

Core Instructional Program Review Rubrics

Virginia Department of Education

Purpose: The Core Instructional Program Review evaluates submissions for alignment with the indicators for high-quality early literacy instructional materials. The VLP aims to develop a comprehensive and transparent process to review instructional programs resulting in a Recommended Core Instructional 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 two-phase process for this review, modeled on similar processes in other states.

- Phase I: Initial Program Review
- Phase II: In-depth Program Review

All reviews are conducted by Virginia educators and experts in early literacy who receive extensive training and ongoing support. This process will also fulfil the requirements of Virginia's Textbook Review Process as indicated in § 22.1-238 et seq. to ensure local school boards may purchase materials aligned with Chapters 549 and 550, 2022 Acts of Assembly, through the Virginia Public Procurement Act exemption provided in § 22.1-241.

Phase I: The Phase I review evaluates core instructional programs for alignment with EBLI and SBRR as well as Virginia's SOLs. Providers submit a comprehensive application including instructional materials, a Phase I review rubric worksheet, and other supporting information outlined in the Submission Checklist. Providers that receive a rating of "meets expectations" on initial review, or after appeal, are invited to proceed to the Phase II review.

Phase II: The Phase II review is a grade-level specific, detailed evaluation of core instructional programs for alignment with essential elements of EBLI and SBRI as well as Virginia's SOLs. Providers submit materials and information for review including the Phase II review rubric and additional materials as outlined in the Submission Checklist. All programs that receive a rating of "meets expectations", upon initial review or after appeal, in Phase II will be included on VLP's *Recommended Core Instructional Program Guide*, which will be submitted to the VDOE and the VBOE for final review and approval.

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 summarize ratings on the Core Program Summary Tab.

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. 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".		
1.2	There is obvious emphasis on teaching and learning essential early literacy skills, including phonological and phonemic awareness, oral language, phonics, 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)			
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 sub component areas (e.g., PA, phonics).		
2.2	Foundational skills are cumulatively reviewed and there are opportunities for practice.		
Subtotal (2 points max)			
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 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)			
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 includes 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)			
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 skills area and over time.		

5.3	Skills are integrated across areas (e.g., phonemic awareness and phonics).		
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)			
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)			
Indicators	Section #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)			
Indicators	Section #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.		