

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Literacy By Design 2013 Houghton Mifflin Harcourt  
Grade 3

## 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.



CENTER ON  
INSTRUCTION

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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	
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	"Critical listening" sections included in the teacher's guides.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	Five goals are repeated in each lesson.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	Aligned, but difficult to maneuver between TGs and student book. A predictable review routine is noted in the program overview but not located in teacher's guide.
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	2	
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	1	Icons for supplemental materials are very small and hard to follow.
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	1	A small amount of scripting - only 2 pages for daily lessons.



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	1	The teacher's guide prompts the teacher to model but does not show a rubric or expectation for the modeling.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	Modeling is mentioned in teacher's guide...but lacks rubric, procedure, script or other helps especially for new teachers.
Guided practice with feedback?	X	X	X	X	X	X	X	1	Guided practice is present as in small group manual "build reading skills", but feedback is vague.
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	
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	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
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	1	
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	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29. Does the program specify for whom it is appropriate	X	X	X	X	X	X	X	2	



(e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?									
<b>TOTAL</b>								<b>52</b>	

<b>PHONICS (P)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	2	
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in <b>phonics</b> ?	X	X	X	X	X	X	X	2	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9. 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	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	
11. 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	1	
12. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
13. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				2	
14. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
15. 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				0	Only a few lessons in "essential resources" and weak proof in publisher's comments. (Program description states that this occurs in daily lessons both whole group and small group but didn't



									find that to be included in the lessons.)  <u>Publisher Comment:</u> Literacy by Design includes explicit instruction in irregular words and decoding strategies. Instruction in the Comprehension Teacher's Guide and Essential Resource Guide focuses on specific words and strategies. The Comprehension Bridges for Fix-Up Strategies focus on decoding and word analysis and can be used with any irregular words so teachers have flexibility in their routines.
16. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	
17. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
18. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				0	Not evident in materials provided.  <u>Publisher Comment:</u> No Excuse words are introduced at the beginning of each theme after being previously taught in the grade level or program. They are reinforced during that theme and are sent home with students so parents can follow the at-home spelling routines included.
19. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
20. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
21. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
22. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	2	
23. Is a section of the program devoted to advanced phonics (structural analysis) skills?			X	X	X	X	X	1	
24. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	
25. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
26. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	1	
27. Are word parts that occur with high frequency (e.g.,		X	X	X	X	X	X	1	



un-, re-, in-, and -ful) taught rather than those that occur only in a few words?									
28. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
29. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	2	
30. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>38</b>	

<b>FLUENCY (F)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	2	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in <b>fluency</b> ?	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	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9. 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	1	
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings)		X	X	X	X	X	X	2	



included?									
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?	X	X	X	X	X	X	X	2	Fluency practice begins in Unit 1 Week 1.
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?	X	X	X	X	X	X	X	2	
17. Are both narrative and expository texts provided for students to read aloud?	X	X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?	X	X	X	X	X	X	X	2	
19. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?	X	X	X	X	X	X	X	2	
20. Is the number of texts at each level sufficient to provide adequate practice opportunities?	X	X	X	X	X	X	X	1	
21. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?	X	X	X	X	X	X	X	1	
22. Is there a guide to help teachers calculate fluency rate?	X	X	X	X	X	X	X	2	
23. Do students have opportunities to time themselves and graph results after rereading the same text?		X	X	X	X	X	X	2	
24. Are there directions for how to pair students for partner reading?	X	X	X	X	X	X	X	2	
25. Are students taught a specific error correction to use when reading with a partner?	X	X	X	X	X	X	X	0	Not evident in materials.  Publisher Comment: Literacy by Design includes daily partner work and teaches several error correction techniques. Partner work is intended to be non-threatening and a time to share, so the focus is on thinking and reading together.
26. Is there continuous progress monitoring of oral reading fluency?	X	X	X	X	X	X	X	2	
27. Is an end-of-the-year fluency goal of correct words per minute given for each grade?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>46</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)



1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
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 the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. 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	1	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. 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	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	



17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. 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	2	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	Not presented until second sourcebook.
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. 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	2	
Multiple meanings?	X	X	X	X	X	X	X	1	Yes, however a weak exposure.
Synonyms?	X	X	X	X	X	X	X	1	Yes, however a weak exposure.
Antonyms?	X	X	X	X	X	X	X	1	Yes, however a weak exposure.
Homonyms?		X	X	X	X	X	X	1	Yes, however a weak exposure.
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	2	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	Yes, however limited exposure.
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>54</b>	

<b>COMPREHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is comprehension instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	2	



4. Is comprehension instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in <b>comprehension</b> ?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	0	Not evident.  <u>Publisher Comment:</u> The unique connection between reading and writing in Literacy by Design helps provide students with a conceptual understanding of beginning, middle, and end. The concept is most easily recognized when students are studying story form.
16. 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	
17. 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	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	



21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. 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	2	
24. 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	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	2	
26. 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	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	Little evidence of story comparison.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	
29. 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	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	2	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	Oral, however not much in written form.
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>61</b>	



<b>STANDARDS ALIGNMENT</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	1	Some CCSS have significantly less instruction.
3. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	
<b>TOTAL</b>								<b>5</b>	

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	2	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>8</b>	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	X	X	X	X	X	X	X	1	



instruction?									
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>4</b>	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	
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	2	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	
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	
<b>TOTAL</b>								<b>8</b>	

