Core Instructional Program Review
Submission Information

Date:

Name of Provider:

Product Title and Edition:

Publication Year:

Target Audience:

Submission ID No.:

Contact Person:

Phase I: Initial Review Decision:

Important:

Phase II application: If you have been invited to apply to Phase II, please follow the instructions in the Notice of Approval and/or visit our website.

Phase I 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 Phase I Initial Review Appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.

Phase I: Core Instructional Program Review Rubric

Core Instructional Program: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher manuals with explicit lesson plans and provides reading and practice materials for students.

Rating Definitions: Reviewers will evaluate core 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, and the program must receive 21 points to advance to Phase II. Reviewers

Meets Expectations
  - Program receives an overall score of 21-27 across all indicators **PLUS**
  - Program receive a rating of "meets expectations" on non-negotiable Indicator 1.1

Does Not Meet Expectations
  - Program receives an overall rating of <21 points across all indicators **OR**
  - Program receives a rating of "does not meet expectations" for Indicator 1.1

Indicators	Criterion #1	Meets/Does Not Meet	Evidence and/or Comments
	Research Based: The program is based on reliable, trustworthy, and valid evidence consistent with science-based reading research.		
1.1	The program **does not require or encourage three-cueing** (students gaining meaning from print through semantic, syntactic or graphophonic cues); **meaning, structure, and visual (MSV) cues**; or **visual memory** for word recognition. <u>Non-negotiable. If the program receives a score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations".</u>		
1.2	There is obvious emphasis on teaching and learning **foundational literacy skills**, including oral language, phonics, spelling, fluency, comprehension, and vocabulary.		
1.3	The program clearly focuses on learning to read as a process of **mapping sounds to print**.		
1.4	The program provides evidence of research and theoretical models consistent with **science-based reading research** with reference to research articles and websites.		
	Subtotal (4 points max)	4	

Indicators	Criterion #2	Meets/Does Not Meet	Evidence and/or Comments
	Sequential and Cumulative: There is a comprehensive scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.		
2.1	The **scope and sequence** for a skill shows a clear progression from **simple to complex** across subcomponent areas (e.g., phonics, vocabulary).		
2.2	**Foundational skills are cumulatively reviewed,** and there are opportunities for practice.		
	Subtotal (2 points max)	2	

Indicators	Criterion #3	Meets/Does Not Meet	Evidence and/or Comments
	Explicit Instruction: Method of teaching that emphasizes proceeding in small steps, checking for understanding, and active participation.		

Indicators		Meets/Does Not Meet	Evidence and/or Comments
3.1	Lessons include instructional routines that allow for **teacher modeling** of a new skill step-by-step, followed by **guided practice** prior to independent practice.		
3.2	Routines include the **teacher language** and vocabulary needed to introduce and/or explain the new skill through modeling.		
3.3	There are multiple opportunities for students to **practice and apply learned skills**.		
3.4	There are instructions for the teacher to give **immediate and appropriate corrective feedback**.		
	Subtotal (4 points max)	4	

Indicators	Criterion #4	Meets/Does Not Meet	Evidence and/or Comments
Systematic Instruction: The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.			
4.1	**Clear and consistent lesson format** is present for all components.		
4.2	There is a **daily schedule** of lessons, noting suggestions for the length of lesson and units.		
4.3	Independent or group **practice occurs after teacher-led instruction** on the essential skills, not before the teacher-led instruction and not without it or instead of it.		
4.4	Teacher manuals include **directions for how to implement lessons** (e.g., target skill, a script for wording, step-by-step sequence of instruction, materials needed).		
	Subtotal (4 points max)	4	

Indicators	Criterion #5	Meets/Does Not Meet	Evidence and/or Comments
Coordinated Components: Elements of the program are clearly aligned.			
5.1	Program is aligned to the **Virginia Standards of Learning** and Curriculum Frameworks (e.g., correlation charts).		
5.2	The program uses the same **routines, terminology, and procedures** across skill areas and over time.		
5.3	**Skills are integrated** across areas (e.g., phonics and vocabulary).		
5.4	Lessons and materials are available for **differentiating instruction** for students who need scaffolding and supports and for students needing extension.		
	Subtotal (4 points max)	4	

Indicators	Criterion #6	Meets/Does Not Meet	Evidence and/or Comments
Related Elements: The program contains features that are optimal for delivering effective instruction.			
6.1	The program includes **assessments,** such as formative (e.g., progress monitoring), and summative (e.g., unit test).		
6.2	There is a framework for, or the program encourages, **data-based decision making**.		
6.3	Program includes clear **guidance on how to group children** for supplemental instruction.		
6.4	The program provides for **varied means of accessing content and demonstrating learning**, helping teachers meet the diverse needs of students with disabilities and English language learners.		
	Subtotal (4 points max)	4	

Indicators	Criterion #7	Meets/Does Not Meet	Evidence and/or Comments
Usability: The program is easy for teachers to navigate and use, with clear directions for pacing in lessons and across the year.			
7.1	**Materials** are well **organized** and easy to locate.		
7.2	**Teacher editions** are **concise** and **easy to navigate** with clear connections between teacher resources.		
7.3	The content can be reasonably completed within a regular school year, and the **pacing of content** allows for maximum student understanding.		
7.4	The materials provide **guidance about the amount of time** a task might reasonably take.		
	Subtotal (4 points max)	4	

Indicators	Criterion #8	Meets/Does Not Meet	Evidence and/or Comments
Professional development: The program has aligned professional development opportunities for teachers.			
8.1	The program can provide or indicate where school divisions and/or schools can access initial and ongoing **professional development** for teachers, aligned to the core instructional program.		
	Subtotal (1 points max)	1	

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Phase I: Core Instructional Program Review Rubric

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Rating Definitions: Reviewers will evaluate core 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, and the program must receive 21 points to advance

Meets Expectations
  - Program receives an overall score of 21-27 across all indicators **PLUS**
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Does Not Meet Expectations
  - Program receives an overall rating of <21 points across all indicators **OR**
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Indicators	Criterion #1	Meets/Does Not Meet	Evidence and/or Comments
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1.2	There is obvious emphasis on teaching and learning **foundational literacy skills**, including oral language, phonics, spelling, fluency, comprehension, and vocabulary.		
1.3	The program clearly focuses on learning to read as a process of **mapping sounds to print**.		
1.4	The program provides evidence of research and theoretical models consistent with **science-based reading research** with reference to research articles and websites.		
Subtotal (4 points max)		4	

Indicators	Criterion #2	Meets/Does Not Meet	Evidence and/or Comments
Sequential and Cumulative: There is a comprehensive scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.			

Indicators		Meets/Does Not Meet	Evidence and/or Comments
2.1	The **scope and sequence** for a skill shows a clear progression from **simple to complex** across subcomponent areas (e.g., phonics, vocabulary).		
2.2	**Foundational skills are cumulatively reviewed,** and there are opportunities for practice.		
	Subtotal (2 points max)	2	

Indicators	Criterion #3	Meets/Does Not Meet	Evidence and/or Comments
	Explicit Instruction: Method of teaching that emphasizes proceeding in small steps, checking for understanding, and active participation.		
3.1	Lessons include instructional routines that allow for **teacher modeling** of a new skill step-by-step, followed by **guided practice** prior to independent practice.		
3.2	Routines include the **teacher language** and vocabulary needed to introduce and/or explain the new skill through modeling.		
3.3	There are multiple opportunities for students to **practice and apply learned skills**.		
3.4	There are instructions for the teacher to give **immediate and appropriate corrective feedback**.		
	Subtotal (4 points max)	4	

Indicators	Criterion #4	Meets/Does Not Meet	Evidence and/or Comments
	Systematic Instruction: The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.		
4.1	**Clear and consistent lesson format** is present for all components.		
4.2	There is a **daily schedule** of lessons, noting suggestions for the length of lesson and units.		
4.3	Independent or group **practice occurs after teacher-led instruction** on the essential skills, not before the teacher-led instruction and not without it or instead of it.		
4.4	Teacher manuals include **directions for how to implement lessons** (e.g., target skill, a script for wording, step-by-step sequence of instruction, materials needed).		
	Subtotal (4 points max)	4	

Indicators	Criterion #5	Meets/Does Not Meet	Evidence and/or Comments
	Coordinated Components: Elements of the program are clearly aligned.		
5.1	Program is aligned to the **Virginia Standards of Learning** and Curriculum Frameworks (e.g., correlation charts).		
5.2	The program uses the same **routines, terminology, and procedures** across skill areas and over time.		
5.3	**Skills are integrated** across areas (e.g., phonics and vocabulary).		
5.4	Lessons and materials are available for **differentiating instruction** for students who need scaffolding and supports and for students needing extension.		
	Subtotal (4 points max)	4	

Indicators	Criterion #6	Meets/Does Not Meet	Evidence and/or Comments
	Related Elements: The program contains features that are optimal for delivering effective instruction.		
6.1	The program includes **assessments,** such as formative (e.g., progress monitoring), and summative (e.g., unit test).		
6.2	There is a framework for, or the program encourages, **data-based decision making**.		
6.3	Program includes clear **guidance on how to group children** for supplemental instruction.		
6.4	The program provides for **varied means of accessing content and demonstrating learning**, helping teachers meet the diverse needs of students with disabilities and English language learners.		
	Subtotal (4 points max)	4	

Indicators	Criterion #7	Meets/Does Not Meet	Evidence and/or Comments
	Usability: The program is easy for teachers to navigate and use, with clear directions for pacing in lessons and across the year.		
7.1	**Materials** are well **organized** and easy to locate.		
7.2	**Teacher editions** are **concise** and **easy to navigate** with clear connections between teacher resources.		
7.3	The content can be reasonably completed within a regular school year, and the **pacing of content** allows for maximum student understanding.		

Indicators		Meets/Does Not Meet	Evidence and/or Comments
7.4	The materials provide **guidance about the amount of time** a task might reasonably take.		
	Subtotal (4 points max)	4	
Indicators	**Criterion #8**	**Meets/Does Not Meet**	**Evidence and/or Comments**
	Professional development: The program has aligned professional development opportunities for teachers.		
8.1	The program can provide or indicate where school divisions and/or schools can access initial and ongoing **professional development** for teachers, aligned to the core instructional program.		
	Subtotal (1 points max)	1	

Core Instructional Program Ratings Summary

Virginia review teams summarize core instructional programming reviews on this summary tab. Core instructional programs must receive a rating of "meets expectations" in both Phase I and Phase II to be included in the *Recommended Core Instructional Program Guide* that will be sent to the Virginia Department of Education and the Virginia Board of Education for review and approval.

Phase I: Features of Evidence-Based Core Instructional Early Literacy Programs (Initial Program Review)

Phase I Standard: Core instructional programs receive an overall rating of "meets expectations" to move to Phase II.

Meets Expectations
  - Program receives an overall score of 21-27 across all indicators. **PLUS**
  - Program receive a rating of "meets expectations" on non-negotiable indicator 1.1

Does Not Meet Expectations
  - Program receives an overall rating of <21 points across all indicators **OR**
  - Program receives a rating of "does not meet expectations" for Indicator 1.1

Fourth Grade

Phase I: Required Features of Scientifically-Based or Evidence-Based Core Reading Programs

Criteria	Rating	Total Points Available
0: Did the program receive a rating of "meets expectations" for Indicator 1.1?		If no, overall rating is "Does Not Meet Expectations"
1: Research-Based		out of 4
2: Sequential and Cumulative		out of 2
3: Explicit Instruction		out of 4
4: Systematic Instruction		out of 4
5: Coordinated Components		out of 4
6: Related Elements		out of 4
7: Usability		out of 4
8: Professional Learning		out of 1
	23	**Total Points (out of 27)**
	Overall Rating	**Does Not Meet Expecatations**

Fifth Grade

Phase I: Required Features of Scientifically-Based or Evidence-Based Core Reading Programs

Criteria	Rating	Total Points Available
0: Did the program receive a rating of "meets expectations" for Indicator 1.1?		If no, overall rating is "Does Not Meet Expectations"
1: Research-Based		out of 4
2: Sequential and Cumulative		out of 2
3: Explicit Instruction		out of 4
4: Systematic Instruction		out of 4
5: Coordinated Components		out of 4
6: Related Elements		out of 4
7: Usability		out of 4
8: Professional Learning		out of 1
	23	**Total Points (out of 27)**
	Overall Rating	**Does Not Meet Expecatations**