

Prekindergarten-Grade 12 Reading Intervention Program Review Rubric

This rubric was developed in collaboration with the National Center on Improving Literacy and is designed to evaluate prekindergarten-grade 12 reading intervention programming for alignment with the science of reading and strategies for effective literacy instruction for inclusion on Ohio's approved list of evidence-based reading intervention programs.

The Department defines **reading intervention programs** as systematic and targeted instructional materials used to teach language and literacy skills in small groups or individually at a particular grade level that match the specific individual needs of students, aligned with evidence-based practices for language and literacy instruction; these programs are systematic, involving carefully planned instructional sequences and progress monitoring. They include ways to intensify instruction to provide more instructional time, practice, and opportunities for individualized or specific feedback to students who are at risk so they will catch up to grade-level expectations at an accelerated rate.

The rubric consists of two parts. In Part A, programs will be evaluated for essential alignment and design features of evidence-based reading intervention programs, including alignment to the science of reading and program and instructional design components that support strategies for effective literacy instruction. Part A includes two criteria. In Part B, programs will be evaluated for support for teaching and learning, including usability, assessment, and support. Part B includes one criterion.

Indicators will be reviewed and scored using the following scoring characteristics:

- **Criteria Not Met/0 Points** - The evidence provided does not meet the criteria indicated.
- **Criteria Partially Met/1 Point** - The evidence provided partially meets the criteria indicated, but additional information, detail or examples are needed to fully meet the criteria.
- **Criteria Fully Met/2 Points** - The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

Programs must receive a rating of **Meets Expectations** within each of the three criteria to receive an overall rating of Meets Expectations.

In addition, the reading intervention program review includes two non-negotiable components that must be met to be considered for program approval:

1. Program does not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.
2. Program materials and instructional approaches support the rubric definition of a reading intervention program.

Non-Negotiable Requirements

Category	Criterion	Met	Evidence
Three-Cueing Approach	The program does not include the three-cueing approach or any model of teaching students to read based on meaning, structure and syntax, and visual cues.	Yes/No	
<p><i>The non-negotiable requirement will be evaluated as Met or Not Met. If any portion of submitted materials includes instances of instructional methods or practices that rely on the three-cueing approach as a model of teaching students to read based on meaning, structure and syntax, and visual cues, applications will not be considered to meet the criterion for this non-negotiable expectation. All evidence of not meeting this non-negotiable requirement, if applicable, will be documented by reviewers.</i></p>			
Category	Criterion	Met	Evidence
Definition of Reading Intervention Program	Program materials and instructional approaches support the rubric definition of a reading intervention program.	Yes/No	

Part A: Essential Alignment and Design Features of Effective Reading Intervention Programs		The reading intervention program demonstrates alignment to the science of reading and principles of effective instruction and includes all the essential elements of an evidence-based reading intervention program. These programs should be explicit, sequential, systematic, cumulative, comprehensive, and cohesive to ensure high-quality instruction.	
Criteria	Available Points	Minimum Required Score	
Criterion 1: Alignment to the Science of Reading (Indicators 1a-1c) The program aligns with rigorous research in reading and cognitive science that informs how students learn to read proficiently and why some students have difficulty with reading.	6	6 out of 6	
Criterion 2: Program and Instructional Design (Indicators 2a-2k) The program and instructional design identifies specific student learning outcomes and reflects the essential elements of intervention programs and principles of effective instruction that support strategies for effective literacy instruction, including a scope and sequence and multiple, detailed lessons and instructional routines that support student learning of key reading skills or processes.	22	16 out of 22	

Criterion 1: Alignment to the Science of Reading		Program aligns with rigorous research in reading and cognitive science that informs how students learn to read proficiently and why some students have difficulty with reading.	
Indicators		Scoring	Evidence
1a	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.	0 1 2	
1b	The program includes evidence that reading is rooted in language skills and emphasizes the crucial process of mapping sounds to printed words to effectively learn to read.	0 1 2	
1c	There is a clear focus on teaching essential reading components and skills, such as phonological awareness, phonics, vocabulary, fluency, comprehension, and/or writing, using evidence-based strategies.	0 1 2	
Criterion Subtotal or Summary		_____/6	

Criterion 2: Program and Instructional Design		The program and instructional design identifies specific student learning outcomes and reflects the essential elements of intervention programs and principles of effective instruction, including a scope and sequence and multiple, detailed lessons and instructional routines that support student learning of key reading skills or processes.	
	Indicators	Scoring	Evidence
2a	The program supports systematic instruction in one or more of the components of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension.	0 1 2	
2b	The program provides a thorough scope and sequence that shows a progression from simpler to more complex concepts.	0 1 2	
2c	The program is designed to intensify instruction.	0 1 2	
2d	The program connects skills learned during intervention with other contexts or environments.	0 1 2	
2e	The program incorporates cognitive strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn.	0 1 2	

Criterion 2: Program and Instructional Design		The program and instructional design identifies specific student learning outcomes and reflects the essential elements of intervention programs and principles of effective instruction, including a scope and sequence and multiple, detailed lessons and instructional routines that support student learning of key reading skills or processes.	
	Indicators	Scoring	Evidence
2f	The program is grounded in individualization and can be intensified based on specific skill needs.	0 1 2	
2g	The lessons include instructional routines and/or scripts that note what the teacher should say and do.	0 1 2	
2h	The 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.	0 1 2	
2i	The instructional routines and activities elicit high levels of student response.	0 1 2	

Criterion 2: Program and Instructional Design		The program and instructional design identifies specific student learning outcomes and reflects the essential elements of intervention programs and principles of effective instruction, including a scope and sequence and multiple, detailed lessons and instructional routines that support student learning of key reading skills or processes.	
	Indicators	Scoring	Evidence
2j	The lessons include opportunities for, and guidance on providing specific feedback to students.	0 1 2	
2k	The lessons contain adequate review of new and previously learned skills or processes.	0 1 2	
Criterion Subtotal or summary		_____/22	

Part B: Support for Teaching and Learning	The program supports teaching and learning of essential reading components through materials, tools, assessments, guidance, and organization.	
Criteria Overview	Available Points	Minimum Score Required
Criterion 3: Usability, Assessment and Support (Indicators 3a-3i) The program supports educators in delivering quality instruction, assessing students to inform placement, progress, and instruction, and guiding educators in meeting individual student needs.	18	13 out of 18

Criterion 3: Usability, Assessment, and Support		The program supports educators in delivering quality instruction, assessing students to inform placement, progress, and instruction, and guiding educators in meeting individual student needs.	
	Indicators	Scoring	Evidence
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.	0 1 2	
3b	Materials provide explicit strategies on how to apply intensity and adjustments to the intervention based on student response.	0 1 2	
3c	Materials offer guidance on the ideal group size for interventions and the time requirements necessary for effective implementation.	0 1 2	
3d	Materials include a 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.	0 1 2	
3e	Materials regularly and systematically embed curriculum-based assessment	0 1 2	

Criterion 3: Usability, Assessment, and Support		The program supports educators in delivering quality instruction, assessing students to inform placement, progress, and instruction, and guiding educators in meeting individual student needs.	
	Indicators	Scoring	Evidence
	opportunities that measure progress, inform instruction, and provide information on student progress toward a specified goal.		
3f	Materials provide explicit support for teachers of diverse learners, including multilingual learners.	0 1 2	
3g	Materials include guidance for communication with families and/or materials for at-home connections.	0 1 2	
3h	Materials provide ample opportunities for student-teacher interaction to enhance learning.	0 1 2	
3i	Materials provide guidance on how to use technology to enhance learning.	0 1 2	
Criterion Subtotal or summary			_____/18

Review Summary

Part A Overview	Points Received	Scoring Requirements
<p>Criterion 1: Alignment to the Science of Reading (Indicators 1a-1c) The program aligns with rigorous research in reading and cognitive science that informs how students learn to read proficiently and why some students have difficulty with reading.</p>	___/6	Does Not Meet Expectations: 0-5 Meets Expectations: 6
<p>Criterion 2: Program and Instructional Design (Indicators 2a-2k) The program and instructional design identifies specific student learning outcomes and reflects the essential elements of intervention programs and principles of effective instruction, including a scope and sequence and multiple, detailed lessons and instructional routines that support student learning of key reading skills or processes.</p>	___/22	Does Not Meet Expectations: 0-15 Meets Expectations: 16-22
Part B Overview	Points Received	Scoring Requirements
<p>Criterion 3: Usability, Assessment, and Support (Indicators 3a-3i) The program supports educators in delivering quality instruction, assessing students to inform placement, progress, and instruction, and guiding educators in meeting individual student needs.</p>	___/18	Does Not Meet Expectations: 0-12 Meets Expectations: 13-18
Overall Rating		