | | | |
| 1.10 | The activities and materials are designed to elicit high levels of responding and **engagement** | | | | | |
| 1.11 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress. | | | | | |
| | Subtotal (11 points max) | 11 | | | | |

| Indicators | Criterion 2: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations. | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 2.1 | There is a detailed **scope and sequence** of phonics skills that **progresses from simple** letter-sounds **to more complex** patterns. | | | | | |
| 2.2 | There is a **predictable phonics routine** that emphasizes the **connection between graphemes and phonemes**. | | | | | |
| 2.3 | **New skills are explicitly taught** using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback. | | | | | |
| 2.4 | Lessons include specific and precise **teacher language** for immediate and corrective **feedback**. | | | | | |
| 2.5 | Letter-sound instruction **starts with high-utility letters**(i.e., m, s, a, r, t). | | | | | |
| 2.6 | Letter-sound instruction **integrates** the **letter name**, **sound**, and explicitly and systematically how to write the **symbol**. | | | | | |
| 2.7 | **Easily confused letters, letter-sounds and words** (those that look or sound similar) are **not taught in close sequence**. | | | | | |
| 2.8 | A few **short vowel letter-sounds** are **taught early** so students can blend VC and CVC patterns to read and write words. | | | | | |
| 2.9 | There is an explicit strategy for **blending letter sounds into words**. | | | | | |
| 2.10 | There are multiple opportunities to **practice blending letter sounds** for the purpose of reading and writing words. | | | | | |
| 2.11 | Students are taught and practice how to **encode regular words** for which they know all letter sounds. | | | | | |
| 2.12 | There are sufficient practice opportunities with **word lists, phrases and decodable texts** to build automaticity | | | | | |
| 2.13 | **Regular word types are introduced first** (e.g., VC, CVC, CV). | | | | | |
| 2.14 | **Irregularities** are pointed out in high-utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations. | | | | | |
| 2.15 | **Irregular, high-utility words** are introduced and practiced to automaticity. | | | | | |
| 2.16 | **Words are taught and learned in isolation** *before* **practiced in text**; words in texts used for independent reading are the ones that have been taught in prior phonics lessons. | | | | | |
| 2.17 | There is **cumulative review** to build automaticity of known letter-sound combinations and words. | | | | | |
| 2.18 | There are repeated opportunities to read words in **controlled decodable text** that contain the phonic elements and irregular words students have learned previously. | | | | | |
| 2.19 | Activities and materials are designed to elicit high levels of student response and **engagement**. | | | | | |

| Indicators | | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 2.20 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress. | | | | | |
| | **Subtotal (20 points max)** | 20 | | | | |
| **Indicators** | **Criterion 3: Vocabulary** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |
| 3.1 | There is a detailed **scope and sequence** of vocabulary skills. | | | | | |
| 3.2 | Words selected for instruction are **rich, high-utility words** that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction. | | | | | |
| 3.3 | **New words are explicitly modeled** using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words. | | | | | |
| 3.4 | Words that have been taught are repeated **multiple times** in a **variety of contexts**. | | | | | |
| 3.5 | New words are **integrated into example sentences** and students are prompted to use the new words in sentences in **oral and written responses**. | | | | | |
| 3.6 | There is **cumulative review** and practice of previously learned words. | | | | | |
| 3.7 | Students are exposed to a **breadth of vocabulary** words through **high-quality text**. | | | | | |
| 3.8 | Basic **morphemic analysis** is taught explicitly and systematically to support the development of word meaning through knowledge of base words, simple prefixes and suffixes (e.g. plural s, ing). | | | | | |
| 3.9 | Activities and materials are designed to elicit high levels of response and **engagement**. | | | | | |
| | **Subtotal (9 points max)** | 9 | | | | |
| **Indicators** | **Criterion 4: Text Reading and Fluency** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |
| 4.1 | **Sentence and passage reading** is introduced *after* students can accurately and automatically read a sufficient number of regular and irregular words. | | | | | |
| 4.2 | The texts students are asked to read independently include both **controlled text** that contains previously taught phonic elements *and* other **rich, complex text** accessible to the student. | | | | | |
| 4.3 | **Fluency building in connected text** is done only with passages the student can decode accurately (without hesitation or guessing). | | | | | |
| 4.4 | There are sufficient numbers of **controlled decodable text** that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity. | | | | | |
| 4.5 | **Materials** are available for teachers **to read aloud for** the purpose of **modeling fluent reading, building vocabulary** and **background knowledge**, and exposing students to text more complex than students could read on their own. | | | | | |
| 4.6 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to **differentiate oral reading fluency instruction** based on students' needs and progress. | | | | | |
| | **Subtotal (6 points max)** | 6 | | | | |
| **Indicators** | **Criterion 5: Developing Comprehension and Background Knowledge** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |
| 5.1 | There is a clear **scope and sequence** that guides listening comprehension instruction, in which the **goals are explicitly stated** and in which the ideas follow a **logical order**. | | | | | |
| 5.2 | Students are explicitly taught to do an **oral retelling** of events or stories that were read to them. | | | | | |
| 5.3 | **Narrative story structure** (e.g., beginning, middle, end) is modeled with multiple examples. | | | | | |
| 5.4 | The use of **informational text structure** is modeled with multiple examples. | | | | | |
| 5.5 | **High-utility words** are pre-selected and explicitly taught (before, during or after) a read aloud. | | | | | |
| 5.6 | **Comprehension strategies** (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text. | | | | | |
| 5.7 | The text selections include **guiding questions** to ask while reading aloud. | | | | | |
| 5.8 | When students and teachers engage in a read-aloud, the program established a **purpose for reading**. | | | | | |
| 5.9 | The program includes a wide **variety of fiction and nonfiction high-quality text** with relatable experiences that are developmentally appropriate for the grade level for all students. | | | | | |
| 5.10 | The materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. | | | | | |
| 5.11 | **Complex topics** are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding. | | | | | |
| 5.12 | The materials support **interactive discussion** on a wide variety of topics to expand and deepen background knowledge. | | | | | |
| 5.13 | Activities and materials are designed to elicit high levels of response and **engagement**. | | | | | |
| | **Subtotal (13 points max)** | 13 | | | | |
| **Indicators** | **Criterion 6: Small Group Instruction and Independent Practice** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |
| 6.1 | Program provides **small group explicit, systematic, and cumulative lessons** that instruct on foundational skills. | | | | | |
| 6.2 | Program provides **extension ideas** to be used for independent practice. | | | | | |
| 6.3 | Program provides teacher guidance regarding **independent student practice activities** to be implemented when teacher is engaged in small group instruction. | | | | | |
| 6.4 | Program provides guidance on the **composition of flexible small groups** based on data. | | | | | |
| | **Subtotal (4 points max)** | 4 | | | | |
| **Indicators** | **Criterion 7: Writing** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |
| 7.1 | Program includes a wide range of **authentic writing opportunities**. | | | | | |
| 7.2 | Program includes **text-based tasks** that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. | | | | | |
| 7.3 | Program includes explicit **handwriting instruction** in letter formation. | | | | | |
| 7.4 | Program includes explicit instruction in **idea generation and oral storytelling**, that leads to narrative composition. | | | | | |
| 7.5 | Program includes explicit instruction in **grade-level appropriate skills** (e.g., sentence construction, basic punctuation, etc.) | | | | | |
| 7.6 | Program includes opportunities to write in **multiple genres** for different purposes. | | | | | |
| | **Subtotal (6 points max)** | 6 | | | | |

**Date:**

**Name of Provider:**

**Product Title and Edition:**

**Publication Year:**

**Target Audience:**

**Submission ID No.:**

**Contact Person:**

**Date:**

**Appeal Submission ID:**

**Appeal Decision:**

Phase II: In-Depth Review Decision:

| Phase II: In-Depth Core Instructional Program Review Rubric for 2nd Grade | Phase II Appeal Decision is Final |
|---|---|

**Core Instructional Program:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports Tier 1 instruction in the broad range of reading skills required to become a skilled reader. This includes engaging materials to support the development of phonics, vocabulary, comprehension, and writing. It contains teacher manuals with explicit lesson plans for whole and small group settings, and provides rich, complex reading and practice materials for students.

**Rating Definitions:** Reviewers will evaluate core instructional programs based on the rubric below. Each indicator will be reviewed as meets expectations or does not meet expectations with evidence and/or comments to support the rating. Each indicator is worth one point.
**Meets Expectations** - Indicates the program meets the standard for the indicator based on instructional materials and other evidence submitted by the provider.
**Does Not Meet Expectations** - Indicates the program does not meet the standard for the indicator (limited or no evidence) based on instructional materials and other evidence submitted by the provider.

| Indicators | Criterion 1: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations. | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 1.1 | There is a detailed **scope and sequence** of phonics patterns **moves from simple** word types, lengths, and complexities **to more complex** words, syllable types, and multisyllabic words. | | | | | |
| 1.2 | There is a **predictable phonics routine** that emphasizes the **connection between graphemes and phonemes.** | | | | | |
| 1.3 | **New skills are explicitly taught** using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback. | | | | | |
| 1.4 | Lessons include specific and precise **teacher language** for immediate and corrective **feedback**. | | | | | |
| 1.5 | **Multisyllabic words** are explicitly taught using prefixes, suffixes, syllable types and morphological word parts to aid in word recognition. | | | | | |
| 1.6 | Larger, **high-utility patterns** (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition. | | | | | |
| 1.7 | Instruction of similar, **easily confused letter patterns** are separated in time. | | | | | |
| 1.8 | There is an explicit strategy for **reading multisyllabic words**. | | | | | |
| 1.9 | **Spelling** is integrated with phonics instruction. | | | | | |
| 1.10 | There are sufficient practice opportunities with **word lists, phrases, and decodable texts** to build automaticity. | | | | | |
| 1.11 | **Irregular, high-utility words** are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity. | | | | | |
| 1.12 | **Words are taught and learned in isolation** *before* practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons. | | | | | |
| 1.13 | There are repeated opportunities to read words in **controlled decodable text** that contain the phonic elements and irregular words students have learned previously. | | | | | |
| 1.14 | Activities and materials are designed to elicit high levels of student response and **engagement**. | | | | | |
| 1.15 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress. | | | | | |
| | Subtotal (15 points max) | 15 | | | | |
| Indicators | Criterion 2: Vocabulary | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
| 2.1 | There is a detailed **scope and sequence** of vocabulary skills. | | | | | |
| 2.2 | Words selected for instruction are **rich, high-utility words** that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction. | | | | | |
| 2.3 | **New words are explicitly modeled** using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words. | | | | | |
| 2.4 | Words that have been taught are repeated **multiple times** in a **variety of contexts**. | | | | | |
| 2.5 | New words are **integrated into example sentences** and students are prompted to use the new words in sentences in **oral and written responses**. | | | | | |
| 2.6 | There is **cumulative review** and practice of previously learned words. | | | | | |
| 2.7 | Students are exposed to a **breadth of vocabulary** words through **high-quality text**. | | | | | |
| 2.8 | Students are taught simple **multiple meaning words**. | | | | | |
| 2.9 | Students are asked to **demonstrate understanding** word meaning by using words in oral and written sentences. | | | | | |
| 2.10 | **Morphemic analysis** is taught explicitly and systematically to support the development of word meaning through knowledge of base words, prefixes and suffixes. | | | | | |
| 2.11 | Activities and materials are designed to elicit high levels of response and **engagement**. | | | | | |
| | Subtotal (11 points max) | 11 | | | | |
| Indicators | Criterion 3: Text Reading and Fluency | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
| 3.1 | The texts students are asked to read independently include both **controlled text** that contains previously taught phonic elements *and* other **rich, complex text** accessible to the student. | | | | | |
| 3.2 | **Fluency building in connected text** is done only with passages the student can decode accurately (without hesitation or guessing). | | | | | |
| 3.3 | There are sufficient numbers of **controlled decodable text** that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity. | | | | | |

| Indicators | | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 3.4 | **Materials** are available for teachers **to read aloud for** the purpose of **modeling fluent reading, building vocabulary** and **background knowledge**, and exposing students to text more complex than students could read on their own. | | | | | |
| 3.5 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to **differentiate oral reading fluency instruction** based on students' needs and progress. | | | | | |
| | **Subtotal (5 points max)** | 5 | | | | |

| Indicators | Criterion 4: Developing Comprehension and Background Knowledge | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 4.1 | There is a clear **scope and sequence** that guides listening comprehension instruction, in which the **goals are explicitly stated** and in which the ideas follow a **logical order**. | | | | | |
| 4.2 | **Modeling** and **thinking aloud** are used to **identify components of text structure**, using text structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. | | | | | |
| 4.3 | **High-utility words** are pre-selected and explicitly taught (before, during or after) a read aloud. | | | | | |
| 4.4 | **Comprehension strategies** (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text. | | | | | |
| 4.5 | There are multiple opportunities to listen to and read **narrative and expository text forms** and engage in interactive discussion of the meanings of text. | | | | | |
| 4.6 | When students and teachers engage in a read-aloud, the program established a **purpose for reading**. | | | | | |
| 4.7 | **Differentiation** of reading comprehension instruction is linked to **assessment data**, with **flexible grouping** based on students' needs and progress. | | | | | |
| 4.8 | The program includes a wide **variety of text** with relatable experiences that are developmentally appropriate for the grade level for all students. | | | | | |
| 4.9 | **Previously taught content**, skills, and strategies are **connected with new content** and texts. | | | | | |
| 4.10 | Lessons include explicit instruction in the structure and use of **conventions of informational text** such as titles, headings, information from graphs and charts to locate important information. | | | | | |
| 4.11 | Lessons include explicit instruction in analyzing **elements of narrative text** and comparing and contrasting elements within and among texts. | | | | | |
| 4.12 | Program provides guidance for teachers on how to **scaffold students' reading** of complex text. | | | | | |
| 4.13 | A **coherent sequence of questions and tasks** supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking, and listening. | | | | | |
| 4.14 | The materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. | | | | | |
| 4.15 | **Complex topics are introduced** in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding. | | | | | |
| 4.16 | The materials support **interactive discussion** on a wide variety of topics to expand and deepen background knowledge. | | | | | |
| | **Subtotal (16 points max)** | 16 | | | | |

| Indicators | Criterion 5: Small Group Instruction and Independent Practice | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 5.1 | Program provides **small group explicit, systematic, and cumulative lessons** that instruct on foundational skills. | | | | | |
| 5.2 | Program provides **extension ideas** to be used for independent practice. | | | | | |
| 5.3 | Program provides teacher guidance regarding **independent student practice activities** to be implemented when teacher is engaged in small group instruction. | | | | | |
| 5.4 | Program provides guidance on the **composition of** flexible small groups based on data. | | | | | |
| 5.5 | Program provides teachers text supports for **scaffolding** students' reading of grade level material. | | | | | |
| | **Subtotal (5 points max)** | 5 | | | | |

| Indicators | Criterion 6: Writing | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 6.1 | Program includes a wide range of **authentic writing opportunities**. | | | | | |
| 6.2 | Program includes **text-based tasks** that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. | | | | | |
| 6.3 | Program includes explicit instruction in **idea generation and planning**, that leads to narrative composition. | | | | | |
| 6.4 | Program includes explicit instruction in **grade-level appropriate skills** (e.g., grammar.) | | | | | |
| 6.5 | Program includes opportunities to write in **multiple genres** for different purposes. | | | | | |
| | **Subtotal (5 points max)** | 5 | | | | |

**Date:**
**Name of Provider:**
**Product Title and Edition:**

**Publication Year:**
**Target Audience:**
**Submission ID No.:**
**Contact Person:**

**Date:**
**Appeal Submission ID:**
**Appeal Decision:**

**Phase II: In-Depth Review Decision:**

| Phase II: In-Depth Core Instructional Program Review Rubric for 3rd Grade | Phase II Appeal Decision is Final |
|---|---|

**Core Instructional Program**: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports Tier 1 instruction in the broad range of reading skills required to become a skilled reader. This includes engaging materials to support the development of phonics, vocabulary, comprehension, and writing. It contains teacher manuals with explicit lesson plans for whole and small group settings, and provides rich, complex reading and practice materials for students.

**Rating Definitions:** Reviewers will evaluate core instructional programs based on the rubric below. Each indicator will be reviewed as meets expectations or does not meet expectations with evidence and/or comments to support the rating. Each indicator is worth one point. Reviewers should summarize ratings on the Core Program Summary Tab.

**Meets Expectations** - Indicates the program meets the standard for the indicator based on instructional materials and other evidence submitted by the provider.

**Does Not Meet Expectations** -  Indicates the program does not meet the standard for the indicator (limited or no evidence) based on instructional materials and other evidence submitted by the provider.

| Indicators | Criterion 1: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations. | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 1.1 | There is a detailed **scope and sequence** of phonics patterns **moves from simple** word types, lengths, and complexities **to more complex** words, syllable types, and multisyllabic words. | | | | | |
| 1.2 | There is a **predictable phonics routine** that emphasizes the **connection between graphemes and phonemes**. | | | | | |
| 1.3 | **New skills are explicitly taught** using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback. | | | | | |
| 1.4 | Lessons include specific and precise **teacher language** for immediate and corrective **feedback**. | | | | | |
| 1.5 | **Multisyllabic words** are explicitly taught using prefixes, suffixes, syllable types and morphological word parts to aid in word recognition. | | | | | |
| 1.6 | Larger, **high-utility patterns** (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition. | | | | | |
| 1.7 | Instruction of similar, **easily confused letter patterns** are separated in time. | | | | | |
| 1.8 | There is an explicit strategy for **reading multisyllabic words**. | | | | | |
| 1.9 | **Spelling** is integrated with phonics instruction. | | | | | |
| 1.10 | There are sufficient practice opportunities with **word lists, phrases, and decodable texts** to build automaticity. | | | | | |
| 1.11 | **Irregular, high-utility words** are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity. | | | | | |
| 1.12 | **Words are taught and learned in isolation** *before* practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons. | | | | | |
| 1.13 | There are repeated opportunities to read words in **controlled decodable text** that contain the phonic elements and irregular words students have learned previously. | | | | | |
| 1.14 | Activities and materials are designed to elicit high levels of student response and **engagement**. | | | | | |
| 1.15 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress. | | | | | |
| | Subtotal (15 points max) | 15 | | | | |
| **Indicators** | **Criterion 2: Vocabulary** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |
| 2.1 | There is a detailed **scope and sequence** of vocabulary skills. | | | | | |
| 2.2 | Words selected for instruction are **rich, high-utility words** that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction. | | | | | |
| 2.3 | **New words are explicitly modeled** using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words. | | | | | |
| 2.4 | Words that have been taught are repeated **multiple times** in a **variety of contexts**. | | | | | |
| 2.5 | New words are **integrated into example sentences** and students are prompted to use the new words in sentences in **oral and written responses**. | | | | | |
| 2.6 | There is **cumulative review** and practice of previously learned words. | | | | | |
| 2.7 | Students are exposed to a **breadth of vocabulary** words through **high-quality text**. | | | | | |
| 2.8 | Students are taught to **predict meaning** using **antonyms** and **synonyms**, words in **compound words**, and **prefixes** and **suffixes**. | | | | | |
| 2.9 | Students are taught simple **multiple meaning words** and **homophones**. | | | | | |
| 2.10 | Students are asked to **demonstrate understanding** word meaning by using words in oral and written sentences. | | | | | |
| 2.11 | **Morphemic analysis** is taught explicitly and systematically to support the development of word meaning through knowledge of root words, prefixes and suffixes. | | | | | |
| 2.12 | Activities and materials are designed to elicit high levels of response and **engagement**. | | | | | |
| | Subtotal (12 points max) | 12 | | | | |
| **Indicators** | **Criterion 3: Text Reading and Fluency** | **Meets/Does Not Meet** | **Evidence and/or Comments** | **Provider Appeal Notes** | **Meets/Does Not Meet** | **Core Instructional Program Review Appeal Notes** |

| Indicators | | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 3.1 | The texts students are asked to read independently include both **controlled text** that contains previously taught phonic elements *and* other **rich, complex text** accessible to the student. | | | | | |
| 3.2 | **Fluency building in connected text** is done only with passages the student can decode accurately (without hesitation or guessing). | | | | | |
| 3.3 | There are sufficient numbers of **controlled decodable text** that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity. | | | | | |
| 3.4 | **Materials** are available for teachers **to read aloud for** the purpose of **modeling fluent reading**, **building vocabulary** and **background knowledge**, and exposing students to text more complex than students could read on their own. | | | | | |
| 3.5 | Program provides guidance on how to use **assessment data** (curriculum embedded and/or alternatives) to **differentiate oral reading fluency instruction** based on students' needs and progress. | | | | | |
| | **Subtotal (5 points max)** | 5 | | | | |

| Indicators | Criterion 4 : Developing Comprehension and Background Knowledge | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 4.1 | There is a clear **scope and sequence** that guides listening comprehension instruction, in which the **goals are explicitly stated** and in which the ideas follow a **logical order**. | | | | | |
| 4.2 | **Modeling** and **thinking aloud** are used to **identify components of text structure**, using text structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. | | | | | |
| 4.3 | **High-utility words** are pre-selected and explicitly taught (before, during or after) a read aloud. | | | | | |
| 4.4 | **Comprehension strategies** (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text. | | | | | |
| 4.5 | There are multiple opportunities to listen to and explore **narrative and expository text forms** and engage in interactive discussion of the meanings of text. | | | | | |
| 4.6 | When students and teachers engage in a read-aloud, the program establishes a **purpose for reading**. | | | | | |
| 4.7 | **Differentiation** of reading comprehension instruction is linked to **assessment data**, with **flexible grouping** based on students' needs and progress. | | | | | |
| 4.8 | The program includes a wide **variety of text** with relatable experiences that are developmentally appropriate for the grade level for all students. | | | | | |
| 4.9 | **Previously taught content**, skills, and strategies are **connected with new content** and texts. | | | | | |
| 4.10 | Lessons include explicit instruction in the structure and use of **conventions of informational text** such as titles, headings, and information from graphs and charts to locate important information. | | | | | |
| 4.11 | Lessons include explicit instruction in analyzing **elements of narrative text** and comparing and contrasting elements within and among texts. | | | | | |
| 4.12 | Program provides guidance for teachers on how to **scaffold students' reading** of complex text. | | | | | |
| 4.13 | A **coherent sequence of questions and tasks** supports students to examine language (e.g., vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening. | | | | | |
| 4.14 | The materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. | | | | | |
| 4.15 | **Complex topics are introduced** in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding. | | | | | |
| 4.16 | The materials support **interactive discussion** on a wide variety of topics to expand and deepen background knowledge. | | | | | |
| | **Subtotal (16 points max)** | 16 | | | | |

| Indicators | Criterion 5 : Small Group Instruction and Independent Practice | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 5.1 | Program provides **small group explicit, systematic, and cumulative instruction** of foundational skills. | | | | | |
| 5.2 | Program provides **extension ideas** to be used for independent practice. | | | | | |
| 5.3 | Program provides teacher guidance regarding **independent student practice activities** to be implemented when teacher is engaged in small group instruction. | | | | | |
| 5.4 | Program provides guidance on the **composition of flexible small groups** based on data. | | | | | |
| 5.5 | Program provides teachers text supports for **scaffolding** students' reading of grade level material. | | | | | |
| | **Subtotal (5 points max)** | 5 | | | | |

| Indicators | Criterion 6: Writing | Meets/Does Not Meet | Evidence and/or Comments | Provider Appeal Notes | Meets/Does Not Meet | Core Instructional Program Review Appeal Notes |
|---|---|---|---|---|---|---|
| 6.1 | Program includes a wide range of **authentic writing opportunities**. | | | | | |
| 6.2 | Program includes **text-based tasks** that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. | | | | | |
| 6.3 | Program includes explicit instruction in **idea generation and planning**, that leads to narrative composition. | | | | | |
| 6.4 | Program includes explicit instruction in **grade-level appropriate skills** (e.g., paragraph construction, grammar, etc.) | | | | | |
| 6.5 | Program includes opportunities to write in **multiple genres** for different purposes. | | | | | |
| | **Subtotal (5 points max)** | 5 | | | | |

## Core Instructional Program Ratings Summary

Virginia review teams summarize core instructional programming reviews on this summary tab. Core instructional programs must receive a rating of meets expectations in both Phase I and Phase II to be included in the *Recommended Core Instructional Program Guide* that will be sent to the Virginia Department of Education and the Virginia Board of Education for review and approval. All instructional materials reviews are done by grade level.

**Phase II Standard**: Core instructional program must receive an overall grade-level rating of "meets expectations" to be included in the *Recommended Core Instructional Program Guide* .

**Meets Expectations:**
  - Each section receives a rating of "meets expectations", including non-negotiable phonics and word study section. No section receives a score of "partially meets " or "does not meet expectations". **OR**
  - Non-negotiable phonics and word study section receives a rating of "meets expectations". Up to two sections receives a rating of "partially meets expectations". No section receives a score of "does not meet expectations".

**Does Not Meet Expectations**: Any section receives a rating of "does not meet expectation" **OR** More than two section(s) receive a rating of "partially meets expectations".

Note: Phonics and word study is a non-negotiable section for each grade level. This means, in order for the program to receive an overall rating of meets expectations and be included on the *Recommended Core Instructional Program Guide* , this section must receive a rating of meets expectations.

### Kindergarten

| Section | Score | Total Available | Criteria | Section Points | Section Rating |
|---|---|---|---|---|---|
| 1: Phonological and Phonemic Awareness | 11 | out of 11 points | 9 - 11 points = Meets Expectations<br>7 - 8 points = Partially Meets Expectations<br>0 - 6 points = Does Not Meet Expectations | 11 | |
| 2: Phonics and Word Study (**non-negotiable**) | 20 | out of 20 points | 16 - 20 points = Meets Expectations<br>12 - 15 points = Partially Meets Expectations<br>0 - 11 points = Does Not Meet Expectations | 20 | |
| 3: Vocabulary | 8 | out of 8 points | 7 – 8 points = Meets Expectations<br>5 - 6 points = Partially Meets Expectations<br>0 - 4 points = Does Not Meet Expectations | 8 | |
| 4: Developing Comprehension and Background Knowledge | 13 | out of 13 points | 11 - 13 points = Meets Expectations<br>8 - 10 points = Partially Meets Expectations<br>0 - 7 points = Does Not Meet Expectations | 13 | |
| 5: Small Group Instruction and Independent Practice | 4 | out of 4 points | 3 - 4 points = Meets Expectations<br>1 - 2 points = Partially Meets Expectations<br>0 points = Does Not Meet Expectations | 4 | |
| 6: Writing Instruction | 6 | out of 6 points | 5 - 6 points = Meets Expectations<br>3-4 points = Partially Meets Expectations<br>0-2 points = Does Not Meet Expectations | 6 | |
| | | | | **Overall Grade Level Rating** | |

### First Grade

| Section | Score | Total Available | Criteria | | Section Rating |
|---|---|---|---|---|---|
| 1: Phonological and Phonemic Awareness | 11 | out of 11 points | 9 - 11 points = Meets Expectations<br>7 - 8 points = Partially Meets Expectations<br>0 - 6 points = Does Not Meet Expectations | 11 | |
| 2: Phonics and Word Study (**non-negotiable**) | 20 | out of 20 points | 16 - 20 points = Meets Expectations<br>12 - 15 points = Partially Meets Expectations<br>0 - 11 points = Does Not Meet Expectations | 20 | |
| 3: Vocabulary | 9 | out of 9 points | 8 - 9 points = Meets Expectations<br>6 - 7 points = Partially Meets Expectations<br>0 - 5 points = Does Not Meet Expectations | 9 | |
| 4: Text Reading and Fluency | 6 | out of 6 points | 5 - 6 points = Meets Expectations<br>3 - 4 points = Partially Meets Expectations<br>0 - 2 points = Does Not Meet Expectations | 6 | |
| 5: Developing Comprehension and Background Knowledge | 13 | out of 13 points | 11 - 13 points = Meets Expectations<br>8 - 10 points = Partially Meets Expectations<br>0 - 7 points = Does Not Meet Expectations | 13 | |
| 6: Small Group Instruction and Independent Practice | 4 | out of 4 points | 3 - 4 points = Meets Expectations<br>1 - 2 points = Partially Meets Expectations<br>0 points = Does Not Meet Expectations | 4 | |
| 7: Writing Instruction | 6 | out of 6 points | 5 - 6 points = Meets Expectations<br>3-4 points = Partially Meets Expectations<br>0-2 points = Does Not Meet Expectations | 6 | |

## Second Grade

| Section | Score | Total Available | Criteria | | Section Rating |
|---|---|---|---|---|---|
| 1: Phonics and Word Study (**non-negotiable**) | 15 | out of 15 points | 12- 15 points = Meets Expectations<br>7 - 12 points = Partially Meets Expectations<br>0 - 7 points = Does Not Meet Expectations | 15 | |
| 2: Vocabulary | 11 | out of 11 points | 9 - 11 points = Meets Expectations<br>6 – 8 points = Partially Meets Expectations<br>0 - 5 points = Does Not Meet Expectations | 11 | |
| 3: Text Reading and Fluency | 5 | out of 5 points | 4 - 5 points = Meets Expectations<br>2 - 3 points = Partially Meets Expectations<br>0 - 1 points = Does Not Meet Expectations | 5 | |
| 4: Developing Comprehension and Background Knowledge | 16 | out of 16 points | 11 - 16 points = Meets Expectations<br>7 - 10 points = Partially Meets Expectations<br>0 - 6 points = Does Not Meet Expectations | 16 | |
| 5: Small Group Instruction and Independent Practice | 5 | out of 5 points | 4 - 5 points = Meets Expectations<br>2 - 3 points = Partially Meets Expectations<br>0 - 1 points = Does Not Meet Expectations | 5 | |
| 6: Writing Instruction | 5 | out of 5 points | 4 - 5 points = Meets Expectations<br>2 - 3 points = Partially Meets Expectations<br>0 - 1 points = Does Not Meet Expectations | 5 | |
| **Overall Grade Level Rating** | | | | | |

## Third Grade

| Section | Score | Total Available | Criteria | | Section Rating |
|---|---|---|---|---|---|
| 1: Phonics and Word Study | 15 | out of 15 points | 12 - 15 points = Meets Expectations<br>8 - 11 points = Partially Meets Expectations<br>0 - 7 points = Does Not Meet Expectations | 15 | |
| 2: Vocabulary | 12 | out of 12 points | 10 - 12 points = Meets Expectations<br>6 - 9 points = Partially Meets Expectations<br>0 - 5 points = Does Not Meet Expectations | 12 | |
| 3: Text Reading and Fluency | 5 | out of 5 points | 4 - 5 points = Meets Expectations<br>2 - 3 points = Partially Meets Expectations<br>0 - 1 points = Does Not Meet Expectations | 5 | |
| 4: Developing Comprehension and Background Knowledge | 16 | out of 16 points | 11 - 16 points = Meets Expectations<br>7 - 10 points = Partially Meets Expectations<br>0 - 6 points = Does Not Meet Expectations | 16 | |
| 5: Small Group Instruction and Independent Practice | 5 | out of 5 points | 4 - 5 points = Meets Expectations<br>2 - 3 points = Partially Meets Expectations<br>0 -1 points = Does Not Meet Expectations | 5 | |
| 6: Writing Instruction | 5 | out of 5 points | 4 - 5 points = Meets Expectations<br>2 - 3 points = Partially Meets Expectations<br>0 - 1 points = Does Not Meet Expectations | 5 | |
| **Overall Grade Level Rating** | | | | | |

## Core Instructional Program Final Summary

| Phase II | |
|---|---|
| **Grade** | **Rating** |
| **Kindergarten** | |
| **First Grade** | |
| **Second Grade** | |
| **Third Grade** | |
| **Overall** | (Recommended for grades:_____) |