		Core Instructional Pro Phase II: In-Dept Submission Info	h Review			e Instructional Program Review II: In- Depth Review Appeal Results
Date: Name of Provide Product Title an Publication Year Target Audience Submission ID N Contact Person:	d Edition: : : c.				Date: Appeal Submission ID Appeal Decision:	:
	Phase II: In-Depth Review Decision:					
	th Core Instructional Program Review Rubric for Kindergarten <u>Program:</u> A reading program that is used to help guide both initial and differentiated instruction				P	nase II Appeal Decision is Final
to support the devi students. Rating Definitions: Meets Expectation	Joint Meaning program that is used to their guide only initial and unferentiated instruction. Belignment of phonological and phonemic awareness, phonics, vocabulary, comprehension, and was Reviewers will evaluate core instructional programs based on the rubric below. Each indicator was -indicates the program meets the standard for the indicator based on instructional materials a ectations - Indicates the program does not meet the standard for the indicator (limited or no e	riting. It contains teacher n ill be reviewed as meets ex nd other evidence submitte	nanuals with explicit lesson plans for whole and small group sei pectations or does not meet expectations with evidence and/c ed by the provider.	ttings, and provides rich, complex reading and practice materials for		
Indicators	Criterion 1: Phonological and Phonemic Awareness	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
1.1	A detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes).					
1.2	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice.					
1.3	Lessons include specific and precise teacher language for immediate and corrective feedback .					
1.4	Students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).					
1.5	Students analyze spoken words at the phoneme level, including segmenting individual phonemes.					
1.6	Movement and/or manipulatives are used to make sounds in words concrete.					
1.7	Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending, and segmenting.					
1.8	Students are taught to pull apart the two phonemes in consonant blends when segmenting.					
1.9	Students spend time practicing to listen, identify, and produce sounds at the phoneme level.					
1.10	The activities and materials are designed to elicit high levels of responding and engagement					
1.11	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and					
	progress. Subtotal (11 points max)	11				
Indicators	Criterion 2: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations.	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
2.1	There is a detailed scope and sequence of phonics skills that progresses from simple letter- sounds to more complex patterns.					
2.2	There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.					
2.3	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback.					
2.4	Lessons include specific and precise teacher language for immediate and corrective feedback .					
2.5	Letter-sound instruction starts with high-utility letters (i.e., m, s, a, r, t).					
2.6	Letter-sound instruction integrates the letter name , sound , and explicitly and systematically how to write the symbol .					
2.7	Easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence.					
2.8	A few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words.					
2.9 2.10	There is an explicit strategy for blending letter sounds into words. There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.					
2.11	Students are taught and practice how to encode regular words for which they know all letter sounds.					
2.12	There are sufficient practice opportunities with word lists, phrases and decodable texts to					
2.13	build automaticity. Regular word types are introduced first (e.g., VC, CVC, CV).					
2.14	Irregularities are pointed out in high-utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations.					
2.15	Irregular, high-utility words are introduced and practiced to automaticity. Words are taught and learned in isolation before practiced in text; words in texts used for					
2.16	independent reading are the ones that have been taught in prior phonics lessons.					

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6.6 Program includes opportunities to write in multiple genres for different purposes.	6.5						
	6.6						
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		Core Instructional Program Review Phase II: In Depth Review Appeal Results				
Date: Name of Prov Product Title : Publication Ye Target Audien Submission ID Contact Perso	nd Edition: ar: ce: No.:	Date: Appeal Submission ID: Appeal Decision:				
	Phase II: In-Depth Review Decision:					
Phase II: In-Dept	h Core Instructional Program Review Rubric for 1st Grade				Pi	nase II Appeal Decision is Final
support the deve Rating Definition	Il <u>Program:</u> A reading program that is used to help guide both initial and differentiated instruction i lopment of phonological and phonemic awareness, phonics, vocabulary, comprehension, and writi se Reviewers will evaluate core instructional programs based on the rubric below. Each indicator w ans- Indicates the program meets the standard for the indicator based on instructional materials and the second of the control of the indicator based on instructional materials.	ing. It contains teacher mai	nuals with explicit lesson plans for whole and small group settings, and expectations or does not meet expectations with evidence and/or com-	d provides rich, complex reading and practice materials for students.		
	xpectations - Indicates the program does not meet the standard for the indicator (limited or no ev					
Indicators	Criterion 1: Phonological and Phonemic Awareness	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
1.1	A detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting obnormes).					
1.2	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice.					
1.3	Lessons include specific and precise teacher language for immediate and corrective feedback .					
1.4	Students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).					
1.5	Students analyze spoken words at the phoneme level, including segmenting individual phonemes.					
1.6	Movement and/or manipulatives are used to make sounds in words concrete. Instructional time is focused on high-priority skills such as isolating beginning phonemes,					
1.7	blending, and segmenting.					
1.8	Students are taught to pull apart the two phonemes in consonant blends when segmenting.					
1.9	Students spend time practicing to listen, identify, and produce sounds at the phoneme level					
1.10	The activities and materials are designed to elicit high levels of responding and engagement					
1.11	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.					
	Subtotal (11 points max)	11				
Indicators	Criterion 2: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations.	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
2.1	There is a detailed scope and sequence of phonics skills that progresses from simple letter- sounds to more complex patterns.					
2.2	There is a predictable phonics routine that emphasizes the connection between graphemes and					
2.3	phonemes. New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback.					
2.4	Lessons include specific and precise teacher language for immediate and corrective feedback .					
2.5	Letter-sound instruction starts with high-utility letters(i.e., m, s, a, r, t).					
2.6	Letter-sound instruction integrates the letter name , sound , and explicitly and systematically how to write the symbol .					
2.7	Easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence.					
2.8	A few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words.					
2.9	There is an explicit strategy for blending letter sounds into words.					
2.10	There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.					
2.11	Students are taught and practice how to encode regular words for which they know all letter sounds.					
2.12	There are sufficient practice opportunities with word lists, phrases and decodable texts to build automaticity					
2.13	Regular word types are introduced first (e.g., VC, CVC, CV). Irregularities are pointed out in high-utility words (i.e., have, I, said) while still focusing attention					
2.14	on the predictable letter-sound combinations.					
2.15	Irregular, high-utility words are introduced and practiced to automaticity. Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.					
2.17	There is cumulative review to build automaticity of known letter-sound combinations and					
2.17	words. There are repeated opportunities to read words in controlled decodable text that contain the					
	phonic elements and irregular words students have learned previously. Activities and materials are designed to elicit high levels of student response and engagement.					
2.19	and eligagement.					

Page		Program provides guidance on how to use assessment data (curriculum embedded and/or			1		i i
March Marc	2.20						
March Marc		progress.					
1							
1			Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
See the form that the first in part of page or section and it is necessaries. In the first in part of the first in part of page or section and it is necessaries. In the first in part of the first	3.1	Words selected for instruction are rich, high-utility words that will appear in conversation and					
1	3.2	literature, as well as from texts in the program: words that must be learned to understand a					
1-30		concept or text, and words from content area instruction.					
Mathematical Content of the Conten	3.3	new words are explicitly modeled using student-mentally definitions, multiple examples and non- examples, and students are given opportunity to practice using the words.					
Service of the property of the control of the contr							
1-25	3.4						
Act Controlled market products and produ	3.5						
1	3.6	There is cumulative review and practice of previously learned words.					
15 A Motion and control processing of the country speed of motion of the processing of the country of the count	3.7	Students are exposed to a breadth of vocabulary words through high-quality text.					
Author is of forced by the design of electric place of program of electric place of	2.0	Basic morphemic analysis is taught explicitly and systematically to support the development of					
March Section Sectio	3.8	word meaning through knowledge of base words, simple prefixes and suffixes (e.g. plural s, ing).					
South Light Control Such Buildy and Priests October 1 Such Buildy and Priests All Such Associated Such Such Buildy and Priests All Such Associated Such Such Such Such Such Such Such Such	2.0	Activities and materials are designed to elicit high levels of response and engagement.					
March Marc	3.5						
Selection of transport continues of the response continues of the resp	Indicators	Criterion 4: Text Reading and Fluency	3	Evidence and/or Comments	Provider Anneal Notes	Meets/Does Not Meet	Core Instructional Program Review Anneal Notes
The content of the			meets/ Boes not meet	Evidence dilayor comments	Tronder Appearmotes	incess/ 50c3 not incet	core instructional Program Nevicus Appear Notes
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Programme Comment Co	4.2						
Les that functions or present the control of the co	4.2	previously taught phonic elements and other fich, complex text accessible to the student.					
Method beneficial for description of a control of the control of t	4.3						
Secretary and an assertion in the designation of process or administry of the large and regions of the large and process of the large and the		(without hesitation or guessing).					
Manufacture and watching for exactation stream date of the trip proposed medicing floaters and supposed for all control control of the contro	4.4						
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And The properties guidence and two tops was assessed and purchast production and	4.5						
All afternatives to define ordered phasesy through control students or an advantage of the control place of the co		than students could read on their own. Program provides guidance on how to use assessment data (curriculum embedded and/or					
Control Colors Control Colors Control Colors (Colors Colors Color	4.6	alternatives) to differentiate oral reading fluency instruction based on students' needs and					
Octors Declaration Decla		progress.					
have a scalar suppose and sequence that pulsed in large comparison in mistage control and sequence of the pulsed in the control in the contro	Indicators			Evidence and for Comments	Provider Appeal Notes	Mosts/Doss Not Most	Core Instructional Program Review Anneal Notes
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All Marrathe story shoutcare (e.g., beginning, middle, ent) is modeled with multiple examples. 5.3 Ne per of informational test structures modeled with multiple examples. 5.4 Ne per of informational design of the performance of the perform	5.1	the goals are explicitly stated and in which the ideas follow a logical order.					
1-5. The use of informational text directures in motivated with multiple countries. 5. Wigh willing words are per ordered and upstably support great price of the price of th	5.2	Students are explicitly taught to do an oral retelling of events or stories that were read to them.					
1-5. The use of informational text directures in motivated with multiple countries. 5. Wigh willing words are per ordered and upstably support great price of the price of th		Narrative story structure (e.g., beginning, middle, end) is modeled with multiple examples.					
Spin							
Complete legislation strategies (e.g., questioning, summarine, creating martal images) are modeled by the teacher drough interactive read along of high quality because and less. 5.7 The teacher discloses solving agricultures and source of high quality because and less. 5.8 When subderts and teachers engage as a read solvin, the program established a purpose for the part of less and models in the part of feet and models and the part of feet and part of feet and models and the part of feet and fee							
Section Sect	5.5	Inight-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.					
The test selections include guiding questions to ask while reading about							
When students and teachers range in a read-alout, the program read-alout. The program read-alouts wide variety of fiction and nonfiction high-quality teach through teachers reading alout. The materials provide a coherent sequence or collection of connected exists that consistently aloud souther provides and developmentally appropriate and of the program read-alouts and business of the provides and	5.6	by the teacher through interactive read aloud of high-quality literature and text.					
When students and teachers range in a read-alout, the program read-alout. The program read-alouts wide variety of fiction and nonfiction high-quality teach through teachers reading alout. The materials provide a coherent sequence or collection of connected exists that consistently aloud souther provides and developmentally appropriate and of the program read-alouts and business of the provides and	5.7	The text selections include guiding questions to ask while reading aloud.					
Feature Feat							
5.9 experiences that are developmentally appropriate for the grade level for all students. The materials provide a coherent sequence or collection of connected teasts that consistently Substitute of the provider and the content of the provider and the provider and the content of the provider and the provider	3.0	reading.					
The materials provide a coherent sequence or collection of connected textsthat consistently build vocabulary knowledge and snowledge about themse with connected topics and ideas. Complex footies are introduction and building towards a deeper understanding.	5.9						
5.10 build vocabulary knowledge and knowledge about themse with connected topics and ideas. 5.11 Complex topics are introduced in a carefully planned sequence through teachers reading aboud, discounted in a carefully planned sequence through teachers reading aboud, discounted in a carefully planned sequence through teachers reading aboud, discounted in a carefully planned sequence through teachers reading aboud, discounted in a carefully planned sequence through teachers reading about, discounted in a carefully planned sequence through teachers reading about, discounted in a carefully planned sequence through teachers reading about the sequence of the sequence		experiences that are developmentally appropriate for the grade level for all stadents.					
Complex topics are introduced in a carefully planned sequence through teachers reading about, discussions, and projects, starting with a basic introduction and building towards a deeper understanding. 5.12 The materials support interactive discussion on a wide variety of topics to expand and deepen between the standing and the							
5.12 discussions, and projects, starting with a basic introduction and building towards a deeper support interactive discussion on a vide variety of topics to expand and deepen additional support interactive discussion on a vide variety of topics to expand and deepen additional support interactive discussion on a vide variety of topics to expand and deepen additional support interactive discussion on a vide variety of topics to expand and deepen additional support interactive discussion on a vide variety of topics to expand and deepen additional support interactive discussions, and independent support interactive discussions and interactive support interactive discussions and interactive support inter	5.10	build vocabulary knowledge and knowledge about themes with connected topics and ideas.					
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The materials support interactive discussion on a wide variety of topics to expand and deepen designed to elicit high levels of response and engagement. Subtotal (13 points max) Criterion 5: Small Group Instruction and Independent Practice Forgram provides small group explicit, systematic, and cumulative lessonshal instruct on foundational skills. Forgram provides smell group explicit, systematic, and cumulative lessonshal instruct on foundational skills. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas to be used for independent sudent practice. Forgram provides extension ideas to be used for independent student practice activities to be implemented when teacher is engaged in small group instruction. Forgram provides extension ideas to be used for independent student practice activities to be implemented when teacher is engaged in small group instruction. Forgram provides extension ideas to be used for independent student practice activities to be implemented when teacher is engaged in small group instruction. Forgram includes a wide range of authentic writing opportunities Forgram includes a wide range of authentic writing opportunities Forgram includes explicit instruction in letter formation. Forgram includes explicit instruction in letter formation. Forgram includes explicit instruction in grade-level appropriate skills (e.g., sentence or construction, basic punctualing, set or in grade-level appropriate skills (e.g., sentence or construction, basic punctualing, set or in grade-level appropriate skills (e.g., sentence or construction, basic punctualing in grade-level appropriate skills (e.g., sentence or construction, basic punctualing in grade-level appropriate skills (e.g., sentence or construction, basic punctualing in grade-level appropriate skills (e.g., sentence or construction, basic punctualing in grade-level appropriate skills (e.g., sentence or construction, basic punctualing in grade-level appropriate skills (e.g., sentence or c	5.11						
bockground knowledge. 5.12 Activities and materials are designed to elicit high levels of response and engagement. Subtotal (13 points max) 13 Sidence and/or Comments Provider Appeal Notes Program provides and group explicit, systematic, and cumulative lessons that instruct on foundational skills. 6.1 Program provides sealed when teacher is engaged in small group explicit, systematic, and cumulative lessons that instruct on implemented when teacher is engaged in small group subset on data. Subtotal (1 points max) 6.4 Program provides guidance on the composition of fleable and group subset on data. Subtotal (4 points max) 6.1 Program includes a wide range of authentic writing opportunities. Subtotal (4 points max) 7.1 Program includes a wide range of authentic writing opportunities. Program includes a wide range of authentic writing opportunities. 7.2 Program includes exist that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. 7.3 Program includes explicit instruction in letter formation. 7.4 Program includes explicit instruction in letter formation. 7.5 Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.) 7.5 Congram includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.)		understanding.					
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Indicators Criterion S: Small Group Instruction and Independent Practice Forgram provides small group explicit, systematic, and cumulative lessonshital instruct on foundational skills. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas to be used for independent student practice activities to be used for independent practice activities to be used for independent practice. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas to be used for independent practice. Forgram provides extension ideas in small group instruction. Subtotal (4 points max) Meets/Does Not Meet Evidence and/or Comments Foundations Meets/Does Not Meet Evidence and/or Comments Foundations Meets/Does Not Meet Core Instructional Program Review Appeal Notes Meets/Does Not Meet Core Instructional Program Review Appeal Notes Meets/Does Not Meet Forgram includes exclusion for their grade-level. Forgram includes exclusion in indea generation in idea generation and or all storytelling that leads to narrative composition. Forgram includes explicit instruction in indea generation and or all storytelling that leads to onstruction, basic punctuation, etc.) Forgram includes explicit instruction in indea generation and or all storytelling that leads to instruction in grade-level appropriate skills (e.g., sentence onstruction, basic punctuation, etc.) Forgram includes propriate skills (e.g., sentence onstruction, basic punctuation, etc.)		Cultiplia (42 t-a)	12				
6.1 Program provides small group explicit, systematic, and cumulative lessons that instruct on foundational skills. 6.2 Program provides extension ideas to be used for independent practice. 6.3 Program provides teacher guidance regarding independent student practice activities to be implemented when teacher is engaged in small group instruction. 6.4 Program provides guidance on the composition of flexible small groups based on data. 6.5 Subtoal (4 points max) 4 6.6 Program includes a wide range of authentic writing opportunities. 7.1 Program includes a wide range of authentic writing opportunities. 7.2 Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. 7.3 Program includes explicit instruction in letter formation. 7.4 Program includes explicit instruction in letter formation. 7.5 Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.) 7.6 Program includes opportunities to write a household program for their grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.) 7.6 Program includes opportunities to write in in multiple genres for different purposes.	Indicators_	Criterion 6: Small Group Instruction and Independent Practice		Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
foundational skills. 6.2. Program provides extension ideas to be used for independent practice. 6.3. Program provides excher guidance regarding independent student practice activities to be implemented when teacher is engaged in small group instruction. 6.4. Program provides guidance on the composition of flexible small groups based on data. 6.4. Subtotal (a points max) 4 6.5. Program provides guidance on the composition of flexible small groups based on data. 7.1 Program includes a wide range of authentic writing opportunities. 7.2 Program includes a wide range of authentic writing opportunities. 7.3 Program includes excelbased tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-leved. 7.4 Program includes excelbicit instruction in leter formation. 7.5 Program includes explicit instruction in indea generation and or and storytelling that leads to narrative composition. 7.6 Program includes to write in multiple genres for different purposes.	6.1	Program provides small group explicit, systematic, and cumulative lessons that instruct on					
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6.4 Program provides guidance on the composition of flexible small groups based on data. Subtotal (4 points max) 4 Meets/Does Not Meet Program includes a wide range of authentic writing opportunities Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-leved. 7.2 Program includes explicit instruction in letter formation. 7.4 Program includes explicit instruction in letter appropriate skills (e.g., sentence construction, basic punctualition, etc.) 7.5 Congram includes propriate so write in multiple generes for different purposes.	6.3	implemented when teacher is engaged in small group instruction.					
Indicators Criterion 7: Writing Program includes a wide range of authentic writing opportunities Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. Program includes explicit instruction in idea generation and oral storytelling that leads to narrative composition. Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuastion, etc.) Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuastion, etc.) Program includes opportunities to write in multiple genres for different purposes.	6.4	Program provides guidance on the composition of flexible small groups based on data.					
Indicators Criterion 7: Writing Meets/Does Not Meet Evidence and/or Comments Provider Appeal Notes Meets/Does Not Meet Core Instructional Program Review Appeal Notes 7.1 Program includes a wide range of authentic writing opportunities 7.2 Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level. 7.3 Program includes explicit instruction in idea generation and oral storytelling that leads to narrative composition. 7.5 Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctualition, etc.) 7.6 Program includes opportunities to write in multiple genres for different purposes.		Subtotal (4 points max)	4			1	
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7.6 Program includes opportunities to write in multiple genres for different purposes.	7.5						
Subtotal (6 points max) 6	7.6	Program includes opportunities to write in multiple genres for different purposes.					
		Subtotal (6 points max)	6				

		ore Instructional Program Phase II: In - Depth Rev				ore Instructional Program Review
		Submission Informati			Phas	e II: In-Depth Review Appeal Results
Date:					Date:	
Name of Provide					Appeal Submission ID:	
Product Title and Publication Year					Appeal Decision:	
Target Audience						
Submission ID N						
Contact Person:						
	Phase II: In-Depth Review Decision:					
Phase II: In-Dept	h Core Instructional Program Review Rubric for 2nd Grade					Phase II Appeal Decision is Final
	Program: A reading program that is used to help guide both initial and differentiated instruction in the					
	ment of phonics, vocabulary, comprehension, and writing. It contains teacher manuals with explicit					
Meets Expectation	Reviewers will evaluate core instructional programs based on the rubric below. Each indicator will be L-indicates the program meets the standard for the indicator based on instructional materials and o <u>ectations</u> - Indicates the program does not meet the standard for the indicator (limited or no eviden	her evidence submitted by the	e provider.	apport the rating. Each Indicator is worth one point.		
Indicators	Criterion 1: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations.	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
	There is a detailed scope and sequence of phonics patterns moves from simple word types,					
1.1	lengths, and complexities to more complex words, syllable types, and multisyllabic words.					
4.2	There is a predictable phonics routine that emphasizes the connection between graphemes and					
1.2	phonemes.					
	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to					
1.3	practice and apply the new skill with teacher feedback.					
1.4	Lessons include specific and precise teacher language for immediate and corrective feedback.					
	Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and morphological					
1.5	word parts to aid in word recognition.					
1.6	Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.					
1.7	Instruction of similar, easily confused letter patterns are separated in time.					
1.8	There is an explicit strategy for reading multisyllabic words. Spelling is integrated with phonics instruction.					
1.10	There are sufficient practice opportunities withword lists, phrases, and decodable texts to build					
	automaticity. Irregular, high-utility words are introduced (focusing attention on predictable letter-sound					
1.11	combinations) and practiced to automaticity.					
1.12	Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.					
1.13	There are repeated opportunities to read words in controlled decodable text that contain the					
1.14	phonic elements and irregular words students have learned previously. Activities and materials are designed to elicit high levels of student response and engagement.					
1.14	Program provides guidance on how to use assessment data (curriculum embedded and/or					
1.15	alternatives) to determine differentiated, flexible groups, based on students' needs and progress.					
	Subtotal (15 points max)	15				
Indicators	Criterion 2: Vocabulary	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
2.1	There is a detailed scope and sequence of vocabulary skills. Words selected for instruction are rich, high-utility words that will appear in conversation and					
2.2	literature, as well as from texts in the program: words that must be learned to understand a					
	concept or text, and words from content area instruction. New words are explicitly modeled using student-friendly definitions, multiple examples and non-					
2.3	examples, and students are given opportunity to practice using the words.					
2.4	Words that have been taught are repeated multiple times in a variety of contexts.					
2.5	New words are integrated into example sentences and students are prompted to use the new					
2.6	words in sentences in oral and written responses . There is cumulative review and practice of previously learned words.					
2.7	Students are exposed to a breadth of vocabulary words through high-quality text . Students are taught simple multiple meaning words .					
2.8	Students are asked to demonstrate understanding word meaning by using words in oral and					
	written sentences. Morphemic analysis is taught explicitly and systematically to support the development of word					
2.10	meaning through knowledge of base words, prefixes and suffixes.					
2.11	Activities and materials are designed to elicit high levels of response andengagement. Subtotal (11 points max)	11				
Indicators	Criterion 3: Text Reading and Fluency	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
3.1	The texts students are asked to read independently include both controlled text that contains previously taught phonic elements and other rich, complex text accessible to the student.					
3.1						
3.2	Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).					
3.3	There are sufficient numbers of controlled decodable text that aligns to the phonics scope and					
3.5	sequence and are available to allow students to practice to automaticity.					

			7	i i		1
	Materials are available for teachers to read aloud for the purpose of modeling fluent reading,					
3.4	building vocabulary and background knowledge, and exposing students to text more complex					
	than students could read on their own.					
			+			
	Program provides guidance on how to use assessment data (curriculum embedded and/or					
3.5	alternatives) to differentiate oral reading fluency instruction based on students' needs and					
	progress.					
	Subtotal (5 points max)	5				
			# 11 1/ A		/	
Indicators	Criterion 4: Developing Comprehension and Background Knowledge	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
4.1	There is a clear scope and sequence that guides listening comprehension instruction, in which the					
4.1	goals are explicitly stated and in which the ideas follow alogical order.					
	Modeling and thinking aloud are used to identify components of text structure, using text		1			
4.2	structure as a tool for prompting information to compare and contrast, organize information, and					
	group related ideas to maintain a consistent focus.					
	High-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.					
4.3						
	Comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled		+			
4.4	by the teacher through interactive read aloud of high-quality literature and text.					
	There are multiple opportunities to listen to and readnarrative and expository text forms and		1			
4.5						
	engage in interactive discussion of the meanings of text.		-			
4.6	When students and teachers engage in a read-aloud, the program established a purpose for					
4.0	reading.					
	Differentiation of reading comprehension instruction is linked to assessment data, with flexible		1			
4.7	grouping based on students' needs and progress.					
			-			
4.8	The program includes a wide variety of text with relatable experiences that are developmentally					
4.0	appropriate for the grade level for all students.					
	Previously taught content, skills, and strategies are connected with new content and texts.		1			
4.9	,,,,,					
			+			1
	Lessons include explicit instruction in the structure and use of conventions of informational text					
4.10	such as titles, headings, information from graphs and charts to locate important information.					
	Lessons include explicit instruction in analyzingelements of narrative text and comparing and		1			
4.11						
	contrasting elements within and among texts.					
4.12	Program provides guidance for teachers on how to scaffold students' reading of complex text.					
4.12						
	A coherent sequence of questions and tasks supports students to examine language (e.g.,		1			
4.13	vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing,					
	speaking, and listening.					
	The materials provide a coherent sequence or collection of connected texts that consistently					
4.14	build vocabulary knowledge and knowledge about themes with connected topics and ideas.					
4.24	build vocabulary knowledge and knowledge about themes with conflected topics and ideas.					
			-			1
	Complex topics are introduced in a carefully planned sequence through teachers reading aloud,					
4.15	discussions, and projects, starting with a basic introduction and building towards a deeper					
	understanding.					
	The materials support interactive discussion on a wide variety of topics to expand and deepen		†			
4.16						
	background knowledge.					
	Subtotal (16 points max)					
Indicators	Criterion 5: Small Group Instruction and Independent Practice	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
	Program provides small group explicit, systematic, and cumulative lessons that instruct on					
5.1	foundational skills.				1	
			+		-	İ
5.2	Program provides extension ideas to be used for independent practice.		1			
F 2	Program provides teacher guidance regarding independent student practice activities to be				1	
5.3	implemented when teacher is engaged in small group instruction.				1	
5.4	Program provides guidance on the composition of flexible small groups based on data.		1			
3.4			1			
5.5	Program provides teachers text supports for scaffolding students' reading of grade level material.				1	
]			
	Subtotal (5 points max)	5				
Indicators	Criterion 6: Writing	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
6.1		mocis/ Bocs Not Wicet	Evidence and or comments	- Troviaci Appearitotes	Wicets/ Boes Not Nicet	2012 Mistractional Frogram Nevict Appear Notes
0.1	Program includes a wide range of authentic writing opportunities.		4		-	İ
6.2	Program includes text-based tasks that require students to write about the topic and use the				1	
0.2	vocabulary and language appropriate for their grade-level.				1	
	Program includes explicit instruction inidea generation and planning, that leads to narrative		1			
6.3					1	
	composition.		1			l
6.4						
	Program includes explicit instruction ingrade-level appropriate skills (e.g., grammar.)					
6.5						<u> </u>
	Program includes explicit instruction ingrade-level appropriate skills (e.g., grammar.)	5				

Core Instructional Program Review Phase II: In Depth Review Submission Information	Core Instructional Program Review Phase II: In Depth Appeal Results
Date:	Date:
Name of Provider:	Appeal Submission ID:
Product Title and Edition:	Appeal Decision:
Publication Year:	
Target Audience:	
Submission ID No.:	
Contact Person:	
Phase III In Donth Pavious Decision:	

Phase II: In-Depth Core Instructional Program Review Rubric for 3rd Grade

Phase II Appeal Decision is Final

Core Instructional Program: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports Tier 1 instruction in the broad range of reading skills required to become a skilled reader. This includes engaging materials to support the development of phonics, vocabulary, comprehension, and writing. It contains teacher manuals with explicit lesson plans for whole and small group settings, and provides rich, complex 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. Reviewers should summarize ratings on the Core Program Summary Tab.

Meets Expectations - Indicates the program meets the standard for the indicator based on instructional materials 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 instructional materials and other evidence submitted by the provider.

Indicators	Criterion 1: Phonics and Word Study: Non-negotiable. In order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations.	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
1.1	There is a detailed scope and sequence of phonics patterns moves from simple word types, lengths, and complexities to more complex words, syllable types, and multisyllabic words.					
1.2	There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.					
	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given					
	opportunities to practice and apply the new skill with teacher feedback.					
1.4	Lessons include specific and precise teacher language for immediate and corrective feedback .					
1.5	Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and morphological word parts to aid in word recognition.					
1.6	Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.					
1.7	Instruction of similar, easily confused letter patterns are separated in time.					
1.8	There is an explicit strategy for reading multisyllabic words.					
1.9	Spelling is integrated with phonics instruction. There are sufficient practice opportunities with word lists, phrases, and decodable texts to build					
1.10	automaticity.					
1.11	Irregular, high-utility words are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity.					
1.12	Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.					
1.13	There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.					
1.14	Activities and materials are designed to elicit high levels of student response and engagement .					
1.15	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.					
	Subtotal (15 points max)	15				
Indicators	Criterion 2: Vocabulary	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
2.1	There is a detailed scope and sequence of vocabulary skills.					
2.2	Words selected for instruction are rich , high-utility words that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a					
	concept or text, and words from content area instruction. New words are explicitly modeled using student-friendly definitions, multiple examples and non-					
2.3	examples, and students are given opportunity to practice using the words.					
2.4	Words that have been taught are repeated multiple times in a variety of contexts.					
2.5	New words are integrated into example sentences and students are prompted to use the new words in sentences in oral and written responses.					
2.6	There is cumulative review and practice of previously learned words.					
2.7	Students are exposed to a breadth of vocabulary words through high-quality text.					
2.8	Students are taught to predict meaning using antonyms and synonyms , words in compound words , and prefixes and suffixes .					
2.9	Students are taught simple multiple meaning words and homophones.					
2.10	Students are asked to demonstrate understanding word meaning by using words in oral and written sentences.					
2.11	Morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of root words, prefixes and suffixes.					
2.12	Activities and materials are designed to elicit high levels of response and engagement.					
	Subtotal (12 points max)	12				
Indicators	Criterion 3: Text Reading and Fluency	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes

3.1	The texts students are asked to read independently include both controlled text that contains previously taught phonic elements <i>and</i> other rich, complex text accessible to the student.					
3.2	Fluency building in connected text is done only with passages the student can decode accurately					
3.2	(without hesitation or guessing). There are sufficient numbers of controlled decodable text that aligns to the phonics scope and					
3.3	sequence and are available to allow students to practice to automaticity.					
3.4	Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex					
3.4	than students could read on their own.					
3.5	Program provides guidance on how to use assessment data (curriculum embedded and/or					
3.5	alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.					
	Subtotal (5 points max)	5				
Indicators	Criterion 4: Developing Comprehension and Background Knowledge	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
4.1	There is a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order .					
4.2	Modeling and thinking aloud are used to identify components of text structure, using text structure as a tool for prompting information to compare and contrast, organize information,					
7.2	and group related ideas to maintain a consistent focus.					
4.3	High-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.					
4.4	Comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text.					
	There are multiple opportunities to listen to and explore narrative and expository text forms					
4.5	and engage in interactive discussion of the meanings of text.					
4.6	When students and teachers engage in a read-aloud, the program establishes a purpose for reading.					
4.7	Differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.					
4.8	The program includes a wide variety of text with relatable experiences that are developmentally appropriate for the grade level for all students.					
4.9	Previously taught content, skills, and strategies are connected with new content and texts.					
	Lessons include explicit instruction in the structure and use of conventions of informational text					
4.10	such as titles, headings, and information from graphs and charts to locate important information.					
4.11	Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.					
4.12	Program provides guidance for teachers on how to scaffold students' reading of complex text.					
4.13	A coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing,					
4.13	speaking and listening.					
4.14	The materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.					
	Complex topics are introduced in a carefully planned sequence through teachers reading aloud,					-
4.15	discussions, and projects, starting with a basic introduction and building towards a deeper understanding.					
4.16	The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.					
	Баскground knowledge. Subtotal (16 points max)	16				
Indicators	Criterion 5 : Small Group Instruction and Independent Practice	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
5.1	Program provides small group explicit, systematic, and cumulative instruction of foundational					
5.2	skills. Program provides extension ideas to be used for independent practice.					
5.3	Program provides teacher guidance regarding independent student practice activities to be					1
5.4	implemented when teacher is engaged in small group instruction. Program provides guidance on the composition of flexible small groups based on data.					
5.5	Program provides teachers text supports for scaffolding students' reading of grade level					
<u> </u>	material. Subtotal (5 points max)	5				
Indicators	Criterion 6: Writing	Meets/Does Not Meet	Evidence and/or Comments	Provider Appeal Notes	Meets/Does Not Meet	Core Instructional Program Review Appeal Notes
6.1	Program includes a wide range of authentic writing opportunities.					•
6.2	Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.					
6.3	Program includes explicit instruction in idea generation and planning, that leads to narrative					
	composition. Program includes explicit instruction in grade-level appropriate skills (e.g., paragraph					
6.4	construction, grammar, etc.) Program includes opportunities to write in multiple genres for different purposes.					
0.5	Program includes opportunities to write in multiple genres for different purposes. Subtotal (5 points max)	5				

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. All instructional materials reviews are done by grade level.

Phase II Standard: Core instructional program must receive an overall grade-level rating of "meets expectations" to be included in the Recommended Core Instructional Program Guide .

Meets Expectations:

- Each section receives a rating of "meets expectations", including non-negotiable phonics and word study section. No section receives a score of "partially meets" or "does not meet expectations". OR
- Non-negotiable phonics and word study section receives a rating of "meets expectations". Up to two sections receives a rating of "partially meets expectations". No section receives a score of "does not meet expectations".

Does Not Meet Expectations: Any section receives a rating of "does not meet expectation" OR More than two section(s) receive a rating of "partially meets expectations".

Note: Phonics and word study is a non-negotiable section for each grade level. This means, in order for the program to receive an overall rating of meets expectations and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations.

Kindergarten					
Section	Score	Total Available	Criteria	Section Points	Section Rating
			9 - 11 points = Meets Expectations		
1: Phonological and Phonemic Awareness	11	out of 11 points	7 - 8 points = Partially Meets Expectations	11	
			0 - 6 points = Does Not Meet Expectations		
			16 - 20 points = Meets Expectations		
2: Phonics and Word Study (non-negotiable)	20	out of 20 points	12 - 15 points = Partially Meets Expectations	20	
			0 - 11 points = Does Not Meet Expectations		
			7 – 8 points = Meets Expectations		
3: Vocabulary	8	out of 8 points	5 - 6 points = Partially Meets Expectations	8	
			0 - 4 points = Does Not Meet Expectations		
			11 - 13 points = Meets Expectations		
4: Developing Comprehension and Background Knowledge	13	out of 13 points	8 - 10 points = Partially Meets Expectations	13	
			0 - 7 points = Does Not Meet Expectations		
			3 - 4 points = Meets Expectations		
5: Small Group Instruction and Independent Practice	4	out of 4 points	1 - 2 points = Partially Meets Expectations	4	
			0 points = Does Not Meet Expectations		
			5 - 6 points = Meets Expectations		
6: Writing Instruction	6	out of 6 points	3-4 points = Partially Meets Expectations	6	
			0-2 points = Does Not Meet Expectations		
			Overall Grade Level Rating		

First Grade					
Section	Score	Total Available	Criteria		Section Rating
1: Phonological and Phonemic Awareness	11	out of 11 points	9 - 11 points = Meets Expectations 7 - 8 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	11	
2: Phonics and Word Study (non-negotiable)	20	out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	20	
3: Vocabulary	9	out of 9 points	8 - 9 points = Meets Expectations 6 - 7 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	9	
4: Text Reading and Fluency	6	out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	6	
5: Developing Comprehension and Background Knowledge	13	out of 13 points	11 - 13 points = Meets Expectations 8 - 10 points = Partially Meets Expectations 0 - 7 points = Does Not Meet Expectations	13	
6: Small Group Instruction and Independent Practice	4	out of 4 points	3 - 4 points = Meets Expectations 1 - 2 points = Partially Meets Expectations 0 points = Does Not Meet Expectations	4	
7: Writing Instruction	6	out of 6 points	5 - 6 points = Meets Expectations 3-4 points = Partially Meets Expectations 0-2 points = Does Not Meet Expectations	6	

Overall Grade Level Rating		

Second Grade						
Section	Score	Total Available	Criteria		Section Rating	
1: Phonics and Word Study (non-negotiable)	15	out of 15 points	12- 15 points = Meets Expectations			
			7 - 12 points = Partially Meets Expectations	15		
			0 - 7 points = Does Not Meet Expectations			
2: Vocabulary	11	out of 11 points	9 - 11 points = Meets Expectations			
			6 – 8 points = Partially Meets Expectations	11		
			0 - 5 points = Does Not Meet Expectations			
3: Text Reading and Fluency	5	out of 5 points	4 - 5 points = Meets Expectations			
			2 - 3 points = Partially Meets Expectations	5		
			0 - 1 points = Does Not Meet Expectations			
4: Developing Comprehension and Background Knowledge	16	out of 16 points	11 - 16 points = Meets Expectations			
			7 - 10 points = Partially Meets Expectations	16		
			0 - 6 points = Does Not Meet Expectations			
5: Small Group Instruction and Independent Practice	5	out of 5 points	4 - 5 points = Meets Expectations			
			2 - 3 points = Partially Meets Expectations	5		
			0 - 1 points = Does Not Meet Expectations			
6: Writing Instruction	5	out of 5 points	4 - 5 points = Meets Expectations	5		
			2 - 3 points = Partially Meets Expectations			
			0 - 1 points = Does Not Meet Expectations			
			Overall Grade Level Rating			

Third Grade						
Section	Score	Total Available	Criteria		Section Rating	
1: Phonics and Word Study			12 - 15 points = Meets Expectations			
	15		8 - 11 points = Partially Meets Expectations	15		
			0 - 7 points = Does Not Meet Expectations			
2: Vocabulary		out of 12 points	10 - 12 points = Meets Expectations			
	12		6 - 9 points = Partially Meets Expectations	12		
			0 - 5 points = Does Not Meet Expectations			
3: Text Reading and Fluency		out of 5 points	4 - 5 points = Meets Expectations			
	5		2 - 3 points = Partially Meets Expectations	5		
			0 - 1 points = Does Not Meet Expectations			
4: Developing Comprehension and Background Knowledge		out of 16 points	11 - 16 points = Meets Expectations			
	16		7 - 10 points = Partially Meets Expectations	16		
			0 - 6 points = Does Not Meet Expectations			
5: Small Group Instruction and Independent Practice		out of 5 points	4 - 5 points = Meets Expectations			
	5		2 - 3 points = Partially Meets Expectations	5		
			0 -1 points = Does Not Meet Expectations			
6: Writing Instruction		out of 5 points	4 - 5 points = Meets Expectations			
	5		2 - 3 points = Partially Meets Expectations	5		
			0 - 1 points = Does Not Meet Expectations			
			Overall Grade Level Rating			

Core Instructional Program Final Summary

Phase II		
Grade	Rating	
Kindergarten		
First Grade		
Second Grade		
Third Grade		
Overall	(Recommended for grades:)	