



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to [textbook@doe.in.gov](mailto:textbook@doe.in.gov) **no later than midnight on Wednesday, February 29.**

**Publisher Name/Book Title/Grade Level: Benchmark Education Company/Benchmark Literacy/Third Grade**

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
ID: Instructional Design: Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	# 29	See Teacher’s Resource and Fidelity of Implementation Toolkit and Professional Development support classroom support personnel.	TRS Stands for Teacher’s Resource System and this is located at the very front of the guide. This will be used for core instruction by classroom teacher.
ID: Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	# 31	As a comprehensive program, it supports core instruction. Through developmental level instructional and resource supports, it allows for differentiated instruction. More explicitly articulated here.	Page V states that it is an easy to implement comprehensive reading program for Grades K-6. As a submitted Comprehensive Program, the program’s core instruction is for Tier I delivery. Small Group Instruction allows for differentiated and Tier II Instruction. You can access the Teacher’s Resources on the Benchmark Literacy Resource Site. See login information in addendum. URL: <a href="http://blresources.benchmarkeducation.com/">http://blresources.benchmarkeducation.com/</a>



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<p>F: After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?</p>	<p># 19</p>	<p>See Teacher's Toolkit.</p>	<p>In the Reading Development Assessment Book, there are assessment check lists, that have teachers observe whether students are going back to reread at point of error, articulating sounds, etc, if students are not, teachers should be prompting for developmental behaviors.</p>
<p>F: Instructional Design: Do students have opportunities to time themselves and graph results after rereading the same text?</p>	<p># 24</p>	<p>See Teacher's Toolkit</p>	<p>In the Fluency Development Assessment Book, there are opportunities for students to time and graph themselves on leveled passages. This Assessment Handbook is found in each teacher's Tool Kit.</p>