## **Appendix E: Reading Intervention Program Review – Program Evidence Worksheet**

**Instructions:** The program evidence worksheet must be completed for each program submitted for review. In each section, provide citations in the space titled *Evidence* as to where in the submitted materials the reviewer can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

* All sections of the worksheetshould be completed in full.
* **Evidence Worksheets are limited to 15 pages per program application.**
* *For each indicator listed on the Evidence Worksheet, applicants must specify the name of the relevant document and location, including, if applicable the section heading(s) and page number(s), where the supporting evidence is found within the program.* Evidence provided must include specific directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Examples of lessons located in Level 1 Teacher’s Edition, page 57, under subheading “XXXXX”, or found at this link, under this subpage, etc.)
* ***Applicants should not use the Evidence sections of the Program Evidence Worksheet for explanations in place of documentation.*** A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

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| **Evidence Worksheet: Reading Intervention Programs** | |
| **Submission ID:** Click or tap here to enter text. | |
| **Name of Program:** Click or tap here to enter text. | **Name(s) of Sets/Levels Within Program:**Click or tap here to enter text. |
| **Part A: Essential Alignment and Design Features of Effective Reading Intervention Programs** | |
| **Criterion 1: Alignment to the Science of Reading** | **Evidence:** |
| 1a. Location of evidence that the program is grounded in evidence-based practices for language and literacy instruction and research in how students learn to read and why they might struggle. | Click or tap here to enter text. |
| 1b. Location of evidence that program is grounded in understanding that reading is rooted in language skills and emphasizes the crucial process of mapping sounds to printed words to effectively learn to read. | Click or tap here to enter text. |
| 1c. Location of evidence of clear focus on teaching essential reading components and skills, such as phonemic awareness, phonics, vocabulary, fluency, comprehension, and/or writing, using evidence-based strategies. | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. | |
| **Criterion 2: Program and Instructional Design** | **Evidence:** |
| 2a. Location of evidence that program supports systematic instruction in one or more of the components of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. | Click or tap here to enter text. |
| 2b. Location of program’s thorough scope and sequence that shows a progression from simpler to more complex concepts. | Click or tap here to enter text. |
| 2c. Location of examples that demonstrate the program is designed for intensification. | Click or tap here to enter text. |
| 2d. Location of examples that program supports the connection of skills learned during intervention with other contexts or environments. | Click or tap here to enter text. |
| 2e. Location of examples or incorporated cognitive strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn. | Click or tap here to enter text. |
| 2f. Location of examples that the program is grounded in individualization and can be intensified based on specific skill needs. | Click or tap here to enter text. |
| 2g. Location of examples of lessons that include instructional routines and/or scripts that note what the teacher should say and do. | Click or tap here to enter text. |
| 2h. Location of examples that instructional routines include language for the teacher to introduce, define or explain new skills or processes through demonstration and modeling before students are asked to perform the skills independently. | Click or tap here to enter text. |
| 2i. Location of examples of instructional routines and activities that elicit high levels of student response. | Click or tap here to enter text. |
| 2j. Location of examples of lessons that include opportunities for, and guidance on providing specific feedback to students. | Click or tap here to enter text. |
| 2k. Location of examples of lessons containing adequate review of new and previously learned skills or processes. | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. | |
| **Part B: Support for Teaching and Learning** | |
| **Criterion 3: Usability, Assessment, and Support** | **Evidence:** |
| 3a. Location of examples of clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need. | Click or tap here to enter text. |
| 3b. Location of examples of explicit strategies on how to apply intensity and adjustments to the intervention based on student response. | Click or tap here to enter text. |
| 3c. Location of examples of guidance on the ideal group size for interventions and the time requirements necessary for effective implementation. | Click or tap here to enter text. |
| 3d. Location of examples of variety of program assessment tools (e.g., diagnostic assessments, daily or weekly mastery tests, unit test, progress monitoring measures) that are used to determine student placement and achievement. | Click or tap here to enter text. |
| 3e. Location of examples of embedded curriculum-based assessment opportunities that measure progress, inform instruction, and provide information on student progress towards a specified goal. | Click or tap here to enter text. |
| 3f. Location of examples of explicit support for teachers of diverse learners, including multilingual learners. | Click or tap here to enter text. |
| 3g. Location of examples of guidance for communication with families and/or materials for at-home connections. | Click or tap here to enter text. |
| 3h. Location of examples of frequent opportunities for student-teacher interaction to enhance learning. | Click or tap here to enter text. |
| 3i. Location of examples of guidance on how to use technology to enhance learning. | Click or tap here to enter text. |
| **Comments:** Click or tap here to enter text. | |