District and School-site Literacy Implementation Rubric

CORE®

CORE Mission

CORE serves as a trusted advisor at all levels of preK–12 education, working collaboratively with educators to support literacy and math achievement growth for all students through leadership, instructional and system improvements.

Our implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district administrators, expert teaching, and well-implemented programs, all students can become proficient academically.

Version 5.1

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Why Should I Use This Rubric?

Simply put, this rubric will help you effectively implement a research-based English/Language Arts instructional program.

You play a vital role in making the structural and instructional changes necessary to ensure that all students in your schools and district graduate proficient in reading and writing. At the elementary level, coherent, effective literacy programs are essential to preventing future failure. At the upper grades and secondary level, systemic change is essential to allow for restructured time and targeting instruction for struggling students. Use this rubric as a roadmap for implementing and continually evaluating a program that leads to high student achievement.

How Do I Use This Rubric?

Complete this rubric three times each school year, in the fall, winter and spring. This is to be done by all schools within a district system, or all literacy teachers within a school site, to assess the state of literacy implementation and the leadership and organizational capacity for support and growth.

Highlight the descriptors under each category and see where the majority of highlights fall in that category to set the score. The goal is to move all components toward a score of 4.
- 4: full implementation and strong evidence of the component
- 3: implementation is evident but not consistent
- 2: components are evident in a limited way
- 1: poor implementation and limited evidence

Who Can Help?

Contact CORE experts for advice for using this rubric and guidance for ensuring your ELA professional learning leads to lasting instructional change.

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The criteria attached are consistent with *Teaching Children to Read* (the Report of the National Reading Panel, 2000), *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (2006), the Common Core State Standards, and the Every Student Succeeds Act.

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Criterion 1: Organizational Leadership

The central office leadership communicates a clear literacy instructional vision, owns the literacy work, makes data-based decisions, uses a distributed leadership model, and holds all leadership accountable for results based on scientific principles and practices.

	4	3	2	1
a	The superintendent and/or site leadership clearly champions and promotes the need and expectation for a coherent literacy approach based on proven practices.	The leadership articulates a vision for a literacy approach.	The leadership articulates a vision for a literacy approach.	Literacy is not a focus.
b	The leadership clearly communicates the expectations for the full implementation of a systematic literacy program, included tiered interventions.	The leadership supports implementation of a core curriculum.	The leadership allows each site to determine the degree of implementation of a literacy core program.	A coherent literacy core program is neither selected nor implemented districtwide but is left up to individual schools.
c	The leadership sets the expectation that principals are held accountable for fully implementing the curriculum.	Principals are expected to be instructional leaders.	Principals are given limited direction.	Principals have no district guidance.
d	The leadership establishes a distributed leadership model.	Principals are expected to be instructional leaders.	Principals are given limited direction.	Principals have no district guidance.
e	The leadership devolves decision-making based on achievement of results. Schools/teachers with poor results are monitored frequently and have less autonomy of decision-making, schools/teachers with mixed results collaborate with leadership on decisions related to teaching and learning, and schools/teachers that achieve benchmark targets regularly have greater autonomy of decision-making.	Autonomy in decision-making is sometimes based on achievement results.	Autonomy in decision-making is not based on results.	Sites and teachers have complete autonomy regardless of their achievement results.
f	The leadership spearheads and prioritizes data study sessions and plans appropriate actions based on the data.	The leadership occasionally spearheads and prioritizes data study.	The leadership leaves data study to the site or teachers' discretion with limited evidence of advance planning.	The leadership does not establish data study as a priority nor use it to set goals.

	4	3	2	1
g	Administrators have been prepared and demonstrate the ability to lead others. From the district and/or school site literacy staff downward, all are knowledgeable, prepared, and capable of leading.	From the district and/or school site literacy staff downward, some are knowledgeable, prepared, and capable of leading.	Few administrators at district or site are knowledgeable, prepared, and capable of leading.	District or site leadership is not prepared.
h	Leadership regularly conducts learning walks in all classrooms and regularly provides individual and group feedback.	Leadership regularly conducts learning walks in most classrooms but doesn't always provide feedback to teachers.	Leadership conducts learning walks haphazardly and rarely, if ever, provides feedback to teachers. regularly provides individual and group feedback.	Leadership rarely conducts learning walks.

Criterion 1 overall rating = total points / 8 = _____

Add up total points and divide by 8 (the number of categories in this criterion).

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Criterion 2: Selection of a High-Quality Core Literacy Curriculum and Interventions for Elementary Schools

The school has identified and selected a research-based core curriculum program grounded in SBRR, with evidence of success for the largest possible number of students, as well as proven intervention curricula. The selected programs will have systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The text reading, vocabulary writing, grammar, and language components support reading, are of the highest quality, and are aligned to standards.

	4	3	2	1
a	The program emphasis in grades K–1 is on the systematic instruction needed to build automaticity with decoding and fluency.	Some systematic instruction to build automaticity and fluency is evident in K–1 components. vision for a literacy approach.	The K–1 program contains limited resources to build automaticity and fluency.	The K–1 program contains limited resources to build automaticity and fluency.
b	Kindergarten components include systematic and explicit instruction in alphabet recognition, phonemic awareness with an emphasis on blending. segmenting and phoneme manipulation. Letter-sound relationships follow a linguistic sequence leading to fluency. Comprehension and vocabulary knowledge are developed in tandem through read alouds of complex text as well as through connected texts students can read by the end of the year.	Some systematic phonemic awareness instructional components are evident. Some explicit practice in alphabet recognition and understanding of letter-sound relationships is provided. Comprehension and vocabulary knowledge are developed through read alouds.	Phonemic awareness instruction is limited and not systematic. Materials to develop alphabet recognition and letter-sound relationships may be more implicit than explicit. Comprehension and vocabulary knowledge receive limited instruction.	In Kindergarten and grade 1 little or no evidence exists of a systematic and explicit approach to phonemic awareness, alphabet recognition or letter-sound relationships, or fluency development. The program contains little coherent vocabulary or comprehension instruction.
c	Grade 1 program components include a strong emphasis on phonemic awareness linked to explicit, systematic phonics instruction and fluency development. Comprehension and vocabulary knowledge develops initially using read alouds as the medium for instruction as well as texts children can read on their own. Components for grades 2 and above include systematic instruction advanced decoding and in multisyllabic word recognition in addition to fluency development, vocabulary, language, grammar, and comprehension.	Grade 1 components provide instruction connecting phonemic awareness to explicit phonics. Components for grades 2 and above include some systematic instruction in advanced decoding and multisyllabic word recognition.	The grade 1 program is insufficiently explicit and systematic in teaching students to decode. In grades 2 and above, limited systematic instruction in advanced decoding and reading multisyllabic words is evident. Comprehension and vocabulary knowledge receive limited attention.	Grade 2 and above components provide little or no systematic instruction in advanced decoding, multisyllabic word reading, fluency, vocabulary and comprehension.
d	The program materials provide ample distributed practice in the skills needed to develop reading mastery.	The program materials provide some distributed practice.	Practice is limited and is often massed rather than distributed.	Practice material is insufficient.

	4	3	2	1
e	The program includes sufficient predecodable and decodable texts for children to develop decoding skills and fluency, and authentic texts at differing complexity levels to read independently, as well as clear guidelines for the use of the different texts.	The program includes some decodable and predecodable texts, authentic texts at differing levels, and general guidelines for their use	A limited number of decodable texts are included, with mostly predictable or authentic leveled texts and limited guidance for their use.	Decodable texts are very limited; the materials mostly use leveled texts based on predictability formulas or authentic texts at differing levels. Guidance is limited.
f	In all grades, materials to develop fluency, vocabulary, reading comprehension, language, speaking and listening skills, and writing are explicit and systematic.	In all grades, materials with guidelines are provided to develop fluency, vocabulary, reading comprehension, language, speaking and listening skills, and writing.	In all grades, some materials are available to develop fluency, vocabulary, reading comprehension, language, speaking and listening skills and writing.	Assessment is not research based and is of limited use. Emphasis is on running records and assessments derived from whole language. The use and interpretation of the assessments is left to individuals
g	Assessment components are clearly explained and include research-based screening, diagnostic, and progress monitoring and program mastery measures along with guidance in the use and interpretation of the results.	A variety of research-based assessment materials exist; however, the program provides limited guidance in the purpose, use, and interpretation of the different measures.	Only limited research-based assessment materials are available with little or no guidance for their use or interpretation.	Assessment is not research based and is of limited use. Emphasis is on running records and assessments derived from whole language. The use and interpretation of the assessments is left to individuals
h	Instruction in writing, language/vocabulary, speaking and listening, and conventions is strongly connected to the reading components and is explicit and systematic.	Instruction in writing, language, and conventions is somewhat linked to reading.	Writing instruction is limited and not necessarily connected to reading.	Writing, conventions, and language instruction components are limited and of poor quality.
i	Clear direction is provided in organization, pacing, scheduling, and use of the materials, including critical routines.	Directions for organization, pacing, scheduling, and routines are evident but limited.	Directions for organization, pacing, scheduling, and routines are not always provided.	No direction in organization, pacing, scheduling, or component use is provided.
j	Literary and informational texts selected are of high quality, multicultural, varied by genre, of increasing complexity and provided at multiple levels to meet student needs with processes to engage students and develop the ability to closely read.	Literary and informational texts are of high quality, multicultural, varied, and provided to meet the needs of multiple levels.	Text is mostly literary and of mixed quality.	Text may be of questionable quality.

	4	3	2	1
k	Clear guidelines and materials are provided to differentiate instruction (reteaching, preteaching, and intervention) and meet the needs of benchmark, strategic, and intensive students as well as advanced learners, English learners, and special education students.	Some information to differentiate instruction is provided.	Limited information to differentiate instruction is provided.	No information to differentiate instruction is provided.
l	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.

Criterion 2 overall rating = total points / 12 = _____

Add up total points and divide by 12 (the number of categories in this criterion).

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Criterion 3: Selection of a High-Quality Curriculum for Adolescent Literacy (Middle and High Schools)

The school has identified and selected an intervention program for the weakest readers that is research based; includes explicit instruction in language processing, phonics, vocabulary, fluency, text comprehension, writing, and grammar; has sufficient practice; and provides for active learning. The program selected for regular English classrooms includes best-practice strategies and sufficient materials for extra support for less able readers.

	4	3	2	1
a	The intervention program emphasis in grades 6–12 is on the systematic instruction needed to build full literacy, including phonemic awareness, explicit phonics, structural analysis (multisyllabic words and morphemes), fluency, vocabulary, comprehension, writing, text study, and speaking and listening.	Some systematic instruction to build automaticity and fluency is evident in a supplemental intervention component.	The K–1 program contains limited resources to build automaticity and fluency.	Limited materials for intervention exist.
b	The program materials provide ample distributed practice leading to mastery.	The program materials provide some distributed practice leading to mastery.	Practice is often massed rather than distributed and is limited.	Practice is insufficient.
c	Controlled texts and easy reading materials for those who need these are sufficient and include clear guidelines for use.	Some controlled texts and easy reading materials are provided with guidelines for use.	Some easy reading materials exist but without clear guidelines for use.	Easy reading materials do not exist.
d	Materials to develop vocabulary, fluency, language, and comprehension are explicit and systematic.	Materials to develop vocabulary, fluency, language, and comprehension are somewhat explicit and systematic.	Materials to develop vocabulary, fluency, language, and comprehension are limited and lack specificity of instruction.	Vocabulary and comprehension development are insufficient. Fluency development is not evident. Each teacher has his or her own materials.
e	Assessment components include screening, placement, diagnostic tests, oral fluency assessment, and tests to monitor implementation.	Many assessment materials exist but are not used purposefully.	Assessments are not clearly those directed by the research. Fluency assessment is inadequate.	Assessment, if it exists, is not research based and is of limited use.
f	Guidance is provided in the use and interpretation of the assessments.	Guidance in the use and interpretation of the assessments is limited.	Instruction in the use and interpretation of assessment data is left to the teacher.	No guidance is provided regarding the use of assessments.

	4	3	2	1
g	Instruction in writing, language/ vocabulary, English language development, and conventions is strongly connected to the reading components and is explicit and systematic.	Instruction in writing, language, and conventions is somewhat linked to reading.	Writing, conventions, and language instruction are included but have limited connection to reading.	Writing, conventions, and language instruction components are limited and of poor quality.
h	Clear direction is provided in organization, pacing, scheduling, and use of the materials, including critical routines.	Directions for organization, pacing, scheduling, and routines are evident but limited.	Little or no direction is provided in the organization, pacing, scheduling, and use of materials.	No direction in organization, pacing, scheduling, or component use is provided.
i	Clear guidelines and materials are provided to differentiate instruction (reteaching, preteaching, and intervention) and meet the needs of benchmark, strategic, and intensive students as well as advanced learners, English learners, and special education students.	Some information to differentiate instruction is provided.	Limited information is provided to differentiate instruction.	No information to differentiate instruction is provided
j	The core program includes explicit instruction, ample practice, and techniques for active learning focused on developing efficient structural analysis skills, fluency, vocabulary, text comprehension, writing, and conventions.	The core program includes some explicit instruction and some active learning techniques for developing efficient structural analysis skills, fluency, vocabulary, text comprehension, writing, and conventions.	The core program has mostly implicit instruction with a few active learning techniques for structural analysis skills, fluency, vocabulary, text comprehension, and conventions.	The program's focus is on implicit instruction with no focused instruction on developing structural analysis skills, fluency, vocabulary, text comprehension, writing and conventions.
k	Literary and informational texts selected are of high quality, of increasing complexity, multicultural, varied by genre, and of multiple levels to meet student needs and interests with processes to engage students and develop the ability to closely read.	Literary and informational texts are of high quality, multicultural, varied, and provided to meet the needs of multiple levels. Some strategies are included to guide students to read closely.	"Literary text is varied and of high quality, but few informational text selections exist. Instruction in strategies to read closely is very limited."	The text selections are limited and of questionable quality, and almost no informational text exists. No instruction for reading closely exists.

Criterion 3 overall rating = total points / 11 = _____

Add up total points and divide by 11 (the number of categories in this criterion).

Criterion 4: Full Implementation of a Comprehensive, Research-Based Literacy Program for Elementary Schools

Leadership ensures that the core English language arts program, as well as a systematic multi-tiered system of support, is comprehensive and research based, with a high probability of effectiveness. All necessary materials are purchased and delivered to every classroom. Professional development is funded and scheduled for all administrators, reading coaches, and teachers.

	4	3	2	1
a	All teachers and administrators have had effective initial training on the use of the selected core program and intervention materials and the scientific foundation of reading.	Some teachers and administrators have had effective initial training on the use of the selected program and intervention materials and the scientific foundation of reading.	Teachers and administrators have had limited initial training on the use of the selected program.	Teachers and administrators have had a very brief introduction to the ELA program.
b	Ongoing staff development for teachers, administrators, and coaches focuses on the foundational concepts of reading, vocabulary and text reading comprehension and writing, how to closely read for evidence (especially 2 grade up), and how to use assessment data.	Ongoing staff development for some focuses on the foundational concepts of reading comprehension and writing, and vocabulary, the use of the assessments, and how to closely read for evidence.	Ongoing staff development is available to a few teachers.	Ongoing staff development is not available.
c	Staff development includes clear methods to provide English language development, strong academic and domain-specific vocabulary and active engagement processes.	Staff development includes some methods to provide English language development, academic and domain-specific vocabulary and active engagement processes.	Staff development includes a few methods to provide English language development, academic and/or domain-specific vocabulary development.	Staff development focused on methods to provide English language development, academic and/or domain-specific vocabulary development is very limited or nonexistent.
d	All teachers have ongoing support provided by coaches and mentors, and regularly see model lessons, receive coaching as needed, and receive constructive feedback.	Some teachers have ongoing support provided by coaches and mentors, and regularly see model lessons, receive coaching as needed, and receive constructive feedback.	Very few teachers have ongoing support provided by coaches and mentors or receive constructive feedback.	Teachers do not have the opportunity to receive assistance or support.
e	A variety of videos and online clips are available to support effective practice and program implementation.	Some videos and online clips are available to support effective practices and/or program implementation.	Very limited videos or online clips are available to support program implementation.	No videos or online clips are available to support program implementation.

	4	3	2	1
f	Teachers are afforded the opportunity to visit teachers having success.	Occasionally teachers are afforded the opportunity to visit teachers having success	Rarely are teachers afforded the opportunity to visit teachers having success.	Teachers are not afforded the opportunity to visit teachers having success.
g	The site leadership has resources for observing instruction, knows what quality implementation should look like, and has had adequate training in the program components.	The site principal has some resources for observing instruction, knows what implementation should look like, and has had some training in the program.	The site principal has few resources to use to observe instruction and is not familiar enough with the program to be effective.	The site principal rarely observes instruction and is not familiar enough with the program to be effective.
h	All necessary program materials have been provided to the teachers.	Most necessary materials have been provided to all teachers.	Most necessary materials have been provided to some teachers.	Only the most basic components of the program have been made available to teachers.
i	Teachers are expected to implement the program fully as designed with clear district/school guidance.	Teachers are expected to implement the program as best they can.	Teachers have the freedom to pick and choose elements of the program to implement.	Teachers are not expected to use the program in any coherent or consistent way.
j	All grades have ample and sufficient time for reading/English language Arts instruction and reading time is protected.	Instructional time for reading/English Language Arts may be adequate and is generally protected.	Instructional time for English language arts is not always protected and may be insufficient.	Instructional time for reading/English Language Arts is not protected nor sufficient.
k	Additional time is provided for multi-tiered system of support based on assessed need at all grade levels	Additional time is provided for multi-tiered support based on assessed need in most grade levels	Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.	No evidence of a multi-tiered system of support exists.
l	Teachers have time for data study, and understand how to use screening, progress monitoring, and diagnostic information to provide a solid multi-tiered system of support (RtI)	Teachers have some time for data study and have been provided information about how to use their assessments.	Limited time for data study is provided with little connection to a multi-tiered system of support.	No time is allocated for data study.

Criterion 4 overall rating = total points / 12 = _____

Add up total points and divide by 12 (the number of categories in this criterion).

Criterion 5: Full Implementation of a Comprehensive, Research-Based Literacy Program for Middle and High Schools

Leadership ensures that the core English Language Arts and reading programs are comprehensive and research based, with a high probability of effectiveness. All necessary materials are purchased and delivered to every intervention classroom. English teachers have implemented effective strategies with excellent materials. Professional development to support implementation is funded and scheduled for all administrators, reading coaches, and teachers.

	4	3	2	1
a	All teachers and administrators have had effective initial training on the use of the selected intervention program and the core reading/ English Language Arts program.	Some teachers and administrators have had effective initial training on the use of the selected intervention program and the core reading / English Language arts program.	Teachers and administrators have had limited initial training on the use of the selected intervention program and the core reading / English Language arts program or effective instructional practices.	Some teachers and administrators have had a very brief introduction to the intervention and core reading / English language arts program.
b	Ongoing staff development for teachers, administrators, and coaches focuses on the foundational and advanced concepts of reading and English Language Arts and the use of the selected program.	Some teachers have ongoing staff development that focuses on the foundational and advanced concepts of reading and English Language Arts and the use of the selected program.	Additional staff development is available as needed but only to some.	Additional staff development is not available.
c	All classroom teachers have had training, modeling, and coaching to implement explicit instruction, practice, and active learning techniques.	Most teachers have had training, modeling, and coaching necessary to implement explicit instruction, practice, and active learning techniques.	Some teachers have had some training, modeling and coaching related to the implementation of explicit instruction and/or active learning techniques.	Very few if any of the teachers have had training, modeling or coaching in the explicit instruction and/or active learning techniques.
d	Staff development includes clear methods to provide English language development, strong academic and domain- specific vocabulary and active engagement processes.	Staff development includes some methods to provide English language development, academic and domain-specific vocabulary and active engagement processes.	Staff development includes a few methods to provide English language development, academic and/or domain-specific vocabulary and/or active engagement processes.	Limited or no staff development exists on methods to support English language development, academic and/or domain-specific vocabulary and/or active engagement processes.
e	All teachers have ongoing support provided by coaches and mentors, and regularly see model lessons, receive coaching as needed, and receive constructive feedback.	Some teachers have ongoing support provided by coaches and mentors, regularly see model lessons, receive coaching as needed, and receive constructive feedback.	Some teachers have ongoing support provided by coaches and mentors or receive constructive feedback.	Very few teachers have had the opportunity to receive assistance or support.

	4	3	2	1
f	Videos and current online clips are available to support effective practice and program implementation.	Some videos and online clips are available to support effective practice and program implementation.	A few videos are available to support implementation.	No videos are available to support implementation.
g	Teachers are afforded the opportunity to visit successful classrooms.	Occasionally teachers are afforded the opportunity to visit teachers having success.	Rarely are teachers afforded the opportunity to visit teachers having success.	Teachers are not afforded the opportunity to visit teachers having success.
h	The site leadership has resources for observing instruction, knows what quality implementation looks like, and has had adequate training in the program components.	The site principal has some resources for observing instruction and has had some training in the program.	The site principal has few resources to use to observe instruction and is neither familiar enough with program components nor implementation processes to be effective.	The site principal rarely observes instruction and is not familiar enough with the program nor with implementation to be effective.
i	All necessary program materials have been provided to the teachers	Most necessary materials have been provided to all teachers	Most necessary materials have been provided to some teachers.	Only the most basic components of the intervention program have been made available to some teachers.
j	Teachers are expected to implement the intervention program and best practices fully as designed with clear district/school guidance	Teachers are expected to implement the program as best they can.	Teachers have the freedom to pick and choose elements of the program to implement.	Teachers are not expected to use the program in any coherent or consistent way.
k	A specialized intensive intervention block of sufficient time and duration is provided for all students significantly below grade level.	A specialized intensive intervention block is provided for most students significantly below grade level.	Instructional time for specialized intervention is insufficient – limited and/or available for only a few students who are significantly below grade level.	There is no instructional time for intervention.
l	Added support time is provided to students in general education English classrooms who may need some extra support.	Some added time and support are provided to general education English students needing extra support.	Limited time and support are provided to general education students needing additional instruction.	Neither added support nor time for general education students needing extra support is provided.

Criterion 5 overall rating = total points / 12 = _____

Add up total points and divide by 12 (the number of categories in this criterion).

Criterion 6: Delivery of Effective Reading/Language Arts Instruction with Research-Based Teaching Techniques

Reading/Language Arts teachers have implemented effective instructional techniques and strategies to provide the best opportunity for all learners to succeed.

	4	3	2	1
a	The adopted R/LA program is implemented fully as designed with all lessons.	The adopted R/LA program is implemented fully as designed with most lessons.	The adopted R/LA program is implemented fully as designed with some lessons.	The adopted R/LA program is implemented fully as designed with few, if any, lessons.
b	All lessons focus on meaningful and rigorous content commensurate with standards.	Most lessons focus on meaningful and rigorous content commensurate with standards.	Some lessons focus on meaningful and rigorous content commensurate with standards.	Few, if any, lessons focus on meaningful and rigorous content commensurate with standards.
c	Teachers follow effective instructional design principles, including clear objectives, modeling, guided practice, and independent application.	Teachers sometimes follow effective instructional design principles, including clear objectives, modeling, guided practice, and independent application.	Teachers rarely follow effective instructional design principles, including clear objectives, modeling, guided practice, and independent application.	Teachers never follow effective instructional design principles, including clear objectives, modeling, guided practice, and independent application.
d	There are frequent checks for understanding, with appropriate adjustments made to instruction.	There are periodic checks for understanding with appropriate adjustments made to instruction.	There are occasional checks for understanding with appropriate adjustments made to instruction.	There are few, if any, checks for understanding with appropriate adjustments made to instruction.
e	Instruction includes sufficient immediate and distributed practice.	Instruction includes sufficient immediate practice and some distributed practice.	Instruction includes sufficient immediate practice and little or no distributed practice.	Instruction includes insufficient practice.
f	All instruction fosters active and meaningful engagement focused on the learning objectives, utilizing multiple instructional techniques.	Most instruction fosters active and meaningful engagement focused on the learning objectives, utilizing multiple instructional techniques.	Some instruction fosters active and meaningful engagement focused on the learning objectives, utilizing multiple instructional techniques.	Little, if any, instruction fosters active and meaningful engagement focused on the learning objectives, utilizing multiple instructional techniques.

	4	3	2	1
g	Students always have opportunities to discuss and reflect upon literary and informational texts with other students.	"Students sometimes have opportunities to discuss and reflect upon literary and informational texts with other students."	Students rarely have opportunities to discuss and reflect upon literary and informational texts with other students.	Students never have opportunities to discuss and reflect upon literary and informational texts with other students.
h	Support is provided on a regular basis to ensure all students are learning (i.e. struggling, high achieving, EL, and at level learners).	Support is occasionally provided periodically to ensure all students are learning.	Support is rarely provided to ensure all students are learning	Little or no support is provided to ensure all students are learning
i	A clear and coherent lesson plan with sufficient teacher preparation is used daily.	A clear and coherent lesson plan with sufficient teacher preparation is used on most days.	A clear and coherent lesson plan with sufficient teacher preparation is used periodically.	A clear and coherent lesson plan with sufficient teacher preparation is rarely, if ever, used.
j	Seating is arranged in all classes to foster attentiveness, collaboration, and interaction.	Seating is arranged in most classes to foster attentiveness, collaboration, and interaction.	Seating is arranged in some classes to foster attentiveness, collaboration, and interaction.	Seating is arranged in few, if any, classes to foster attentiveness, collaboration, and interaction.

Criterion 6 overall rating = total points / 10 = _____

Add up total points and divide by 10 (the number of categories in this criterion).

Criterion 12: Creation of a Timeline

The district/school develops and articulates a clear pacing schedule that maps the specific instructional units to the calendar. All teachers are expected to follow the pacing plan.

	4	3	2	1
a	The district/school has developed a clear timeline and pacing plan, mapping the program components to the instructional calendar.	The district/school has developed a partial timeline and pacing plan, mapping the program components to the instructional calendar.	The district/school has not developed a pacing plan.	No plan for pacing or timing has been developed. No focus on content coverage or curriculum mapping exists.
b	All teachers are expected to follow this timeline.	All teachers are generally expected to follow this timeline, but not all do.	Teachers are given the flexibility to deliver the program as they choose.	Teachers are completely independent and may or may not use the program.
c	Teachers can plan together and students can move freely from classroom to classroom and school to school because of a high degree of consistency of implementation.	Teachers can plan together if they are following the timeline, but they are not always in the same place.	Because teachers are often at various places in the program and common planning is difficult.	No common planning takes place and there is no attention to common pacing.
d	Unit or theme assessments or content benchmark tests are tied to the timeline for periodic progress monitoring	Unit or theme assessments are tied to the timeline only in a general way.	Few assessments are tied to the timeline.	No assessments are tied to the timeline.
e	Assessment data provides the information needed to adjust instruction and adjust the instructional pacing and timeline to ensure standard mastery and full implementation.	Assessment data provides some information to adjust instruction and adjust the instructional pacing and timeline.	Assessment data provides limited information to adjust timeline or pacing.	Assessment data is not used.
f	Critical benchmark targets are set and tracked	Critical goals are set for each year but not necessarily tracked.	Goal statements are general and vague.	No clear grade-level goals exist.

Criterion 12 overall rating = total points / 6 = _____

Add up total points and divide by 6 (the number of categories in this criterion).

Criterion 13: Evaluation of Progress

The teachers, administrators, and district leadership evaluate the effectiveness of the program implementation through regular progress monitoring, including classroom observations, pacing checks, and especially student assessment data analysis.

	4	3	2	1
a	The district/school has a coherent and clear assessment system, including screening, progress monitoring (including CBM), diagnostic, and outcome measures, as well as placement tests.	The district/school assessment system is mostly used as designed.	Schools are using the district assessment plan as they wish.	There is no coherent district or school-wide assessment plan and no time to study data.
b	CBM is used to track progress, particularly in a Response to Instruction (RtI) model.	CBM is used to track progress as needed.	Informal assessments are used.	Informal assessments are used on a limited basis
c	Teachers have a timeline and explicit plan for testing, and they have been well trained in the use of the assessments.	Teachers have a timeline for some testing and have had some training in the use of the assessments.	Teachers have a timeline for some testing; however, they have had limited or no training in the use of assessments.	No timeline exists for planned assessment
d	All teachers have been trained and understand how to informally assess students during instruction.	Most teachers generally understand how to informally assess students during instruction.	Some teachers understand how to informally assess students during instruction	Few, if any, teachers understand how to informally assess students during instruction.
e	Unit/theme/benchmark assessments are regularly used to judge the effectiveness of implementation and provide the teacher with direction for student assistance.	Unit/theme/benchmark assessments are periodically used as described in column 4.	Unit/theme/benchmark assessments are occasionally used as described in column 4.	Unit/theme/benchmark assessments are rarely used as described in column 4.
f	Students at or above grade level are assessed at least three times a year, students somewhat below level are assessed every month, and students needing intensive intervention are assessed every one to two weeks and based on their programs.	All students are assessed three times a year, while students in intervention are sometimes assessed more frequently	All students are assessed three time a year.	An End-of-year assessment is the major focus.
g	The principal regularly observes classrooms to determine the fidelity, effectiveness, and quality of program implementation.	The principal observes classrooms periodically as described in column 4.	The principal observes classrooms occasionally as described in column 4.	The principal rarely, if ever, observes classrooms as described in column 4.

	4	3	2	1
h	District leadership places a high priority on having the site principal observe and lead implementation.	District leadership generally supports having the site principals become knowledgeable with the program and complete classroom observations.	District leadership provides limited support to the principal related to the program and observations.	District leadership leaves the site principal alone with respect to classroom observation related to program implementation.

Criterion 13 overall rating = total points / 8 = _____

Add up total points and divide by 8 (the number of categories in this criterion).

Criterion 14: Analysis of the Data

The whole district/school regularly analyzes data obtained through student testing. Principals use the data to identify teachers in need of closer supervision and additional assistance. Teachers use the data to adjust their own practices and modify instruction for students based on needs. District leadership analyzes the data to determine schools in need of focused assistance and the degree of oversight and autonomy to provide school leaders.

	4	3	2	1
a	Student assessment data is collected according to a timeline and reported in such a way that patterns of implementation and student progress are clear.	Student assessment data is collected periodically and reported in such a way that patterns of implementation and student progress may or may not be clear	Some student assessment data is occasionally collected and analyzed to some degree.	Student assessment data is not collected; teachers keep this information in a variety of formats; individual teachers may or may not use this data.
b	Monthly grade-level or team meetings provide the venue to regularly discuss program effectiveness and to analyze student assessment data and adjust accordingly.	Monthly grade-level meetings provide the venue to periodically discuss program effectiveness and to analyze student assessment data and adjust accordingly.	Occasional meetings are held to analyze and discuss the data.	At most, only end-of-year assessment data is analyzed.
c	The principal and coach always analyze the program assessment and progress-monitoring data to identify benchmark, strategic, and intensive classrooms and prioritize assistance.	The principal and coach periodically analyze the unit/theme assessment data to identify benchmark, strategic, and intensive classrooms and prioritize assistance.	The principal may use the assessment information to work with teachers.	The principal does not look at assessment data during the school year.
d	The district leadership regularly analyzes the program assessments and progress-monitoring data to identify grades, classrooms, and schools needing targeted support.	The district leadership occasionally analyzes the unit/theme assessments to identify grades, classrooms, and schools needing targeted support.	The district leadership very infrequently analyzes unit/theme assessments to determine schools in need of additional assistance.	District leadership analyzes only the end-of-year outcome measures.
e	Data is made public and used to analyze whether a program is weak, whether the program is proven but not being implemented well, or whether the problems are particular to individual students.	Data is occasionally made public and used as described in column 4.	Data is seldom made public and used as described in column 4.	With the exception of the end of the year state assessment, data is not made public.

Criterion 14 overall rating = total points / 5 = _____

Add up total points and divide by 5 (the number of categories in this criterion).

Criterion 15: Immediate and Targeted Intervention

The district/school uses the ongoing assessment data and the data obtained from classroom observations to intervene immediately with both teachers and students. Intervention for instructional improvement is based on numbers of students and classrooms meeting district targets. If a school demonstrates a high rate of poor achievement, the central office is organized to provide swift support and frequent monitoring.

	4	3	2	1
a	Because the district/school regularly collects and analyzes data, it intervenes swiftly with principals whose schools are not meeting benchmarks. Principals intervene swiftly with teachers.	The district/school regularly collects and analyzes data and intervenes with principals whose schools are not meeting benchmarks. Principals intervene with teachers.	Because the district/school does not regularly collect and analyze data, principals are not certain which teachers need assistance.	The district/school lacks a plan for teacher assistance or student intervention.
b	Teachers who have fewer than 80% but more than 50% of students meeting benchmarks on designated tests receive immediate coaching support, planned visits to see model teachers, demonstration lessons, and mentoring to improve program implementation.	Teachers who have fewer than 80% but more than 50% of students meeting benchmarks on designated tests receive coaching support.	Teachers who have fewer than 80% but more than 50% of students meeting benchmarks on designated tests may receive coaching support upon request	Student failure is treated mostly as an individual student problem, rather than first determining if the program or implementation of a good program is effective.
c	Teachers who have fewer than 50% of their students meeting benchmarks receive immediate and intensive assistance, including side-by-side teaching, model lessons, video practice, and visits to model classrooms. Close scrutiny and frequent observation occur.	Teachers who have fewer than 50% of their students meeting benchmarks receive intensive assistance in their classrooms. Close scrutiny and frequent observation occur.	Teachers who have fewer than 50% of their students meeting benchmarks may receive some additional coaching and the principal may complete an additional observation.	Student failure is treated mostly as an individual student population issue rather than first determining if the program or implementation of a good program is effective.
d	Student intervention is swift and targeted based on identified needs and a determination of the degree to which student lack of achievement is caused by an ineffective program, ineffective implementation or individual student difficulty.	Student intervention is generally speedy and targeted based on identified needs and a determination of the degree to which student lack of achievement is caused by an ineffective program, ineffective implementation or individual student difficulty.	Some school wide interventions exist but are not well organized, systematic, or of sufficient quality or duration to significantly improve student achievement.	There is no school-wide intervention program.

Criterion 15 overall rating = total points / 4 = _____

Add up total points and divide by 4 (the number of categories in this criterion).

Criterion 16: Validation and Recalibration

Based on the ongoing assessment information, close and regular classroom observations, and the end-of-year high-stakes test, the district makes planned and thoughtful adjustments to its program, timeline, materials, and support plan.

	4	3	2	1
a	The district values and studies the results of all the regular assessments as well as the end-of-year state high-stakes assessment.	The district values and studies the results of most assessments as well as the end-of-year state high-stakes assessment.	The district studies the results of some assessments and discusses end-of-the year high stakes assessments	The district does not study any assessments except the end-of−the year high stakes test
b	Based on the results of the high-stakes assessment and the ongoing assessments, the district takes determined action to adjust the timeline, identify gaps in the selected program, refine implementation through teacher support and professional development, or select alternative programs and materials.	Based on the results of the high- stakes assessment and the ongoing assessments, the district makes some adjustments to the program and may support some professional development	The district may consider and attempt to implement changes with no particular plan or without regard to the identified gaps.	Little or no use is made of the end-of-year or other test data.
c	All staff are informed of the planned changes and supported to implement them.	Most staff members are informed of plans to implement change and/may receive some support to implement the changes	A few staff members are informed of plans to implement changes and may receive some support to implement changes	No changes are planned.

Criterion 16 overall rating = total points / 3 = _____
Add up total points and divide by 3 (the number of categories in this criterion).

Year 1—Baseline

	Fall	Winter	Spring
Criterion 1			
Criterion 2			
Criterion 3			
Criterion 4			
Criterion 5			
Criterion 6			
Criterion 7			
Criterion 8			
Criterion 9			
Criterion 10			
Criterion 11			
Criterion 12			
Criterion 13			
Criterion 14			
Criterion 15			
Criterion 16			
Overall Total			