Introduction

Intervention	Instructional	Program	Review	Rubrics
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# Virginia Department of Education 2023 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: Phonological and Phonemic Awareness Phonics and Word Analysis Fluency for Automatic Word Recognition Vocabulary Text Reading for Comprehension	
<b>Definition of Intervention Programming:</b> 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 rubric application, and other materials outlined in the application.

## Design & Usability

	Gra	des K-5 Intervention Instructi	ional Program Review Rubric for Design & Usability			
		Sul	bmission Information			
Date:						
lame of Provider:						
roduct Title and Editio	on:					
ublication Year: Contact Person:						
	It 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 m	ust be submitted within 14 days of receipt of		
	viewers will evaluate intensive intervention instructional programs based on the rubri	below. Fach indicator will be	e reviewed as it Meets Expectations or Does Not Meet Expectations, with evidence and/or comments to supp	ort the rating. Each indicator is worth one	Date:	
alat.	ons: Indicates the program meets the standard for the indicator based on instruction				Appeal Decision:	
	<b>xpectations:</b> Indicates the program does not meet the standard for the indicato					
	Criterion 1: Instructional Design					
Indicators	Instructional Design	Meets / Does Not Meet	Notes and Evidence	Provider Appeal Notes	Meets / Does Not Meet	Program Review Appeal Response
1a	Instruction and assessment tools within materials <b>do not require or encourage</b> 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 <b>rubric definition</b> for a literacy intervention program.					
1c	Materials provide an <b>evidence base</b> for alignment with science-based reading research and includes evidence-based literacy instruction.					
1d	The intervention program can be <b>reasonably implemented</b> 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 <b>explicit and systematic instruction</b> 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 <b>instructional materials</b> 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 (11 points max)					
	Criterion 2: Usability and Support					
Indicators	Usability and Support	Meets / Does Not Meet	Notes and Evidence	Provider Appeal Notes	Meets / Does Not Meet	Program Review Appeal Response
2a	Materials provide clear and extensive support for <b>building the teacher knowledge</b> needed to implement the intervention program.					
2b	Materials provide clear organizational structures for lesson delivery. Materials clearly communicate information about recommended intervention					
2c	Materials cleany communicate information about recommended intervention group size and time requirements. Materials provide guidance on adjusting intensity of intervention based on					
2d 2e	Materials provide guidance on <b>adjusting intensity</b> or intervention based on student response. Materials provide support for teachers on supporting <b>multilingual learners</b> .					
2e 2f	Materials provide support for teachers on supporting multilingual learners. Materials support a high level of student and teacher interaction.				<u> </u>	
2g	Materials include guidance for <b>communication with parents</b> 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 <b>technology</b> 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 (10 points max)					
					1	

## PA & Phonemic Awareness

Date:						
Name of Provider:						
Product Title and Editio	n:					
Publication Year:						
Contact Person:						
Notice of Denial   Right receipt of the Notice of		he "Provider Appeal Notes" a	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		
Rating Definitions: Revi	ewers will evaluate intensive intervention instructional program	is based on the rubric below.	Each indicator will be reviewed as it Meets Expectations or Does Not Meet Expectations, with evidence and	d/or comments to support the rating. Each indicator is worth	Date:	
Meets Expectatio	ns: Indicates the program meets the standard for the indicato	or based on instructional mat	erials and other evidence submitted by the provider.		Appeal Decision:	
Does Not Meet Ex	pectations: Indicates the program does not meet the stan	dard for the indicator (limite	d or no evidence) based on instructional materials and other evidence submitted by the provider.			
	Criterion 3: Phonological and Phonemic Awareness	· · · · · ·				
Indicators	Phonological and Phonemic Awareness	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Program Review Appeal Response
3a	There is a detailed <b>scope and sequence</b> of phonological and phonemic awareness skills.					
3b	Phonological awareness tasks <b>increase in difficulty</b> over the scope and sequence.					]
Зc	New skills are explicitly modeled using a gradual release model.					
3d	Materials provide explicit routines for blending and segmenting individual phonemes in words.					
Зe	Students have frequent opportunities to <b>analyze</b> spoken words at the <b>phoneme level</b> .					
Зf	Materials incorporate explicit instruction on the way taught phonemes look and feel in the mouth when produced.					
Зg	Phonemic awareness tasks are connected with graphemes early on in instruction.					
Зh	Instructional time is focused on <b>high-priority skills</b> such as isolating beginning phonemes, blending and segmenting phonemes, and distinguishing between vowel sounds.					
3i	Consonant <b>blends</b> are taught as <b>individual phonemes</b> when segmenting.					
3j	Materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonological awareness skills.					
Зk	Materials include specific and precise teacher language for corrective feedback.					
31	Materials include tools for tracking and <b>communicating</b> 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 <b>ongoing assessment</b> data.					
	Subtotal (14 points max)					

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Big         End         End           Big         End         End           Big         End         End           Big         End         End           Big         End         End         End           Big         End         End         End           Big         End         End         End         End           Big         End	Notice of Denial   Right to receipt of the Notice of De	Appeal: If you are appealing this decision, please complete the ' mial	'Provider Appeal Notes" and	d submit it through our website. Instructions are provided in the Notice of Denial. All Intervention Revie	w Appeal submissions must be submitted within 14 days of		
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United Note Notice Notice Notice Notice Notice 						Appear Decision.	
Notice Part 12 and 22 an	Does Not Meet Expectatio		dicator (innited of no evide	the provider.			
44     The is a grant and and a strategy instration.       65     Maximum instrategy i		Citterion 4. Phonics and Word Analysis					
Image: A material mater			Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Program Review Appeal Response
4.Supervise the nucleon the hyperboland regeneration the sector of the hyperboland regeneration the sector of the hyperboland regeneration the hyperboland 							
Image: Definition of the constraint of the definition of the definit	4b	Phonics tasks increase in difficulty from simple to complex.					-
CityCity I under a law or material.City4.1City I under a law or material.City4.2City I under a law or material.City4.3City I under a law or material.City4.4City I under a law or material.City4.3State I under a law or material.City4.4State I under a law or material.City4.4Table I under a law or material.City4.5Table I under a law or material.City4.6Table I under a law or material.City4.7Table I under a law or material.City4.8Table I under a law or material.City4.9Table I under a law or material.City4.9Table I under a law or material.City4.1<	4c	Grapheme/phoneme instruction starts with high-utility graphemes (e.g., s, a, t, p, i, n).					
IndexJudication, which includes reaction (measure includes)IndexI defined and generation (measure includes) and includes)IndexI defined and generation (measure include	4d	High-utility graphemes are <b>connected to word types</b> (e.g., VC, CVC) as soon as they are mastered.					
Image: Instruction involvement networkImage: Instruction instruction involvement networkImage: Instruction instruction involvement networkImage: Instruction instruction involvement networkImage: Instruction	4e	explicit instruction, which includes specific mention of					
···40Markels by our spectra to cancel term to construct the spectra to the spectra term to the spectra te	4f	Grapheme/phoneme instruction integrates the letter name, sound, and explicit instruction in how to form the letter.					
Index generating for decoding and monoting.4.4.Metricits incorporation is upported to an evolution in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is line and the contract in the process in difficulty over4.Instruction of Hypersequery work is an evolution of an	4g	Graphemes are <b>explicitly taught before</b> students practice and apply.					
amemory, and/or machadance to comport thememory4Burdades of dyregeneration following algorithmResearchResearch4Margate thigh frequency words are are viewed cumulatority andResearchResearch4Margate thigh frequency words are are viewed cumulatority andResearchResearch4Research frequency freque	4h	Materials provide explicit and consistent routines for blending and segmenting for decoding and encoding.					
4)Internationally groups works and increases in difficulty work into expected cumulatively and operative static frequency works are requested cumulatively and operative static frequency works are requested transfer operative static frequency works are requested transfer 	4i	movements, and/or manipulatives to support the					
ImplementationImplementationImplementation1implementationimplementationimplementation1implem	4j	Instruction of high-frequency words follows a plan that intentionally groups words and increases in difficulty over time.					
""With therefore being brought to the irregular a world to devide world world to devide submitted bias and world to devide world world to devide submitted bias and world to devide world world to devide submitted bias and world to devide world world to devide bias devide to devide submitted bias and world to devide bias devide to devide submitted bias and world to devide bias devide to devide submitted bias and world to devide bias devide to devide submitted bias and world to devide bias devide to devide submitted bias and world to devide bias devide to devide t	4k	Irregular high-frequency words are reviewed cumulatively and systematically to build mastery.					
Inclusion and works to develop automaticity.Inclusion4nThree are frequent copartinities to and works to a singled accords tests us a within the program allow the reader contrain the phones shown and the reader works and the index shown and the reader works a	41	with attention being brought to the irregular as well as regular					
1Accordable text that the totonis lessons.11Accordable text sued within the program allow the reader11The decodable text sued within the program allow the reader11There are frequent toportunities to encode words embedded11AqMaterials include consistent dictation routines at sound, word, and sentence level.11Aderials include consistent dictation routines at sound, word, and sentence level.11Aderials include consistent dictation southers at sound, toposite sensors.11Aderials include guidance for communication with parents and materials for advected recommunication with parents and materials for advected recommunication with parents and materials include societter language for corrective feedback.11Materials include guidance for communication and materials for advectors toposite sensors. and materials for advectors toposite sensors. 	4m	There is cumulative <b>review</b> of known phoneme-grapheme combinations and words to develop <b>automaticity</b> .					
I on ake meaning.I on the meaning.4pThe refrequent opportunities to encode words embeddedI4qMaterials include consistent dictation routines at sound, and settence level.I4qMaterials include consistent dictation routines at sound, and settence level.I4rMultifyllabie word instruction includes explicit and systematic consonant doubling nule, vowel exceptions, soint (g).I4tMaterials include gatence level.I4uMaterials include specific and prises teacher language for 	4n	decodable text that contain the phonics elements and					
within phonics lessons.Image: Construction includes consistent dictation routines at sound, word, and sentence level.Image: Construction includes explicit and systematic construction include specific and precise teacher language for communicating include tools for tracking and communicating of press within the program.Image: Construction include tools for tracking and communicating of press within the program.Image: Construction of tracking and communicating of tracking and communicating of press within the program.Image: Construction include tools for tracking and communicating of tracking and communicating of tracking and communicating program.Image: Construction includes explicit and systematic construction includes explicit and press within the program.Image: Construction of tracking and communicating of tracking and communicating of tracking and communicating prof.Image: Construction of tracking and communicating of tracking and communicating profesee teacher language for tracking and communicating profesee teacher language for tracking and communicating of tracking and communicating profesee teacher language for tracking and communicating profesee teacher language	40	The decodable texts used within the program allow the reader to make <b>meaning</b> .					
NoteWord, and sentence level.Image: Control of the sentence level.Image: Control of the sentence level.Image: Image: Image: Control of the sentence level.Image: Image: Image: Control of the sentence level.Image: Image: Image	4p	There are frequent opportunities to <b>encode</b> words embedded within phonics lessons.					
teaching of morphology.       teaching of morphology.       teaching of morphology.         4s       Spin(tinstruction on common phonics principles (e.g., construction), soft c/g).       feature         4t       Materials include guidance for communication with parents and communicating and communicating and communicating and communicating and communicating and communicating for students not support.       feature         4w       Materials include annotation sto support teachers on differentiation and scaffolding for students needing more support.       feature	4q	Materials include consistent dictation routines at sound, word, and sentence level.					
Consonant doubling rule, yowel exceptions, soft r(g).       Image: Consonant doubling rule, yowel exceptio	4r	Multisyllabic word instruction includes explicit and systematic teaching of morphology.					
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.	4s	Explicit instruction on common <b>phonics</b> principles (e.g., consonant doubling rule, vowel exceptions, soft c/g).					
Av     Materials include anotations to support teachers on support.	4t	Materials include guidance for communication with <b>parents</b> and materials for at-home connection.					
Aw     Materials include annotations to support teachers on addifferentiation and scaffolding for students needing more support.	4u						
differentiation and scaffolding for students needing more support.	4v	Materials include tools for tracking and communicating progress within the program.					
Av Discrete to the two of the two of the second s		differentiation and scaffolding for students needing more support.					
	4x	Phonics instruction is linked to ongoing assessment data.					
Subtotal (24 points max)		Subtotal (24 points max)					

Date:						
Name of Provider:						
Product Title and Edition						
Publication Year:	••					
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	to Anneal: If you are annealing this decision, please complete the	"Provider Anneal Notes" an	d submit it through our website. Instructions are provided in the Notice of Denial. Al	Intervention Review Anneal submissions must be submitted		
within 14 days of receipt		. monuel appearations and		intervention newew Appear submissions must be submitted		
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Meets Expectation	Indicates the program meets the standard for the indicator to the indic	pased on instructional mater	ials and other evidence submitted by the provider.		Appeal Decision:	
Does Not Meet Ex	pectations: Indicates the program does not meet the standa	rd for the indicator (limited	or no evidence) based on instructional materials and other evidence submitted by th	ne provider.		
	Criterion 5: Fluency for Automatic Word Recognition		, , , , , , , , , , , , , , , , , , , ,			
						Des sur Deview
Indicators	Fluency for Automatic Word Recognition	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Program Review Appeal Response
5a	Fluency practice opportunities align with phonics <b>scope and</b> <b>sequence</b> .					
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 phonetic elements at <b>word level.</b>					
5e	Automatic word reading is supported through extensive practice of sound-by-sound blending.					
Sf	The lesson format includes consistent <b>instructional routines</b> for explicit instruction, prioritizing practice time.					
5g	Materials provide frequent opportunities to engage in practice of taught <b>irregular words</b> 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 <b>prosody</b> (including expression, phrasing, and pitch).					
5k	Materials embed teacher modeling of fluent reading.					
51	The <b>number</b> of connected texts provided is sufficient in providing 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 <b>inclusive</b> and representative of a wide range of culturally diverse backgrounds and experiences.					
50	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 on differentiation and scaffolding for students needing more.					
5r	Fluency instruction is linked to ongoing assessment data.					
	Subtotal (18 points max)					

Vocabulary
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Date:						
Name of Provider:						
Product Title and Edition:						
Publication Year:						
Contact Person:						
Notice of Denial   Right to Notice of Denial.	o 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 Intervent	tion Review Appeal submissions must be submitted within 14 days of receipt of the		
Rating Definitions: Review	vers will evaluate intensive intervention instructional programs ba	ased on the rubric below. Ea	ch indicator will be reviewed as it Meets Expectations or Does Not Meet Expectations, with e	vidence and/or comments to support the rating. Each indicator is worth one point.	Date:	
Meets Expectation	S: Indicates the program meets the standard for the indicator ba	ased on instructional materia	als and other evidence submitted by the provider.		Appeal Decision:	
Does Not Meet Exp	ectations: Indicates the program does not meet the standard	d for the indicator (limited o	r no evidence) based on instructional materials and other evidence submitted by the provide	r.		
	Criterion 6: Vocabulary	,				
				Program Review		
Indicators	Vocabulary	Meets/Does Not Meet	Evidence and/or Comments	Appeal Response	Meets/Does Not Meet	Intervention Program Review Appeal Notes
6a	Materials includes explicit <b>word analysis</b> 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 includes 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 <b>background knowledge</b> to connect known words to new word meanings.					
61	Students are exposed to a <b>breadth of vocabulary words</b> through a wide range of <b>reading experiences.</b>					
6j	Students are exposed to a <b>breadth of vocabulary</b> words through <b>oral language</b> experiences.					
6k	There are frequent opportunities for targeted vocabulary to be practiced in reading, speaking and/or writing.					
61	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.					
60	Vocabulary instruction is linked to assessment data.					
	Subtotal (15 points max)					

Comprehension

Date:						
Name of Provider:						
Product Title and Edition:						
Publication Year:						
Contact Person:						
Notice of Denial   Right to days of receipt of the Not	o Appeal: If you are appealing this decision, please complete the ice of Denial.	"Provider Appeal Notes" an	d submit it through our website. Instructions are provided in the Notice of Denial. All In	tervention Review Appeal submissions must be submitted within 14		
Rating Definitions: Review worth one point.	wers will evaluate intensive intervention instructional programs b	ased on the rubric below. E	ach indicator will be reviewed as it Meets Expectations or Does Not Meet Expectations,	with evidence and/or comments to support the rating. Each indicator is	Date:	
Meets Expectation	S: Indicates the program meets the standard for the indicator b	ased on instructional mater	ials and other evidence submitted by the provider.		Appeal Decision:	
Does Not Meet Exp		rd for the indicator (limited	or no evidence) based on instructional materials and other evidence submitted by the	provider.		
	Criterion 7: Text Reading for Comprehension					
Indicators	Comprehension	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Program Review Appeal Response
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 <b>wide range of text</b> 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 <b>background knowledge</b> 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 included embedded opportunities to ask and answer questions about the text.					
7k	Materials includes explicit <b>word analysis</b> processes for predicting word meaning through application of morphology.					
71	Materials engage and support students in <b>writing</b> to analyze, interpret, and apply content information.					
7m	Materials provide frequent opportunities through reading, speaking, and writing to <b>respond</b> to content.					
7n	Materials offer a variety of opportunities to engage in higher level thinking.					
70	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 <b>parents</b> and materials for at-home connection.					
7r	Materials include regular opportunities and tools for <b>students</b> to receive immediate <b>corrective feedback</b> .					
7s	Materials include tools for tracking and communicating progress within the program.					
7t	Materials include annotations to support teachers on differentiation and scaffolding for students needing more.					
7u	Comprehension instruction is linked to assessment data.					
	Subtotal (21 points max)					

#### Intervention Ratings Summary

# Grades K-5 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 instructional program will be reviewed individually based on the area(s) of submission for "essential components for reading."

# Features of Evidence-Based Intervention Instructional Programs

Meets Expectations: Intervention programs that "Meet Expectations" for Instructional Design and Usability & 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 Expectations." **Does Not Meet Expectations:** Intervention instructional programs will not be included on the *Recommended Intervention Instructional Program Guide* with an indication of the essential component(s) that "Meet Expectations." **Does Not Meet Expectations:** Intervention instructional programs will not be included on the *Recommended Intervention Instructional Program Guide* with an indication of the essential components the 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	Score	Total Points Available	Rating Criteria	Section Rating
1: Instructional Design	0	out of 11	<ul> <li>9- 11 points = Meets Expectations *</li> <li>0 - 8 = Does Not Meet Expectations</li> <li>* 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.</li> </ul>	Does Not Meet Expectations
2: Usability and Support	0	out of 10	<ul> <li>8 - 10 points = Meets Expectations *</li> <li>0 - 7 points = Does Not Meet Expectations</li> <li>* To meet expectations, the intervention program must earn 8 out of 10 possible points in this section.</li> </ul>	Does Not Meet Expectations
3: Phonological and Phonemic Awareness	0	out of 14	12 - 14 points = Meets Expectations 0 - 11 points = Does Not Meet Expectations	Does Not Meet Expectations
4: Phonics and Word Analysis	0	out of 24	20-24 points = Meets Expectations 0 - 19 points = Does Not Meet Expectations	Does Not Meet Expectations
5: Fluency for Automatic Word Recognition	0	out of 18	15 - 18 points = Meets Expectations 0 - 14 points = Does Not Meet Expectations	Does Not Meet Expectations
6: Vocabulary	0	out of 15	12 - 15 points = Meets Expectations 0 - 11 points = Does Not Meet Expectations	Does Not Meet Expectations
7: Text Reading for Comprehension	0	out of 21	17 - 21 points = Meets Expectations 0 - 16 points = Does Not Meet Expectations	Does Not Meet Expectations

Accessibility Assurance

Intervention Instru	Intervention Instructional Program Review Rubrics						
Acce	essibility Assu	urance					
20	)23 Review C	ycle					
The Virginia Department of Education and Virgi	nia Literacy I	Partnerships have a strong commitment to access					
	Check all that apply	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 Aasticacessishiktitlas (widso)							
(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	