

**Foundations of Reading
Intensive Intervention Materials Grades 3-8**

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency.

Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program’s diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student’s prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

Pre Screening Requirement:

Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **[Title]**

Grade: **[Grade]**

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Overall Rating: Choose an item.

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

| STRONG | WEAK |
|-----------------|-----------------|
| Choose an item. | Choose an item. |
| Choose an item. | Choose an item. |
| Choose an item. | Choose an item. |
| Choose an item. | Choose an item. |
| Choose an item. | Choose an item. |

Scoring Guidance¹:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

- Review the **required**² Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-negotiable** Criteria 1 and 2 to continue to **Non-negotiable** Criterion 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to

Section III: Additional Information.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

¹The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

² **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|------------------------|---|
| SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-negotiable Criteria 1 and 2 to continue to Non-negotiable Criterion 3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II. | | | |
| <p>Non-negotiable 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 1a) Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| | <p>Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> • Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. • Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students. | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| <p>Non-negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</p> <p>Materials include systematic and explicit instruction in phonological awareness,</p> | <p>Required 2a) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| | <p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|---|------------------------|---|
| <p>phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need.</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| | <p>Required 2d) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| | <p>Required 2e) Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors.</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| <p>Non-negotiable 3. USABILITY AND SUPPORT:</p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 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 and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| | <p>Required 3b) Materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p> | <p>Choose an item.</p> | <p>Click or tap here to enter text.</p> |
| <p>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> | | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|--|------------------------|--------------------------------------|
| <p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 4a) Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p> | Choose an item. | Click or tap here to enter text. |
| | <p>Required 4b) Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p> | Choose an item. | Click or tap here to enter text. |
| | <p>Required 4c) Materials include regular opportunities and tools for students to receive immediate feedback on and track their progress toward proficiency and/or understanding.</p> | Choose an item. | Click or tap here to enter text. |
| | <p>Required 4d) Materials are easy to use and well organized for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p> | Choose an item. | Click or tap here to enter text. |
| <p>SECTION III: ADDITIONAL INFORMATION</p> | | | |
| <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p> | | | |
| <p>5. ADDITIONAL INFORMATION</p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p> | <p>5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p> | Not Scored | Click or tap here to enter text. |
| | <p>5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p> | Not Scored | Click or tap here to enter text. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|--|------------------------|--------------------------------------|
| FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria. | | | |
| Compile the results for Sections I and II to make a final decision for the material under review. | | | |
| Section | Criteria | Yes/No | Final Justification/Comments |
| I. Non-negotiable Criteria of Superior Quality | 1. Program Design | Choose an item. | Click or tap here to enter text. |
| | 2. Instructional Design | Choose an item. | Click or tap here to enter text. |
| | 3. Usability and Support | Choose an item. | Click or tap here to enter text. |
| II. Additional Criterion of Superior Quality | 4. Additional Indicators of Superior Quality | Choose an item. | Click or tap here to enter text. |
| III. Additional Information | 5. Additional Information | Not Scored | Click or tap here to enter text. |
| FINAL DECISION FOR THIS MATERIAL: Choose an item. | | | |