

K-8 Intervention Program Review Rubric

Virginia Department of Education
2023 Review

Background: The [Virginia Literacy Act](#) (VLA) requires the Virginia Department of Education to create an advisory list of instructional programming that includes evidence-based literacy instruction aligned to science-based reading research. This rubric is designed to evaluate intensive intervention programming for alignment with scientifically-based best practices and high-quality instruction for students who are below proficiency levels in reading.

Purpose: The Intervention Program Review evaluates submissions for alignment with the indicators for high-quality foundational skill intervention materials. The VLP aims to develop a comprehensive and transparent process to review instructional programs resulting in a Recommended Intervention Program Guide that will be submitted to the VDOE for VBOE approval, as required by the VLA. VLP, in collaboration with VDOE, has developed a review process that will evaluate programs against this rubric for evidence of scientifically-based program and instructional design features including:

- Research alignment
- Explicit instruction
- Systematic instruction
- Cumulative instruction
- Aligned assessment
- Corrective feedback
- Usability and support

Intervention programs will be evaluated for evidence of high-quality, scientifically-based reading instruction in essential components for reading in the following areas:

- Phonological and Phonemic Awareness
- Phonics and Word Analysis
- Fluency for Automatic Word Recognition
- Vocabulary
- Text Reading for Comprehension

Definition of Intervention Programming:

Intervention programs provide systematic, explicit evidence-based instruction (EBLI) aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Process: Providers will submit a comprehensive application including instructional materials, a review worksheet, and other materials outlined in the application.

K-8 Intervention Program Review Rubric

Rating Definitions: Reviewers will evaluate intensive intervention instructional programs based on the rubric below. Each indicator will be reviewed as to whether it 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 review of 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 review of instructional materials and other evidence submitted by the provider.

Indicators	Criterion 1: Instructional Design	Meets/Does Not Meet	Evidence
1a	Instruction and assessment tools within materials do not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues ; or approaches that rely on visual memory for word recognition. (Non-negotiable)		
1b	Materials and instructional approaches support the rubric definition for a literacy intervention program.		
1c	Materials provide an evidence base for alignment with science-based reading research and includes evidence-based literacy instruction.		
1d	The intervention program can be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.		
1e	The intervention program is data-driven and can be intensified by skill needs.		

1f	The intervention program contains explicit and systematic instruction in elements necessary for reading (phonological and phonemic awareness, phonics and word analysis, fluency for automatic word recognition, vocabulary, and comprehension).		
1g	The intervention program includes instructional materials necessary to implement the program in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension.		
1h	Materials include program assessment tools that are used to determine student placement .		
1i	Instructional routines and activities elicit high levels of student response .		
1j	Materials include integrated pause points and/or guidance on providing corrective feedback to students.		
1k	Materials regularly and systematically embed curriculum-based assessment opportunities that measure progress and inform instruction .		
	Subtotal:		
Indicators	Criterion 2: Usability and Support		
2a	Materials provide clear and extensive support for building the teacher knowledge needed to implement the intervention program.		
2b	Materials provide clear organizational structures for lesson delivery .		
2c	Materials clearly communicate information about recommended intervention group size and time requirements .		
2d	Materials provide guidance on adjusting intensity of intervention based on student response.		

2e	Materials provide support for teachers on supporting multilingual learners .		
2f	Materials support a high level of student and teacher interaction .		
2g	Materials include guidance for communication with parents and/or materials for at-home connection.		
2h	If digital components are a part of the intervention program, materials include teacher guidance for the use of embedded technology to support and enhance student learning.		
2i	Materials are easy to use and well organized for users.		
2j	Teacher editions are concise and easy to manage with clear connections between teacher resources.		
	Subtotal:		

Indicators	Criterion 3: Phonological and Phonemic Awareness	Meets/Does Not Meet	Evidence
3a	There is a detailed scope and sequence of phonological and phonemic awareness skills.		
3b	Phonological awareness tasks increase in difficulty over the scope and sequence.		
3c	New skills are explicitly modeled using a gradual release model .		
3d	Materials provide explicit routines for blending and segmenting individual phonemes in words.		
3e	Students have frequent opportunities to analyze spoken words at the phoneme level .		
3f	Materials incorporate explicit instruction on the way taught phonemes look and feel in the mouth when produced.		

3g	Phonemic awareness tasks are connected with graphemes early on in instruction.		
3h	Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending and segmenting phonemes, and distinguishing between vowel sounds.		
3i	Consonant blends are taught as individual phonemes when segmenting.		
3j	Materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonological awareness skills.		
3k	Materials include specific and precise teacher language for corrective feedback .		
3l	Materials include tools for tracking and communicating progress to students within the program.		
3m	Materials include annotations to support teachers on differentiation and scaffolding for students needing more support.		
3n	Phonological awareness, including phonemic awareness, instruction is linked to ongoing assessment data.		
	Subtotal:		

Indicators	Criterion 4: Phonics and Word Analysis	Meets/Does Not Meet	Evidence
4a	There is a scope and sequence of phonics patterns.		
4b	Phonics tasks increase in difficulty from simple to complex.		
4c	Grapheme/phoneme instruction starts with high-utility graphemes (e.g., s, a, t, p, i, n).		
4d	High-utility graphemes are connected to word types (e.g., VC, CVC) as soon as they are mastered.		

4e	The phonics lesson format includes instructional routines for explicit instruction, which includes specific mention of practice .		
4f	Grapheme/phoneme instruction integrates the letter name, sound, and explicit instruction in how to form the letter .		
4g	Graphemes are explicitly taught before students practice and apply.		
4h	Materials provide explicit and consistent routines for blending and segmenting for decoding and encoding.		
4i	Materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonics skills.		
4j	Instruction of high-frequency words follows a plan that intentionally groups words and increases in difficulty over time.		
4k	Irregular high-frequency words are reviewed cumulatively and systematically to build mastery.		
4l	Irregularities in high-frequency words are explicitly taught with attention being brought to the irregular as well as regular graphemes .		
4m	There is cumulative review of known phoneme-grapheme combinations and words to develop automaticity .		
4n	There are frequent opportunities to read words in aligned decodable text that contain the phonics elements and irregular words taught in isolation from previous lessons.		
4o	The decodable texts used within the program allow the reader to make meaning .		
4p	There are frequent opportunities to encode words embedded within phonics lessons.		

4q	Materials include consistent dictation routines at sound, word, and sentence level.		
4r	Multisyllabic word instruction includes explicit and systematic teaching of morphology .		
4s	Explicit instruction on common phonics principles(e.g., consonant doubling rule, vowel exceptions, soft c/g).		
4t	Materials include guidance for communication with parents and materials for at-home connection.		
4u	Materials include specific and precise teacher language for corrective feedback .		
4v	Materials include tools for tracking and communicating progress within the program.		
4w	Materials include annotations to support teachers on differentiation and scaffolding for students needing more support.		
4x	Phonics instruction is linked to ongoing assessment data.		
	Subtotal:		

Indicators	Criterion 5: Fluency for Automatic Word Recognition	Meets/Does Not Meet	Evidence
5a	Fluency practice opportunities align with phonics scope and sequence .		
5b	Fluency practice opportunities increase in difficulty from simple to complex.		
5c	Phoneme/grapheme combinations are practiced to automaticity through frequent and cumulative review .		
5d	Materials provide frequent opportunities to engage in practice of learned phonic elements at the word level .		
5e	Automatic word reading is supported through extensive practice of sound-by-sound blending.		

5f	The lesson format includes consistent instructional routines for explicit instruction, prioritizing practice time.		
5g	Materials provide frequent opportunities to engage in practice of taught irregular words within aligned connected text to support automaticity.		
5h	Materials include instructional routines for repeated readings of connected text.		
5i	Connected text increases in difficulty from highly decodable to authentic text to be read for meaning.		
5j	Materials contain guidance on using specific strategies for reading with prosody (including expression, phrasing, and pitch).		
5k	Materials embed teacher modeling of fluent reading.		
5l	The number of connected texts provided is sufficient to provide enough practice to develop automaticity with application of skills.		
5m	The variety and complexity of connected text is sufficient for reading for meaning.		
5n	Text materials are inclusive and representative of a wide range of culturally diverse backgrounds and experiences.		
5o	Materials provide guidance on providing corrective feedback to students while reading (confirmations and corrections).		
5p	Materials include tools for tracking and communicating progress within the program.		
5q	Materials include annotations to support teachers with differentiation and scaffolding for students needing more support.		
5r	Fluency instruction is linked to ongoing assessment data.		
	Subtotal:		

Indicators	Criterion 6: Vocabulary	Meets/Does Not Meet	Evidence
6a	Materials include explicit word analysis processes for predicting word meaning through application of morphology.		
6b	Vocabulary instruction is embedded within the intervention program scope and sequence .		
6c	Materials include embedded, explicit vocabulary instruction.		
6d	Materials include explicit teaching of common multiple meaning words .		
6e	Vocabulary words are explicitly taught using student-friendly definitions to unpack meaning.		
6f	Words selected for explicit vocabulary instruction include Tier 2 and Tier 3 words .		
6g	Materials embed review of targeted vocabulary in a variety of contexts .		
6h	Materials activate background knowledge to connect known words to new word meanings.		
6i	Students are exposed to a breadth of vocabulary words through a wide range of reading experiences .		
6j	Students are exposed to a breadth of vocabulary words through oral language experiences.		
6k	There are frequent opportunities for targeted vocabulary to be practiced in reading, speaking and/or writing.		
6l	Materials include regular opportunities and tools for students to receive immediate corrective feedback .		
6m	Materials include tools for tracking and communicating progress within the program.		
6n	Materials include annotations to support teachers on differentiation and scaffolding for students needing more support.		

6o	Vocabulary instruction is linked to assessment data.		
	Subtotal:		

Indicators	Criterion 7: Text Reading for Comprehension	Meets/Does Not Meet	Evidence
7a	Materials include a detailed and vertically aligned scope and sequence with the purposes and outcomes explicitly stated.		
7b	Comprehension elements increase in difficulty from simple to complex.		
7c	Materials provide resources for developing listening comprehension of complex text for students who are not yet proficient decoders.		
7d	Materials include a wide range of text to vary exposure to sentence structures and writing styles.		
7e	Language structures are explicitly taught and include sentence structures/types; parts of speech (verbs, adjectives, nouns); and syntax, semantics, and pragmatics.		
7f	Materials provide frequent opportunities to engage with text from a variety of genres .		
7g	The background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated.		
7h	Previously taught skills and strategies are connected with new content and text.		
7i	Materials are designed to systematically build content knowledge .		
7j	Materials include embedded opportunities to ask and answer questions about the text.		

7k	Materials include explicit word analysis processes for predicting word meaning through application of morphology .		
7l	Materials engage and support students in writing to analyze, interpret, and apply content information.		
7m	Materials provide frequent opportunities through reading, speaking, and writing to respond to content .		
7n	Materials offer a variety of opportunities to engage in higher-level thinking .		
7o	Students are explicitly taught a process for determining " the gist " of a given text.		
7p	Text materials are inclusive and representative of a wide range of culturally diverse backgrounds and experiences.		
7q	Materials include guidance for communication with parents and materials for at-home connection.		
7r	Materials include regular opportunities and tools for students to receive immediate corrective feedback .		
7s	Materials include tools for tracking and communicating progress within the program.		
7t	Materials include annotations to support teachers with differentiation and scaffolding for students needing more support.		
7u	Comprehension instruction is linked to assessment data .		
	Subtotal:		

Intervention Program Ratings Summary

Intervention instructional programs included in the *Recommended Intervention Instructional Program Guide* will be sent to the Virginia Department of Education and the Virginia Board of Education for review and approval. Each instruction program will be reviewed individually based on the area(s) of submission for "essential component for reading."

Features of Evidence-Based Intervention Instructional Programs

Meets Expectations: Intervention programs that "meet expectations" for Instructional Design and Usability and Support criteria (including the non-negotiable indicator) AND at least one of the essential component(s) for which they submitted will be added to the Recommended Intervention Instructional Program Guide with an indication of the component(s) that "meet(s) expectations."

Does Not Meet Expectations: Intervention instructional programs will not receive a recommendation on the Recommended Intervention Instructional Program Guide if scoring "does not meet expectations" in Instructional Design and/or Usability & Support criteria (including the non-negotiable indicator) or if scoring "does not meet expectations" in all of the essential components the program has submitted for review.

Criteria	Rating	Total Points Available	Criteria	Section Rating
1: Instructional Design	11	out of 11	9- 11 points = Meets Expectations * 0 - 8 = Does Not Meet Expectations * To meet expectations, the intervention program must earn 9 out of 11 possible points in this section INCLUDING the non-negotiable indicator under Instructional Design.	Meets Expectations
2: Usability and Support	10	out of 10	8 - 10 points = Meets Expectations * 0 - 7 points = Does Not Meet Expectations * To meet expectations, the intervention program must earn 8 out of 10 possible points in this section.	Meets Expectations
3: Phonological and Phonemic Awareness	14	out of 14	12 - 14 points = Meets Expectations 0 - 11 points = Does Not Meet Expectations	Meets Expectations
4: Phonics and Word Analysis	24	out of 24	20-24 points = Meets Expectations 0 - 19 points = Does Not Meet Expectations	Meets Expectations
5: Fluency for Automatic Word Recognition	18	out of 18	15 - 18 points = Meets Expectations 0 - 14 points = Does Not Meet Expectations	Meets Expectations
6: Vocabulary	15	out of 15	12 - 15 points = Meets Expectations 0 - 11 points = Does Not Meet Expectations	Meets Expectations
7: Text Reading for Comprehension	21	out of 21	17 - 21 points = Meets Expectations 0 - 16 points = Does Not Meet Expectations	Meets Expectations