Grades 6-8 Intervention Instructional Program Review Rubric
Virginia Department of Education
2025 Review Cycle

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

Programs will be evaluated for evidence of high-quality, scientifically-based reading instruction in essential components for reading in the following content areas:
Phonics and Word Knowledge
Fluency
Vocabulary
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 phonics and word knowledge, fluency, vocabulary, and comprehension.

Process: All programs that receive a rating of "Meets Expectations," upon initial review or after appeal, will be included on VLP's *Recommended Intervention Instructional Program Guide*, which will be submitted to the VDOE and the VBOE for final review and approval.

Intervention Instructional Program Review Rubric		
Accessibility Assurance		
The Virginia Department of Education and Virginia Literacy Partnerships have a strong commitment to accessibility. As part of the instructional program review pro		
	Yes/No	**Comment or Explanation**
Available in PDF Format		
Available in ePUB Format		
Accessible Course within an Open Learning Management System (LMS)		
Accessible Course within another Learning Management System (LMS)		
Available in an accessible media format and includes alternate text or subtitles		
Includes alternative text (image)		
Includes captions and subtitles (video)		
Includes flash accessibility functions (SWF)		
Includes functionality that provides accessibility		
Complies with W3C Recommendations for web page		
Is a 508 compliant website		
Available in the National Accessible Instructional Materials Standard (NIMAS) Format – Accessible XML		

Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web and Multimedia		
Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blue-ray Disk, materials comply with production standards		

Grades 6-8 Intervention Instructional Program Review Rubric for Instructional Design & Usability
Submission Information

Date:	
Name of Provider:	
Product Title and Edition:	
Publication Year:	
Contact Person:	

Notice of Denial | Right to Appeal: If you are appealing this decision, please complete the "Provider Appeal Notes" and submit it through our website. Instructions are provided in the Notice of Denial. All Intervention Review Appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.

Rating Definitions: Reviewers will evaluate intensive intervention 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 the instructional program 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 the instructional program and other evidence submitted by the provider.

Category 1: Instructional Design and Usability

Indicator	Instructional Design and Usability	Evidence/Comments
1a	Non-negotiable: Instruction and assessment tools within the program **do not require or encourage students to guess at reading (decoding) words using the 3-cueing model** (relying on reading words without fully decoding) or approaches that rely on **visual memory for word recognition.**	
1b	The program and instructional approaches support the **rubric definition** for a literacy intervention program.	
1c	The intervention program contains **explicit and systematic instruction** in elements necessary for reading (phonics and word knowledge, spelling, fluency for automatic word recognition, vocabulary, and/or comprehension).	
1d	The program includes teacher guidance for utilizing **research-based strategies to support multilingual learners**.	
1e	The program provides **clear guidance for pacing, lesson delivery, and assessment** with connections between related or embedded resources.	
1f	**Teacher editions** are **concise** and **easy to navigate** with clear connections between teacher resources.	
1g	All materials (print and/or digital) are **well-organized** and **easy to locate.**	
1h	The intervention program can be **reasonably implemented** within school hours and with resources that are included or readily available in a typical school setting.	
1i	The program clearly communicates information about **recommended intervention group sizes and time requirements**, duration, and/or frequency.	
1j	Guidance is included for **entry and exit criteria** that can be utilized for decision-making about entering and exiting the intervention (embedded within the program or provided in connection with screeners and progress monitoring tools).	
1k	Support is provided for **building teacher capacity** necessary for program implementation.	
1l	The program provides guidance on **adjusting intensity of intervention** based on **student data**.	
	Subtotal (12 points max)	

Grades 6-8 Intervention Instructional Program Review Rubric for Phonics & Word Knowledge Submission Information

Date:

Name of Provider:

Product Title and Edition:

Publication Year:

Contact Person:

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Category 2: Phonics & Word Knowledge		
Indicator	**Phonics and Word Knowledge**	**Evidence/Comments**
2a	There is a clear **scope and sequence** in phonics that supports decoding and encoding.	
2b	**Explicit instruction** of a new sound or concept is **modeled**, including a pronunciation/demonstration of the new sound.	
2c	The program includes **explicit instruction** and explanation **of common/regular phonics principles** (e.g., long vowel sound-spellings, syllable types, etc).	
2d	Program includes guidance on **instruction on graphemes and morphemes**, including articulation of word part(s).	
2e	**Tasks increase in difficulty** from simple to complex (e.g., instruction in multisyllable words starts with two-syllable words and works up to words with three and more syllables).	
2f	The program includes guidance for teachers to **explicitly teach regular and irregular sound-spelling patterns/word parts** and attend to the structure of the word to support decoding.	
2g	**Routines for breaking up multisyllabic words** are explicitly taught and modeled, and materials provide opportunities to use routines flexibly when encountering unfamiliar multisyllabic words.	
2h	Students have **opportunities to practice using a routine to break words** (single or multisyllabic) into parts and then read in their entirety.	
2i	**Irregular high-utility words** required for text reading are **taught intentionally and reviewed**; irregular spellings are taught with (not separate from) regular sound-spelling patterns and morphological units.	
2j	**Review** of previously learned skills is **intentionally spiraled** to support mastery of letter and word patterns.	
2k	**Practice opportunities to connect reading to meaning** are embedded within instruction (e.g., providing a brief definition of the word, utilizing the word in context, or looking at word parts to make meaning).	
2l	The program includes clear **guidance for placement** (e.g., an evidence-based word list reading measure, decoding inventory, spelling list, or oral fluency measure) **and grouping of students based on diagnostic data**.	

2m	Lessons follow **simple, repeated instructional routines**, and the program includes guidance for teachers on how to teach and implement these routines.	
2n	**Spelling practice is consistently and intentionally woven into the lessons** to support integration of sound-spelling patterns and routines (e.g., students read word aloud and then spell word, thinking about the parts of the word, syllables, or morphology as they write).	
2o	The program includes guidance that encourages and supports students to **use their knowledge of sound-spelling patterns to encode words.**	
2p	**Program materials include dictation and/or writing** that includes purposeful **use of taught phonics features** and/or morphemes.	
2q	Students have opportunities to **read target words in isolation**/out of context (e.g., word lists).	
2r	Robust **practice is provided and sequenced to support increasingly challenging experiences** for students to utilize the skills and routines learned in order to master sound-spelling patterns in **more complex words over time.**	
2s	Students have **multiple opportunities to read words within short passages** (sentences or paragraphs) where they can **apply the word-reading routines to unfamiliar words.** Note: For students who may require intensive support (at the second grade level or below, this may include the use of high-interest controlled text).	
2t	The program includes **specific teacher language** for precise **feedback, affirmation, and prompting**.	
2u	The program **regularly and systematically embeds assessment** opportunities that measure progress and inform instruction.	
2v	The program provides **guidance** such as mastery checks **to inform and intensify instruction.**	
2w	The program includes guidance for **communication with families**.	
	Subtotal (23 points max)	

Grades 6-8 Intervention Instructional Program Review Rubric for Fluency
Submission Information

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Name of Provider:

Product Title and Edition:

Publication Year:

Contact Person:

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	Category 3: Fluency	
Indicator	**Fluency**	**Evidence/Comments**
3a	The program includes **clear guidance for placement** (e.g., oral fluency measure) **and grouping** students based on diagnostic data.	
3b	Texts includes a **variety of text types/genres aligned** to grade level content topics/themes.	
3c	Texts in the program are **high-interest and inclusive and representative** of a wide range of culturally diverse backgrounds and experiences.	
3d	Texts support **reading for meaning** (e.g., texts get progressively harder and stay on the same topic).	
3e	**Fluency models** (brief teacher read alouds, opportunities to listen to a recorded reading, etc.) are **utilized consistently to help students "hear" the difference and understand the elements of prosody** (e.g., use knowledge of grammar and punctuation to know when to pause; use awareness of emotion and audience to modulate volume and tone, etc.).	
3f	The program utilizes a **variety of fluency-building techniques** supported by research (e.g., monitored partner reading, choral reading, repeated oral and/or silent readings with text, short timed practice that is slightly challenging to the reader).	
3g	Instructional **routines for repeated readings have a specific identified purpose**, which may be skill-based (e.g., reading multisyllabic words, increasing automaticity) or comprehension-based (e.g., reading to answer text-dependent questions, close reading to support higher level/deeper comprehension).	
3h	The program contain guidance on using **specific strategies for reading with prosody.**	
3i	**Automatic word reading** is supported through **extensive practice** of reading and re-reading.	
3j	The program includes **directions and guidance to provide feedback** and in-the-moment corrections and affirmations to enhance fluency-building based on the identified purpose.	
3k	The program includes **directions and guidance** for students to **actively build understanding of words during fluency practice** (e.g., students scan for unfamiliar words before reading the text, opportunities for teachers to provide definitions of words in fluency texts).	
3l	The program **regularly and systematically embeds assessment opportunities** that measure progress and inform instruction.	

3m	The program includes guidance for **communication with families**.	
	Subtotal (13 points max)	

Grades 6-8 Intervention Instructional Program Review Rubric for Vocabulary
Submission Information

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Category 4: Vocabulary		
Indicator	**Vocabulary**	**Evidence/Comments**
4a	The program includes **explicit vocabulary instruction**.	
4b	Words selected for explicit vocabulary instruction include **Tier 2 and Tier 3 words** that are **conceptually coherent/critical for understanding** the text and/or grade level content.	
4c	Selected vocabulary words are **taught briefly prior to or during reading.**	
4d	**Student-friendly definitions** are utilized to teach the meaning of words, both when they are defined while reading and during explicit instruction of targeted words.	
4e	The program **activates background knowledge** to connect known words to new word meanings.	
4f	Materials include teaching students **metacognitive word learning strategies** such as using context clues and word parts to **derive meaning after decoding** the word.	
4g	**Prefixes, suffixes, and root/base words are explicitly taught** following a clear scope and sequence.	
4h	Instruction focuses on **teaching roots to understand meaning** and how words/roots are related.	
4i	Instruction includes opportunities to isolate the **base word, prefix, and suffix** to determine meaning of each part separately and then combined **to determine the meaning of the word.**	
4j	The program provides regular **opportunities to use newly learned words** in a **variety** of reading, writing, speaking, and/or listening activities.	
4k	The program provides **guidance** to teachers **for intensifying intervention** for students needing more support.	
4l	Lessons include **examples of teacher language** to use with instructional **explanations and feedback**.	
4m	The program includes guidance for **communication with families**.	
Subtotal (13 points max)		

	Grades 6-8 Intervention Instructional Program Review Rubric for Comprehension Submission Information	
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Category 5: Comprehension		
Indicator	**Comprehension**	**Evidence/Comments**
5a	The program includes a wide **variety of high-quality text** with **diverse and relatable experiences and characters** that are developmentally appropriate for the grade level for all students.	
5b	The program includes **explicit instruction** and a **gradual release of responsibility.** Reading comprehension is explicitly taught, modeled, and practiced (both collaboratively and independently).	
5c	Students are **explicitly taught how to find and justify answers** to text-dependent questions and **how to use evidence to support** their response; students are taught how to **mark up or annotate** a text **to support meaning making.**	
5d	The program includes **explicit instruction in word analysis processes** for clarifying **word meaning**, such as multisyllabic word attack skills and use of context clues.	
5e	The program provides **explicit language instruction** in the context of authentic texts, including sentence structures/types, parts of speech (verbs, adjectives, nouns), syntax, semantics, figurative language, and/or pragmatics (how context influences how a reader interprets and makes meaning).	
5f	The program provides opportunities to learn about **text structures and organization of ideas** (e.g., problem/solution, cause/effect, compare/contrast) **to understand meaning and purpose**.	
5g	The program provides opportunities to **build and activate content knowledge** (e.g., asking and answering questions prior to, during, and after reading and connecting these answers to the knowledge built during reading).	
5h	The program promotes **inference-making and deep understanding** around a text; students are **explicitly taught** how to make textual inferences, including opportunities for metacognition and use of appropriate and accurate background knowledge.	
5i	The program provides opportunities for **reading, writing, speaking and listening with complex texts**, including student-to-student discourse.	
5j	Program includes opportunities for students to **engage in various ways** (e.g., reading, writing, listening and speaking) to **build their understanding** of the complex portions of text.	
5k	Texts include a **variety of text types/genres** with a wide range of sentence structure, writing styles, voice, and the like.	
5l	Texts feature various **content aligned to grade level topics/themes** and designed to **build knowledge** about specific topics.	

5m	Students are **explicitly taught a process for determining "the gist"** of a given text (i.e. summarizing, synthesizing, chunking).	
5n	Lessons include **examples of teacher language** to use with instructional **explanations and feedback**.	
5o	The program **regularly and systematically embeds assessment opportunities** that inform and intensify instruction.	
5p	The program includes guidance for **communication with families**.	
	Subtotal (16 points max)	

Grades 6-8 Intervention Program Ratings Summary						
Virginia review teams summarize Intervention Instructional Program Reviews on this summary tab. 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 instructional program will be reviewed individually based on the area(s) of submission for "essential components for reading."						
Meets Expectations: Intervention programs that "Meet Expectations" for Category 1 (Instructional Design and Usability) AND at least one of the content categories for which they submitted (Phonics and Word Knowledge, Fluency, Vocabulary, or Comprehension) will be added to the *Recommended Intervention Instructional Program Guide* with an indication of the categories that "Meet Expectations." **Does Not Meet Expectations:** Intervention instructional programs will not be included on the *Recommended Intervention Instructional Program Guide* if scoring "Does Not Meet Expectations" in Category 1 (Instructional Design & Usability) OR in fewer than one of the content categories for which the program has submitted for review (Phonics and Word Knowledge, Fluency, Vocabulary, or Comprehension).						
Category	**Score**	**Total Points Available**	**Rating Criteria**	**Rating**		
1: Instructional Design and Usability		out of 12 points	10-12 points = Meets Expectations* 0-9 points = Does Not Meet Expectations *To meet expectations, the intervention program must earn at least 10 out of 12 possible points in this section including the non-negotiable indicator.			
2: Phonics and Word Knowledge		out of 23 points	19-23 points = Meets Expectations 0-18 points = Does Not Meet Expectations			
3: Fluency		out of 13 points	11-13 points = Meets Expectations 0-10 points = Does Not Meet Expectations			
4: Vocabulary		out of 13 points	11-13 points = Meets Expectations 0-10 points = Does Not Meet Expectations			
5: Comprehension		out of 16 points	13-16 points = Meets Expectations 0-12 points = Does Not Meet Expectations			