

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Scott Foresman Reading Street, Common Core Edition ©
Kindergarten

FINAL REVIEW

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the "x" within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	There is a nice booklet that outlines common core standards and provides explanation of the skills the standards target, as well as how the program addresses the standard.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	The Common Core Teacher's Edition Index is a good resource for teachers to understand the scope and sequence.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	The goals for the CCSS are clearly stated but each days' lessons objectives are not. It is somewhat difficult at times to understand at what level the skill is being addressed in daily plans.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	One of the literacy centers is an art center. Some art center activities relate to the text being used and some do not have strong ties to the text and K students could easily miss the connection.
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	



12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	2	Each week there are daily independent times to practice last week's skills/strategies. In addition, instructional content frequently includes review of previous targeted skills.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	There is guided practice within each component of reading and small group time every day.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	There is a built in progress monitoring check on a daily basis.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	All skills are addressed but there was not a strong connection made among the components for a K student.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	Teachers are prompted to provide corrective feedback.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	It is provided during the small group lessons. The leveled readers are a wonderful component.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	Directions are provided for on level students, below level students, advanced students and EL students.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	



26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	Guidelines are provided in the Baseline Group Tests teacher's manual.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	Extra activities are provided for each level (below, on and above.)
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	Many tips and strategies are provided for most parts of the instruction.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	The program itself is designed for on level students, but has additional differentiated instruction plans for below and above grade level students.
TOTAL								65	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonological/phonemic awareness instruction explicit ?	X	X						2	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						2	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X						2	The sequence used is: introduce, model, guide, and independent.
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						1	
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X						2	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness ?	X	X						2	Benchmark assessments and unit assessments include measures in this area.
7. Is PA only a small portion of the daily lesson?	X	X						2	Yes, it is a small portion of the lesson but is included daily with frequent reviews.
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						2	Each day focuses on one skill and each week focuses on two or three CCSS skills.
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						2	Lessons include progress monitor checks during the week and give If.....Then...suggestions.
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						2	Activities and tasks within the activities get more challenging. Differentiation is also included for advanced learners.



11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X							2	
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X							2	
13. Do students count the number of words in spoken sentences?	X								1	
14. Are there rhyming activities (recognition and production)?	X								2	
15. Are there alliteration activities?	X								1	
16. Are there activities that involve counting the number of syllables in a word?	X								2	
17. Are there activities that involve blending and segmenting syllables in a word?	X								1	
18. Are there activities for students to blend onsets and rimes?	X								1	
PHONEMIC AWARENESS										
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X							2	
20. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X							2	
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X							2	
22. Are there blending activities at the phoneme level?	X	X							2	
23. Are there segmenting activities at the phoneme level?	X	X							1	
24. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?	X	X							1	
25. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X							2	
26. Are the words used in PA activities found in subsequent word lists and text readings?	X	X							2	



27. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X							1	
28. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X							1	
TOTAL									47	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	The sequence used is teach/model, guided and apply.
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in phonics ?	X	X	X	X	X	X	X	2	There is weekly assessment and progress monitoring.
7. Does the program teach both consonants and vowels?	X	X						2	
8. Are short vowels taught before long vowels?	X	X						2	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					2	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						2	
11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						2	
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					2	
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
14. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						2	



15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	2	
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	
17. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
18. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						2	
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	
20. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	2	
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				2	
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				2	
23. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
24. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
26. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	There are 2-3 words targeted per week.
27. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	They are introduced on Day 1 of each week.
28. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				2	
TOTAL								51	



FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	Fluency is addressed in letter identification, sounds, HF words, re-readings of decodable text, etc.
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	The program follows a gradual release of responsibility sequence.
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	There are activities for teacher modeling, choral readings, and partner readings.
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in fluency ?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	0	There is no evidence of this for kindergarten. <u>Publisher Comment:</u> On Days 1, 2, and 3 in <i>Reading Street Kindergarten Teacher's Editions</i> , instruction is provided for students reading "emergent-level texts" with the program's <i>Decodable Stories</i> and <i>Decodable Readers</i> . In the routine used on those 3 days, Step 2 involves teachers modeling fluent reading. Teachers are also given weekly opportunities each Day 5 to monitor students' word and sentence reading accuracy.
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	The teacher models these skills through read alouds and listening to reading on tape. The same six strategies are given during each Decodable Readers and Student Reader times.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						2	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	2	There is instruction for corrective feedback. If....Then....
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	



13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	2	
14. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	Fluency skills seem to be more integrated than explicitly taught.
TOTAL								25	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	1	Vocabulary words are tied to week's texts, but no evidence as to how they were systematically selected.
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	The program uses a gradual release of responsibility sequence.
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	0	There are opportunities for teachers to check for understanding, but not actual assessments. Publisher Comment: <i>Reading Street Kindergarten</i> offers both formal and informal assessments to measure and monitor progress in vocabulary. On Day 3 of each week, teachers are provided with an informal way to monitor students' progress on the reading of that week's high-frequency words. On Day 5 of each week, there is another opportunity for teachers to monitor the progress of students on their reading of that week's high-frequency words.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	Vocabulary is tied to content knowledge with both talking and listening for the targeted words.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	Vocabulary is taught orally, but comes from weekly texts so reading is a part.
9. Are students exposed to diverse vocabulary through listening to or reading narrative and	X	X	X	X	X	X	X	2	The vocabulary activity, Amazing Words, comes from program texts.



expository texts?									
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	Instruction tends to be before in terms of instruction plan, but could occur during as texts are used.
12. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	Six or seven words per week are targeted.
13. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
14. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	The vocabulary activities encourage and use picture representation and/or students acting out.
Checking students' understanding?	X	X	X	X	X	X	X	2	
15. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	Although there is a tracker as to number of words learned, there are no connections to the words beyond the week or texts which stay on the same topic. For advanced students, there are some activities designed to think about vocabulary beyond the topic.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	Oral language activities are under the Content Knowledge section and they often fall right after activities connecting prior knowledge, but there is not always a direct connection made.
16. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	The activities tend to be more oral and reading is limited to the level of texts used that week.
17. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	0	There is no evidence of this during the 90 minute block. <u>Publisher Comment:</u> Reading Street Kindergarten provides various creative ways to



										expand students' word awareness.
18. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	X	1	
19. Are various aspects of word study included (either under vocabulary or word recognition) such as:										
Concepts of word meaning?	X	X	X	X	X	X	X	X	1	This is not really targeted, but may be part of a discussion depending upon the word.
Multiple meanings?	X	X	X	X	X	X	X	X	1	This is not really targeted, but may be part of a discussion depending upon the word.
Synonyms?	X	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	X	1	
20. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	X	1	
TOTAL									40	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is comprehension instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic ?	X	X	X	X	X	X	X	1	The Scope and sequence lists the same four comprehension strategies to be taught for K throughout the year.
3. Does comprehension instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review ?	X	X	X	X	X	X	X	1	Weekly assessment checks did not always hit every strategy practiced.
6. Are assessments included to measure and monitor progress in comprehension ?	X	X	X	X	X	X	X	2	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Does program instruction enable students to establish and adjust purposes for reading (e.g.,	X	X	X	X	X	X	X	1	This occurs only when the type of text varies.



reading to understand, interpret, inform, to enjoy, and to solve problems)?									
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	Instruction begins with a teacher read aloud.
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	The program uses the instructional routine of multiple reads to work on comprehension rather than before, during and after.
20. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	This skill is taught more through teacher model and group discussion.
21. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	Comparison tends to be within a story. Texts within a week tend to follow similar theme.
23. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
24. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
25. Are explicit strategies for interpreting	X	X	X	X	X	X	X	1	



information from charts, graphs, tables, and diagrams taught?									
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
TOTAL									43

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>	
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2		
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	2		
TOTAL									4	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	The reading block opens with a short discussion, but it does not appear to be ongoing throughout the reading block or activities.
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	There are stated CCSS goals, but there are not a lot of stated goals or objectives for either teacher or the student.
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	Texts are selected and provided by the program. There are not suggestions for expanding to other texts.



4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	There are small group activities and, independent work stations in which students may work collaboratively.
TOTAL								5	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	The assessment book has rubrics that help place students within three groups: At Risk, On Level and Advanced.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
TOTAL								6	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Program included some information for professional development.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	The assessment book explains how to give and categorize assessment results, but does not give more information as to how to analyze what the students did on the assessment.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	X	X	X	X	X	X	X	2	



5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								6	

