



**READ Act**  
**Request for Advisory List Submissions**  
Department of Education  
**Part II - Program Review**

**Core Instructional Programming**  
**2019-2020**

The Colorado Reading to Ensure Academic Development Act (READ Act) requires the Colorado Department of Education to create an advisory list of evidence-based or scientifically based instructional programming in reading (C.R.C., 22-7-1209). Part 2 of the process to create an advisory list of programs involves the use of rubrics to evaluate core, supplemental and intervention program materials. A separate rubric is used for each type of instructional program.

These rubrics are designed for reviewing programs that teach students to read in English. If a program is teaching

**Core Programming:** A comprehensive program used to teach initial and differentiated instruction in the regular classroom. Core reading programs typically encompass both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade level standards.

**Supplemental Programming:** A program selected to supplement core reading instruction when the core program doesn't provide enough instruction or practice in key areas to meet student needs.

**Intervention Programming:** A program designed to provide scientifically-based, high-quality instruction for students who are below proficient in reading.

The core, supplemental, and intervention programs will be reviewed in two phases. In Phase 1, expert reviewers will evaluate programs on the key elements and features of scientifically-based reading instruction, including:

- research alignment
- explicit instruction
- sequential instruction
- systematic and cumulative instruction
- coordinated components
- related elements

extent to which programs implement effective instructional practices for teaching the essential early literacy skills:

- phonemic awareness
- vocabulary
- phonics
- oral reading fluency
- reading comprehension

The criteria for each grade are organized into sections based on the essential early literacy skills.

Core Programming will be recommended for each grade level which meets the phase 2 rubric criteria.

## Rating Definitions for Core Programming

### **Fully Met or Met**

Items marked as Fully Met should have evidence of all components of the criteria throughout the program. Reviewers are encouraged to note evidence and feedback for the publisher.

Items marked as Fully Met or Met will receive a score of 1.

### **Partially Met**

Items should be marked as Partially Met when some aspect of the criteria is met but others are not, and/or the criteria is met in one part of the program but not met in others. Reviewers are encouraged to note evidence and feedback for the publisher.

Items marked as Partially Met will receive a score of 0.5.

### **Not Met**

Items are marked as Not Met when no evidence of the criteria could be found in the program materials submitted by the publisher, or when there is evidence of a practice that is contrary to the criteria. Reviewers should note feedback for the publisher.

Items marked Not met will receive a score of 0.

## Core Program Review Rubric

### Phase 1: Required Features of Scientifically-Based or Evidence Based Core Reading Programs

	<b>Section 1: Research Alignment - The program reflects current and confirmed research in reading and cognitive science.</b>	<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. If Level 4, then a logic model must be submitted.	Met	Page 13: indicated Level 3 Promising Evidence	1
2	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites. If the program is constructed for learning to read in a language other than English, a conceptual model and research foundation, as well as evidence that it is not merely a translation of an English program is provided.	Met	Listed Simple View, Ehri's phases of word reading; ZPD & Scaffolding/Vygotsky, Background knowledge/Kilpatrick; Could use more detail on how Tracey & Marrow's Lens on Reading connects to evidence-based reading instruction	1
3	There is an obvious emphasis on teaching and learning the five essential early literacy skills.	Met	Evidence of all 5 components withing materials and scope/sequence.	1
4	The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	Not met	Evidence of understanding preseted through teacher resource system and within some sample materials. Informal assessments include cue analysis. Evidence of MSV was found within progress monitoring and prompting in guided reading. Reading Development Theory section not completed.	0
5	Word recognition is explicitly taught through relating sounds to letters, and not visual memory, guessing, the shape of the word, or the use of context clues to decode words.	Not met	Evidence found in phonics component. Strategies aligned to the cueing system are evident within small group guided reading. Teacher's guide sample demonstration of scaffolding reading behaviors uses MSV.	0
<b>Total Met Section 1:</b>				<b>3</b>
				out of 5

<b>Section 2: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	Lessons include instructional routines and/or scripts that note what the teacher should say, include a step-by-step sequence, include procedures, and consistent academic language and vocabulary that relates back to grade level outcomes and standards.	Met	Evidence found of routines. Explicitly identified in the Foundations and Routines section and repeated throughout Teacher Resource System. Instructional routines outlined in the Instructional Routines & Strategies sections of the Additional Resources.	1
2	Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.	Met	Evidence of introducing, defining, and modeling new skills is present.	1
3	There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	Not met	Evidence of multiple opportunities for practice found within phonics and word study as well as the menotr read 1 mini lesson example provided (p. 182). Immediately, corrective feedback isn't explicit provided throughout teacher resource system.	0
<b>Total Met Section 2:</b>				<b>2</b> out of 3

<b>Section 3: Sequential Instruction - There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	The scope and sequence for a skill <b>within</b> a grade shows a clear progression from easier to harder, and is appropriate for the grade for which the program is designed.	Met	Evidence of introductions, follow up, previews, and spiral reviews presents within each grade. Team reviewed Unit 6 of 1st	1
2	Advanced skills are not introduced before students have been taught pre-requisite skills.	Met	No evidence found of advance skills introduced prior to pre-requisite skills.	1

3	The scope and sequence at each grade level articulates when skills are taught <b>across</b> grades.	Met	Evidence of scope and sequence were present across each grade. The team is wondering how the scope and sequence for the year are accessible to teachers to support planning and alignment within and across grades. An opportunity to strengthen would be to explicitly state in what grade and when a previously taught skill or strategy was introduced to support cross grade alignment and a broader K-3 scope and sequence.	1
<b>Total Met Section 3:</b>				<b>3</b>
				out of 3

	<b>Section 4: Systematic &amp; Cumulative Instruction – The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.</b>	<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	A clear and consistent lesson format is present in program lessons for each of the five foundational skill areas at each grade.	Met		1
2	There is a daily schedule of lessons noting suggestions for the length of lessons and units. There is a daily schedule of lessons noting suggestions for the length of time dedicated to each of the foundational skill areas that is consistent across lessons and units.	Met	The review team wondered about omitting the small group instruction with leveled texts due to the misalignment to the cueing system. The team wondered about the impact of this on the daily schedule and the overall impact on the consistency of lessons.	1
3	Time is spent in whole group and small group formats, with the majority of instruction delivered in small, flexible, skill-based groups.	Met	Pacing options are provided for 90-150 minute literacy blocks. The team wonders about the impact of omitting small group leveled text instruction due to the misalignment to the cueing system on the format of instruction and the amount of time in whole-group instruction.	1
4	Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.	Met		1
5	Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	Met	Instructional routines provided in the additional resources section.	1
6	The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or book list).	Met		1
7	High-priority skills are cumulatively reviewed.	Met		1
<b>Total Met Section 4:</b>				<b>7</b>



<b>Section 5: Coordinated Components - Elements of the program are clearly linked.</b>		<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	The same routines, terminology, and procedures are used across skill areas and over time.	Met		1
2	There is a clear link between foundational skills and higher order skills. Skills are integrated across areas (e.g. phonemic awareness and phonics, phonemic awareness and oral language).	Met		1
3	Lessons and materials are available for differentiating instruction for students who are struggling or need enrichment, in the core program and in supplemental programs.	Met		1
4	Differentiation and support are provided for supporting English Learners, students who are struggling, and those who need acceleration.	Met		1
<b>Total Met Section 5:</b>				<b>4</b>
				out of 4

Section 6: Related Elements – The program contains features that are optimal for delivering effective instruction.		Rating	Evidence/Feedback	Score
1	Assessment <ul style="list-style-type: none"> <li>· Formative (e.g., progress monitoring)</li> <li>· Summative (e.g., unit tests)</li> <li>· Framework for data-based decision making</li> </ul>	Not met	Evidence of formative and summative assessments present. Multiple methods of assessment were available through the cumulative assessments, weekly and unit assessments, interim and informal assessments. The review team was unable to identify a framework for assessing and using assessment data. The team is wondering how teachers know to pull in what assessments when, how teachers effectively make decisions based on data from multiple assessment. A consideration would be to provide a guiding framework identifying when and how to use the assessments provided across the units and years. The team was unable to review the online platform.	0
2	Environment <ul style="list-style-type: none"> <li>· Classroom management to support small group instruction</li> <li>· Motivation for students (e.g., built-in choice, charts/graphs of progress, immediate feedback on progress)</li> </ul>	Met	Evidence is present (Foundations and Routines). Review would be enhanced by access to the online digital learning portal seems to support this.	1
5	Explicit links to state standards and grade level expectations.	Met	The team wonders how these can be made readily available to Colorado educators.	1
<b>Total Met Section 6:</b>				<b>2</b>
				out of 3

**Rating Summary**

Total Points	Criteria
<b>21</b>	20-25 points = program moves to Phase 2
out of 25 points	0-19 points = program doesn't move to Phase 2
<b>Decision</b>	<b>20-25 points = program moves to Phase 2</b>

## Core Program Review Rubric

### Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

#### Kindergarten

Section 1: Phonological and Phonemic Awareness				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	a detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes), culminating in advanced skills such as addition, deletion and substitution of phonemes	Fully met	We noticed your explicit instruction for onset and rime is taught in week 2 of unit 4. Explicitly drawing attention to the skill of onset and rime earlier in the scope an sequence would strengthen the programming. The skill is used, just not explicitly identified to make ongoing connections.	1
2	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	Partially met	Ample opportunity for students to practice are present; however, explicit opportunities for immediate, corrective feedback were not present.	0.5
3	students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping) (working toward understanding of the alphabetic principle)	Fully met		1
4	students analyze spoken words at the phoneme level, including segmenting individual phonemes	Fully met		1
5	movement and/or manipulatives are used to make sounds in words concrete	Fully met	Opportunities to use movement and/or manipulatives are present, Elkonin boxes, clapping syllables. Consider adding a finger tap in addition to the Elkonin boxes so students have a strategy to take with them.	1
6	the order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound	Fully met		1

7	instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes	Fully met		1
8	students are taught to blend and segment phonemes in three-, four- and five-phoneme words	Fully met		1
9	students are taught to pull apart the two phonemes in consonant blends when segmenting	Fully met		1
10	students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures	Fully met	Would be strengthened if explicit connections were made between quick check assessments for PA, PA instructional materials and PA intervention lessons.	1
11	the activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
12	differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress.	Partially met	Explicitly connect quick check assessments for PA and instruction. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable PA lesson.	0.5
<b>Score Summary</b>				<b>11</b>
				<b>out of 12</b>

Section 2: Phonics and Word Study				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	there is a detailed scope and sequence of phonics skills that progresses from simple letter-sounds to more complex patterns	Fully met		1
2	the phonics lesson format includes <ul style="list-style-type: none"> <li>o brief cumulative review of previously taught skills,</li> <li>o a phonological warm up,</li> <li>o phoneme-grapheme matching,</li> <li>o word reading accuracy,</li> <li>o fluency building at the word, phrase, and eventually simple sentence level,</li> <li>o word dictation,</li> <li>o transfer to simple decodable text</li> </ul>	Fully met	The review would have been strengthened by seeing additional decodable texts; however, the review team could see the connections and the progression within the texts provided.	1
3	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback (e.g. an explicit step by step routine is utilized)	Fully met	<p><b>Original Rating: Partially Met</b></p> <p><b>Original Comment:</b> Ample opportunity for students to practice are present; however, explicit opportunities for immediate, corrective feedback were not present.</p> <p>//</p> <p><b>Appeal Rating: Fully Met</b></p> <p><b>Appeal Comment:</b> Benchmark Advance added immediate opportunities for corrective feedback into the phonics lessons.</p>	1
4	letter-sound instruction starts with high-utility letters (i.e., m, s, a, r, t)	Fully met		1

5	letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Evidence for opportunities to practice forming letters is present. Evidence to support systematically and explicitly how to write the full symbol is not evident. Reviewers did note the introduction of key strokes and the key stroke routine in the additional resources.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence to support systematically and explicitly how to write the full symbol was presented.</p>	1
6	the letter that represents the sound is explicitly modeled with multiple unambiguous examples before students practice and apply	Fully met		1
7	letter-sound combinations are learned to automaticity through frequent and cumulative review	Fully met	Opportunities to learn and revisit throughout the year were present; however limited evidence found for ensuring automaticity.	1
8	phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes	Fully met		1
9	easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence but are separated in time	Fully met		1
10	a few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words	Fully met		1
11	there is an explicit strategy for blending letter sounds into words	Fully met		1

12	there are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Opportunities to practice for the purpose of writing could be strengthened.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Multiple lessons include a letter-sound blending routine; phonics lessons conclude with spelling and writing words; spelling is integrated into phonics lessons</p>	1
13	students are taught and practice how to build regular words for which they know all letter sounds	Fully met		1
14	students practice to automaticity in word lists, phrases and controlled decodable texts that provide enough exposures to the learned words that they become sight words	Fully met		1
15	regular word types are introduced first (e.g., VC, CVC, CV)	Fully met		1
16	irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> A routine is present; however, the routine does not focus attention on the sounds in irregular words that are decodable.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance changed the routines to incorporate this feedback</p>	1

17	irregular, high-utility words are introduced and practiced to automaticity	Fully met	Opportunities to learn and revisit throughout the year are present; however limited evidence was found for ensuring automaticity.	1
18	the number of irregular words introduced in a lesson is minimized	Fully met		1
19	words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons	Fully met		1
20	there is cumulative review of known letter-sound combinations and words	Fully met		1
21	there are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously	Partially met	Only 1 decodable text is present for each skill.	0.5
22	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
23	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	Explicitly connect quick check assessments for phonics and instruction. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable phonics lesson.	0.5
<b>Score Summary</b>				<b>22</b>
				<b>out of 23</b>

Section 3: Vocabulary				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	there is a detailed scope and sequence of vocabulary skills	Partially met		0.5
2	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> The weekly selection of words are rich, high-utility words; however, evidence of selection of words based on student's current vocabulary, connections to other subjects, etc., was not present. Consider adding teacher supports for selection of vocabulary for their specific student population.</p> <p>//</p> <p><b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance made changes based on recommendations above.</p>	1

3	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> The explicit teaching of new words is evident within mini-lessons. Additionally, a vocabulary routine is present in the additional resources section; however, this was not referenced to in the lessons reviewed. A strong, consistent routine for building vocabulary and word conscience is not present. Some opportunities to practice are evident, but some do not connect the practice with learning target for K students, i.e. K students independently marking words that have multiple meanings, pg. 193. The team noted the vocabulary development selection within each unit which references the vocabulary routine; however, when thinking about usability, the vocabulary supports are not integrated and cohesive.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance made changes based on recommendations above.</p>	1
4	words that have been taught are repeated multiple times in a variety of contexts	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> Evidence of repeating vocabulary words multiple times and in a variety of contexts was not evident.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence was provided to demonstrate that selected vocabulary words are chosen to fit with the Knowledge-Building Content topics and that students have multiple exposures to vocabulary throughout the three-week unit in a variety of contexts</p>	1

5	new words are integrated into sentences and students are prompted to use them in sentences across multiple domains	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Evidence of words integrated into sentences was evident in the routine. Evidence of prompting students to use vocabulary across domains was not evident.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence of prompting students to use vocabulary across domains was provided.</p>	1
6	students are engaged in processing word meanings at deeper levels, to associate new words with known words	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> evidence of word comparison was present in some mini-lessons.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence was provided to demonstrate how introduction of new words includes student-friendly definitions that associate the new word with words most students already know and Benchmark Advance has made revisions.</p>	1
7	there is cumulative review and practice of previously learned words	Fully met		1

8	students are exposed to a wide range of words through teachers reading aloud from a wide range of stories and informational text	Fully met		1
9	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> Some evidence was found throughout the year, i.e. teaching plural s in multiple weeks; however, morphemic analysis was not systematic and intentional. No evidence was found to support the explicit learning of common inflections and affixes.  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Some additional evidence was provided.</p>	0.5
10	activities and materials are designed to elicit high levels of responding and engagement	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> More evidence would be needed to score.  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Most instructional format is whole group and allows for responses from one to a few students at a time; opportunities to make it more engaging or allow for choral and partner responses; some evidence of videos and graphic organizers.</p>	0.5
11	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> No guidance has been found to support word selection or assessment.  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Some guidance is provided to support the teacher about how to differentiate instruction based on assessment data</p>	0.5
<b>Score Summary</b>				<b>9</b>
				<b>out of 11</b>

Section 4: Listening Comprehension				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	there a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order	Fully met		1
2	students are explicitly taught to do an oral retelling of events or stories that were read to them	Fully met		1
3	story structure (e.g., beginning, middle, end) is modeled with multiple unambiguous examples	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Found evidence in a teacher tip within additional resources and Unit 4 day 4; however, evidence of modeling with multiple examples was not evident.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Story structure evidence was provided for four different units.</p>	1
4	high-utility (e.g., words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction) words are pre-selected and taught before, during and after reading aloud	Fully met	<p><b>Original Rating: Partially Met</b>  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that high-utility words are pre-selected and taught before, during, and after read alouds</p>	1
5	the materials support engaging in interactive discussion on a wide variety of topics to expand and deepen background knowledge	Fully met	<p><b>Original Rating: Partially Met</b>  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that materials support engaging interactive discussion on wide variety of topics to expand and deepen background knowledge</p>	1
6	the text selections include model questions to ask while reading aloud	Fully met		1

7	the specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades	Fully met	The overview is broad; however, the year of units is mapped out.	1
8	complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding	Fully met	<b>Original Rating: Partially Met</b> <b>Original Comment:</b> Evidence of a variety of topics is present; however, the topics are not deepened throughout each unit. // <b>Appeal Review: Partially Met</b> <b>Appeal Comment:</b> Evidence provided to demonstrate progression to deeper understanding of content	1
9	differentiation of listening comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.	Partially met	<b>Original Rating: Partially Met</b> <b>Original Comment:</b> Some evidence of assessment of listening comprehension is built into weekly and unit assessments. More evidence is needed to tie in these assesment to informing additional instruction. // <b>Appeal Rating: Partially Met</b> <b>Appeal Comment:</b> This would be strengthened with mention of how to use assessment data for grouping or monitoring progress and specific instruction to the teacher about how to differentiate instruction based on assessment data	0.5
<b>Score Summary</b>				<b>8.5</b>
				<b>out of 9</b>

## Core Program Review Rubric

### Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

#### First Grade

Section 1: Phonological and Phonemic Awareness				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	there is a detailed scope and sequence of phonological and phonemic awareness skills that progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes	Fully met		1
2	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	Partially met		0.5
3	movement and/or manipulatives are used to make sounds in words concrete to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping) (working toward understanding of the alphabetic principle)	Fully met		1
4	students analyze spoken words at the phoneme level, including segmenting individual phonemes	Fully met		1
5	the order of attention to phonemes in three-sound words is first, last, middle sound	Fully met		1
6	instructional time is focused on high priority skills such as isolating beginning sound, blending, segmenting and manipulating phonemes	Fully met		1
7	students are taught to blend and segment sounds in three-, four-, and five-phoneme words	Fully met		1

8	students are taught to pull apart the two phonemes in consonant blends when segmenting	Fully met		1
9	students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures	Fully met		1
10	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
11	differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	Explicitly connect quick check assessments for PA and instruction. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable PA lesson.	0.5
<b>Score Summary</b>				<b>10</b>
				<b>out of 11</b>

Section 2: Phonics and Word Study				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	there is a detailed scope and sequence of phonics patterns that progresses from simple word types, lengths, and complexities to more complex words and syllable types	Fully met		1
2	the phonics lesson format includes <ul style="list-style-type: none"> <li>o brief cumulative review of previously taught skills,</li> <li>o a phonological warm up,</li> <li>o phoneme-grapheme matching,</li> <li>o word reading accuracy,</li> <li>o fluency building at the word, phrase, and eventually simple sentence level,</li> <li>o word dictation,</li> <li>o transfer to simple decodable text</li> </ul>	Fully met		1
3	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback (e.g. an explicit step by step routine is utilized)	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Ample opportunity for students to practice are present; however, explicit opportunities for immediate, corrective feedback were minimally present.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance added immediate opportunities for corrective feedback into the phonics lessons.</p>	1
4	there is an explicit strategy for blending letter sounds into words that is taught with multiple unambiguous examples	Fully met		1
5	easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence but are separated in time	Fully met		1

6	there are multiple opportunities to blend and read words, and to use letter-sound correspondence to read and write words (e.g. phoneme-grapheme mapping)	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Opportunities to practice for the purpose of writing could be strengthened.</p> <p>//  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence was provided to demonstrate that opportunities to practice blending letter sounds for the purpose of writing are consistently present in each unit</p>	1
7	students are taught and practice how to build regular words for which they know all letter sounds	Fully met		1
8	students practice to automaticity in word lists, phrases and controlled decodable text that provide enough exposures for the words to become sight words	Fully met	In examples provided.	1
9	regular word types are introduced first (e.g., VC, CVC, CV)	Fully met		1
10	irregular, high-utility words are introduced and practiced to automaticity	Fully met		1
11	irregularities are pointed out in high frequency words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> A routine is present; however, the routine does not focus attention on the sounds in irregular words that are decodable.</p> <p>//  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance changed the routines to incorporate this feedback</p>	1
12	the number of irregular words introduced in a lesson is minimized	Fully met	However program never categorizes irregular words from regular words in their HFW practice	1
13	words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons	Fully met		1

14	there is cumulative review of known letter-sound combinations and words	Fully met		1
15	there are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Limited decodable texts available within the unit.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate multiple decodable texts available in each unit.</p>	1
16	instruction in patterns and word families is done after letter-sound correspondences in the unit	Fully met		1
17	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
18	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Explicitly connect quick check assessments for phonics and instruction. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable phonics lesson.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided in Intervention and Reteaching Resources.</p>	1
<b>Score Summary</b>				<b>18</b>
				<b>out of 18</b>

Section 3: Vocabulary				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	Partially met		0.5
2	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	Fully met		1
3	words that have been taught are repeated multiple times in a variety of contexts	Fully met		1
4	new words are integrated into sentences and students are prompted to use them in sentences	Fully met		1
5	students are engaged in processing word meanings at deeper levels, to associate new words with known words	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Some evidence of word comparison was evident; However, evidence to support processing word meanings at deeper levels was not evident.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance has made revisions to include explicit mini-lessons on associating new words with known word meanings and words comparisons and processing at deeper levels.</p>	1

6	there is cumulative review and practice of previously learned words	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> No evidence found  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that as new words are introduced, the previously learned words are reviewed for mastery.</p>	1
7	students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text	Fully met		1
8	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Evidence to support systematic inflectional forms; However, evidence to support morphemic analysis was minimal.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Additional evidence was provided to demonstrate that morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes</p>	1
9	activities and materials are designed to elicit high levels of responding and engagement	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> More evidence would be needed to score.  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Most instructional format is whole group and allows for responses from one to a few students at a time; some evidence of videos and graphic organizers.</p>	0.5

10	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> No guidance has been found to support word selection or assessment.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Some guidance is provided to support the teacher about how to differentiate instruction based on assessment data</p>	0.5
<b>Score Summary</b>				<b>8.5</b>
				<b>out of 10</b>

Section 4: Text Reading and Fluency				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	sentence and passage reading are introduced after students can accurately and automatically read a sufficient number of VC and CVC words along with a few high-utility irregular words	Fully met		1
2	the texts students are asked to read independently are controlled to include only the letter-sounds, phonic elements and word types that have been previously taught in phonics lessons	Partially met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Decodables are provided in first grade by skill, however independent readers are also provided which are not controlled and are placed by using the cueing systems  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Evidence of decodable readers and other texts that are introduced after appropriate phonics lessons. However, evidence provided does not address original concerns about independent readers that are provided which are not controlled and are placed by using the cueing systems</p>	0.5
3	fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing)	Partially met	<p><b>Original comment: see above // Appeal Comment:</b> Evidence of decodable readers and other texts that are introduced after appropriate phonics lessons. However,</p>	0.5
4	there are sufficient numbers of controlled decodable text that align to the phonics scope and sequence to allow students to practice to automaticity	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> Limited decodable texts are available.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to indicate more than one decodable text is available for each phonics pattern in the scope and sequence</p>	1

5	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own	Fully met		1
6	differentiation of fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Comment:</b> Explicitly connect quick check assessments for fluency and instruction. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable lesson.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b></p> <p><b>Appeal comment:</b> There are many resources to guide teachers to make flexible grouping decisions based on students' needs and progress, but there is no specific instruction to the teacher about how to use oral reading fluency data to match students to the text they should use for fluency practice. It appears all students are practicing for fluency in the same text, regardless of assessment data that indicates they are not accurate in that text</p>	0.5
<b>Score Summary</b>				<b>4.5</b>
				<b>out of 6</b>

<b>Section 5: Listening and Reading Comprehension</b>				
	<b>In the core instructional program...</b>	<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	a clear scope and sequence guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order	Fully met		1

2	<p>students use controlled decodable text for independent, small group or scaffolded reading instruction until they can accurately read</p> <p>a. one-syllable words in isolation that contain short vowels, digraphs and blends, silent e, r-controlled vowels</p> <p>b. two-syllable words with short vowels, silent e, schwa</p> <p>c. 50 high-utility words with spelling patterns that haven't been taught (e.g., go, he, said, are, to, was, you, they, there, from)</p>	Partially met	Decodables are provided in first grade by skill, however independent readers are also provided to be used weekly which are not controlled and are placed by using the cueing systems	0.5
3	the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated	Fully met		1
4	comprehension strategies are taught with multiple carefully designed unambiguous examples and text selection	Fully met		1
5	reading comprehension is practiced with cumulative review over the course of the year	Fully met		1
6	students hear teachers modeling and thinking aloud to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus	Fully met		1
7	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	Fully met		1
8	previously taught content, skills, and strategies are connected with new content and texts	Fully met		1
9	<p>text used for initial instruction in reading comprehension uses:</p> <ul style="list-style-type: none"> <li>· familiar vocabulary,</li> <li>· only words students can read accurately and have been learned previously,</li> <li>· previously learned content knowledge,</li> <li>· simple sentences,</li> <li>· short passages</li> </ul>	Fully met		1

10	text used for reading comprehension instruction has an explicit structure (obvious beginning, middle and end)	Fully met		1
11	the specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades	Fully met		1
12	complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding	Fully met		1
13	differentiation of comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	Explicitly connect the various comprehension assesments and instruction to strenghen their use. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable lesson.	0.5
<b>Score Summary</b>				<b>12</b>
				<b>out of 13</b>

## Core Program Review Rubric

### Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

#### Second Grade

Section 1: Phonics and Word Study				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	a detailed scope and sequence of phonics patterns moves from simple word types, lengths, and complexities to more complex words, syllable types, and multi-syllable words	Fully met		1
2	<p>the phonics lesson format includes</p> <ul style="list-style-type: none"> <li>o brief cumulative review of previously taught skills,</li> <li>o a phonological warm up,</li> <li>o phoneme-grapheme matching,</li> <li>o word reading accuracy,</li> <li>o fluency building at the word, phrase, and eventually simple sentence level,</li> <li>o word dictation,</li> <li>o transfer to simple decodable text</li> </ul>	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Lacking evidence of support for phonological activities as needed, (e.g. connecting to multi-syllabic phonological knowledge to spell multi-syllabic words).  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence of support for required phonological activities provided.</p>	1
3	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	Fully met		1
4	phonics lessons include step by step routines to teach new advanced phonics patterns	Fully met		1

5	students practice to automaticity the full continuum of the phonological and phonemic awareness skills from early (rhyming and onset-rime) to basic (segmenting and blending) to advanced (sound manipulation and deletion) that were previously learned in kindergarten and first grade	Partially met	<p><b>Original Comment:</b> Although links to materials in previous grades were provided, there is no direct connection made for teachers to ensure all phonological skills are solidified. Review of these skills in strategic ways or prompt to use previous grade tools would strengthen this program.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b></p> <p><b>Appeal Comment:</b> Although evidence was provided to demonstrate materials available for teachers to assess previously learned skills and provide intervention lessons, there is no evidence that students are regularly and continually practicing the continuum of phonological and phonemic awareness skills that were previously learned.</p>	0.5
6	multi-syllable words are explicitly taught using prefixes, suffixes, syllable types and known word parts to aid in word recognition	Fully met	<p><b>Original Rating: Partially Met</b></p> <p><b>Original Comment:</b> roots are not addressed</p> <p>//</p> <p><b>Appeal Rating: Fully Met</b></p> <p><b>Appeal Comment:</b> Evidence provided to demonstrate that roots are addressed.</p>	1
7	larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition	Fully met		1
8	high-utility words are introduced and practiced to automaticity	Fully met		1
9	phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently	Fully met		1

10	text for independent reading doesn't contain words that have phonics patterns that haven't been taught in prior phonics lessons	Partially met	<p><b>Original Comment:</b> Although word study passages are provided, additional reading materials are also provided which has teaching supports aligned to the cueing system</p> <p>//</p> <p><b>Appeal Rating:</b> <b>Partially Met</b></p> <p><b>Appeal Comment:</b> Sufficient evidence was not provided to demonstrate how additional reading materials are decodable based on phonics lessons and not cueing system.</p>	0.5
11	the number of irregular words introduced in a lesson is minimized	Fully met	However program never categorizes irregular words from regular words in their HFW practice	1
12	instruction of similar, easily-confused letter patterns are separated in time	Fully met		1
13	there are multiple opportunities to read the previously learned regular and irregular words in the context of controlled text (also known as decodable text)	Partially met	<p><b>Original Comment:</b> location is limited for grade level or has teaching supports aligned to the cueing system</p> <p>//</p> <p><b>Appeal Rating:</b> <b>Partially Met</b></p> <p><b>Appeal Comment:</b> Sufficient evidence was not provided to demonstrate how additional reading materials are decodable based on phonics lessons and not cueing system.</p>	0.5
14	instruction in irregular, high-utility words focuses on predictable letter-sound combinations and irregularities	Fully met		1
15	regular and irregular words are cumulatively reviewed	Fully met	<p><b>Original Rating:</b> <b>Not Met</b></p> <p><b>Original Comment:</b> evidence not found</p> <p>//</p> <p><b>Appeal Rating:</b> <b>Fully Met</b></p> <p><b>Appeal Comment:</b> Evidence provided to demonstrate that as new words are introduced, the previously learned words are reviewed for mastery.</p>	1

16	spelling is integrated with the phonics instruction	Fully met		1
17	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
18	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Comment:</b> Explicitly connect quick check assessments for phonics and instruction. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable phonics lesson.</p> <p>//</p> <p><b>Appeal Rating:</b> <b>Partially Met</b></p> <p><b>Appeal Comment:</b> Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable phonics lesson.</p>	0.5
<b>Score Summary</b>				<b>16</b>
				<b>out of 18</b>

Section 2: Vocabulary				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	Partially met	<b>Appeal Rating: Partially Met</b> <b>Appeal Comment:</b> Benchmark Advance made changes based on score to ensure teacher support for work selection is based on student vocabulary. However it is still unclear how vocabulary words selected for instruction are carefully chosen based on being ones likely to appear in text and used in conversation.	0.5
2	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	Fully met	<b>Original Rating: Partially Met</b> // <b>Appeal Rating: Fully Met</b> <b>Appeal Comment:</b> Benchmark Advance made changes to the daily routine to provide guidance to teachers on how to explicitly introduce vocabulary and structure practice opportunities daily.	1
3	words that have been taught are repeated multiple times in a variety of contexts	Fully met	<b>Original Rating: Not Met</b> <b>Original Comment:</b> Evidence of repeating vocabulary words multiple times and in a variety of contexts was not evident. // <b>Appeal Rating: Fully Met</b> <b>Appeal Comment:</b> Evidence was provided to demonstrate that selected vocabulary words are chosen to fit with the Knowledge-Building Content topics and that students have multiple exposures to vocabulary throughout the three-week unit in a variety of contexts	1
4	new words are integrated into sentences and students are prompted to use them in sentences	Fully met	This would be strengthened by integrating & referencing "additional resources"	1

5	students are engaged in processing word meanings at deeper levels, to associate new words with known words	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> no evidence found  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance has made revisions to include explicit mini-lessons on associating new words with known word meanings and words comparisons and processing at deeper levels.</p>	1
6	there is cumulative review and practice of previously learned words	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> no evidence found  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that as new words are introduced, the previously learned words are reviewed for mastery.</p>	1
7	students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text	Fully met		1
8	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> root/base words confusion and instruction on roots is not evident  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate root instruction</p>	1
9	students are taught to predict meaning using antonyms and synonyms, words in compound words, and prefixes and suffixes	Fully met		1
10	students are taught simple multiple meaning words	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> no evidence found  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence was provided of instruction on multiple meaning words in some units.</p>	1

11	students are asked to demonstrate understanding word meaning by using words in oral and written sentences	Fully met		1
12	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
13	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> No guidance has been found to support word selection or assessment.  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Some guidance is provided to support the teacher about how to differentiate instruction based on assessment data</p>	0.5
<b>Score Summary</b>				<b>12</b>
				<b>out of 13</b>

Section 3: Text Reading and Fluency				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> program includes leveled text - placement through the cueing systems and doesn't determine when to or not to utilize outside of the cueing rating system  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Evidence of decodable readers and other texts that are introduced after appropriate phonics lessons. However, evidence provided does not address original concerns about leveled texts and placement through cueing systems</p>	0.5
2	the texts students are asked to read independently are controlled to include only the phonic elements and word types that have been previously taught in phonics lessons	Partially met	<p><b>Original Comment:</b> Word study passages are provided by skill, however independent readers are also provided which are not controlled and are placed by using the cueing systems  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Evidence of decodable readers and other texts that are introduced after appropriate phonics lessons. However, evidence provided does not address original concerns about independent readers that are provided which are not controlled and are placed by using the cueing systems</p>	0.5
3	fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing)	Partially met	see above	0.5

4	there are sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> word study passages are provided, however additional passages per skill would strengthen this program  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided demonstrates text used for practicing to automaticity and fluency follows the phonics scope and sequence</p>	1
5	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own	Fully met		1
6	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Comment:</b> Explicitly connect quick check assessments for fluency and instruction. Notating to connect back to the intervention and reteaching resources would strengthen the language within applicable lesson.  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal comment:</b> There are many resources to guide teachers to make flexible grouping decisions based on students' needs and progress , but there is no specific instruction to the teacher about how to use oral reading fluency data to match students to the text they should use for fluency practice. It appears all students are practicing for fluency in the same text, regardless of assessment data that indicates they are not accurate in that text</p>	0.5
<b>Score Summary</b>				<b>4</b>
				<b>out of 6</b>

<b>Section 4: Reading Comprehension</b>				
	<b>In the core instructional program...</b>	<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	there is a clear scope and sequence that guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order	Fully met		1
2	the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated	Fully met		1
3	modeling and thinking aloud are used to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus	Fully met		1
4	text used for initial instruction in reading comprehension uses: <ul style="list-style-type: none"> <li>· familiar vocabulary,</li> <li>· only words students can read accurately and have been learned previously,</li> <li>· previously learned content knowledge,</li> <li>· simple sentences,</li> <li>· short passages</li> </ul>	Fully met		1
5	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	Fully met		1
6	previously taught content, skills, and strategies are connected with new content and texts	Fully met		1
7	lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information	Fully met		1
8	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	Fully met		1

9	a coherent sequence of questions and tasks supports students to examine language (vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening	Fully met		1
10	reading comprehension is practiced with cumulative review over the course of the year	Fully met		1
11	the specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades	Fully met		1
12	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	Explicitly connect the various comprehension assessments and instruction to strengthen their use. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable lesson.	0.5
<b>Score Summary</b>				<b>11.5</b>
				<b>out of 12</b>

## Core Program Review Rubric

### Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

#### Third Grade

Section 1: Phonics and Word Study				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	there is a detailed scope and sequence of phonics patterns that progresses from simple word types, lengths, and complexities to more complex words, syllable types, and multi-syllable words (orthographically larger and more complex units)	Fully met		1
2	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	Partially met	lacking corrective feedback supports	0.5
3	phonics lessons include step by step routines to teach new advanced phonics patterns	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> incidental; attached to word meaning reading and "Reading Big Words" strategy  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that this requirement is met is adequate.</p>	1

4	<p>the phonics lesson format includes</p> <ul style="list-style-type: none"> <li>o brief cumulative review of previously taught skills,</li> <li>o a phonological warm up,</li> <li>o phoneme-grapheme matching,</li> <li>o word reading accuracy,</li> <li>o fluency building at the word, phrase, and eventually simple sentence level,</li> <li>o word dictation,</li> <li>o transfer to simple decodable text</li> </ul>	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> No consistent routine is embedded in 3rd grade outside the "Review &amp; Routines" kickoff weeks. Portions of word study are embedded into other teaching sections, (e.g., finding meaning in word parts, spelling instruction). Lacking evidence of support for phonological activities as needed, (e.g. connecting to multi-syllabic phonological knowledge to spell multi-syllabic words).  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence of support for required phonics lesson provided. *this was met by utilizing Benchmark Phonics Workshop to supplement Benchmark Advance</p>	1
5	<p>students practice to automaticity the full continuum of the phonological and phonemic awareness skills from early (rhyming and onset-rime) to basic (segmenting and blending) to advanced (sound manipulation and deletion) that were previously learned in kindergarten and first grade</p>	Partially met	<p>Although links to materials in previous grades were provided, there is no direct connection made for teachers to ensure all phonological skills are solidified. Review of these skills in strategic ways or prompt to use previous grade tools would strengthen this program.</p>	0.5
6	<p>multi-syllable words are explicitly taught using root words, prefixes, suffixes, syllable types and known word parts to aid in word recognition</p>	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> Addressed in different component and roots are not a focus in the scope &amp; sequence or highlighted in lessons. Strong reliance on syllable types and reading big words routine vs morpheme knowledge.  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate morpheme knowledge instruction. *this was met by utilizing Benchmark Phonics Workshop to supplement Benchmark Advance</p>	1

7	there is sufficient practice in automatic reading of longer, more complex, multi-syllable words	Fully met	<b>Original Rating: Partially Met</b> <b>Original Comment:</b> prompt to utilize reading big words routine and prompts to syllabic level. <del>// Appeal Comment: Evidence provided to</del>	1
8	high-utility words are introduced and practiced to automaticity	Fully met	Additional strategies for building in more opportunities for automaticity would strengthen this program. This is stronger in K-1.	1
9	phonics patterns and high-utility words are taught and learned in isolation before being introduced in text that students read independently	Fully met	<b>Original Rating: Partially Met</b> <b>Original Comment:</b> Vendor evidence pointed to intervention materials, however this is a grade level appropriate skill to support advanced phonics skills. Some evidence in grade level materials in the connections made to syllable types in grade level materials. // <b>Appeal Rating: Fully Met</b> <b>Appeal Comment:</b> Evidence submitted demonstrates these skills being taught regularly during phonics workshops *this was met by utilizing Benchmark Phonics Workshop to supplement Benchmark Advance	1
10	text for independent reading doesn't contain words that have phonics patterns that haven't been taught in prior phonics lessons	Fully met	<b>Original Rating: Not Met</b> <b>Original Comment:</b> Only present in intervention materials // <b>Appeal Comment:</b> Evidence provided demonstrates that texts provided	1
11	the number of irregular words introduced in a lesson is minimized	Fully met		1
12	instruction of similar, easily-confused letter patterns are separated in time	Fully met		1

13	there are multiple opportunities to read the previously learned regular and irregular words in the context of controlled text (also known as decodable text)	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> decodable text was not located for grade level practice - text provided for student practice has teacher supports aligned to the cueing systems which impacts the usability of these materials  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate texts that provide opportunities for students to practice regular and irregular words learned in phonics lessons *this was met by utilizing Benchmark Phonics Workshop to supplement Benchmark Advance</p>	1
14	instruction in irregular, high-utility words focuses on predictable letter-sound combinations and irregularities	Partially met	<p><b>Original Comment:</b> a routine is provide in "additional resources" however does not draw on regular, known parts of the word; not clear in 3rd grade teacher guide when to connect to the routine provide in the AR section  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> The optional HFW instruction does not not draw on regular, known parts of the word nor focus on predictable letter-sound combinations and irregularities</p>	0.5
15	regular and irregular words are cumulatively reviewed	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> evidence not found  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that as new words are introduced, the previously learned words are reviewed for mastery. *this was met by utilizing Benchmark Phonics Workshop to supplement Benchmark Advance</p>	1

16	spelling (encoding) is integrated with the phonics instruction	Fully met		1
17	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1
18	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Comment:</b> Explicitly connect quick check assessments for phonics and instruction. Notating to connect back to the intervention and reteaching resources would strengthen the language within applicable phonics lesson.</p> <p>//</p> <p><b>Appeal Rating:</b> <b>Partially Met</b></p> <p><b>Appeal Comment:</b> Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable phonics lesson.</p>	0.5
<b>Score Summary</b>				<b>16</b>
				<b>out of 18</b>

Section 2: Vocabulary				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	Partially met	<p><b>Original Comment:</b> The weekly selection of words are rich, high-utility words; however, evidence of selection of words based on student's current vocabulary, connections to other subjects, etc., was not present. Consider adding teacher supports for selection of vocabulary for their specific student population.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b></p> <p><b>Appeal Comment:</b> Benchmark Advance made changes based on score to ensure teacher support for work selection is based on student vocabulary. However it is still unclear how vocabulary words selected for instruction are carefully chosen based on being ones likely to appear in text and used in conversation, connections to other subjects, etc.</p>	0.5

2	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	Partially met	<p><b>Original Comment:</b> The explicit teaching of new words is evident within mini-lessons. Additionally, a vocabulary routine is present in the additional resources section; however, this was not referenced to in the lessons reviewed. A strong, consistent routine for building vocabulary and building word conscienceness is not present. Some opportunitis to practice are evident, but some do not connect the practice with learning target for students. The team noted the vocabulary development selection within each unit which references the vocabulary routine; however, when thinking about usability, the vocabulary supports are not integrated and cohesive.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b></p> <p><b>Appeal Comment:</b> While changes were made to strengthen the routine, some opportunitis to practice are evident, but some do not connect the practice with learning target for students; this area could be strengthened.</p>	0.5
3	words that have been taught are repeated multiple times in a variety of contexts	Fully met		1
4	new words are integrated into sentences and students are prompted to use them in sentences	Fully met	Would be strengthened by integrating ELD support for all as needed.	1

5	students are engaged in processing word meanings at deeper levels, to associate new words with known words	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original comment:</b> explicit connections to morphemes was not consistently supported or made within vocabulary instruction - graphic organizers were screen shotted in the beginning of each unit throughout the grade levels, but no other connection was found by reviewers on where to locate them or prompts on when to use them  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Benchmark Advance has made revisions to include explicit mini-lessons on associating new words with known word meanings and words comparisons and processing at deeper levels. Teachers are now guided within the lessons on when to use different graphic organizers, however this could still be strengthened.</p>	1
6	there is cumulative review and practice of previously learned words	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> no evidence found  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate that as new words are introduced, the previously learned words are reviewed for mastery.</p>	1
7	students are exposed o a wide range of words through reading aloud from a wide range of stories and informational text	Fully met		1

8	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> no root work evident in materials or in the lessons elevated in the application, also no root work was evident in the scope &amp; sequence / confusion between base word &amp; root word appears in the program, see page 128 in Unit 1 &amp; 2 TG, "grate"  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate root instruction. Note: Unit 1 &amp; 2 TG Pg. 128 was not resubmitted for the appeal, so this was not re-reviewed. Ensure this is clarified.</p>	1
9	students are taught to predict meaning using antonyms and synonyms, individual words in compound words, and prefixes and suffixes	Fully met		1
10	students are taught multiple meaning words	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> no evidence found  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Evidence was provided of instruction on multiple meaning words in some units.</p>	0.5
11	students are asked to demonstrate understanding word meaning by using words in oral and written sentences	Fully met		1
12	students are taught to use grade-appropriate dictionaries	Fully met		1
13	activities and materials are designed to elicit high levels of responding and engagement	Fully met		1

14	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> No guidance has been found to support word selection or assessment.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Some guidance is provided to support the teacher about how to differentiate instruction based on assessment data</p>	0.5
<b>Score Summary</b>				<b>12</b>
				<b>out of 14</b>

Section 3: Text Reading and Fluency				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> program includes leveled text - placement through the cueing systems and doesn't determine when to or not to utilize outside of the cueing rating system  //  <b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> Evidence of decodable readers and other texts that are introduced after appropriate phonics lessons. However, evidence provided does not address original concerns about leveled texts and placement through cueing systems</p>	0.5
2	the texts students are asked to read independently are controlled to include only the phonic elements and word types that have been previously taught in phonics lessons	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> only evidence found was within intervention materials  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate students read controlled, decodable text that matches the phonics lessons in core phonics instruction.</p>	1
3	fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing)	Partially met	accuracy is an attribute for selecting text, however the rest of the selection criteria is aligned to the cueing system	0.5
4	sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity	Fully met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> only evidence found was within intervention materials  //  <b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence provided to demonstrate students practice to automaticity in controlled, decodable text in core phonics instruction.</p>	1

5	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.	Fully met		1
6	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	<p><b>Original Comment:</b> Explicitly connect quick check assessments for fluency and instruction. Notating to connect back to the intervention and reteaching resources would strengthen the language within applicable lesson.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b></p> <p><b>Appeal comment:</b> There are many resources to guide teachers to make flexible grouping decisions based on students' needs and progress , but there is no specific instruction to the teacher about how to use oral reading fluency data to match students to the text they should use for fluency practice.</p>	0.5
<b>Score Summary</b>				<b>4.5</b>
				out of 6

<b>Section 4: Reading Comprehension</b>				
	<b>In the core instructional program...</b>	<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	there is a clear scope and sequence that guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order	Fully met		1
2	the specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades	Fully met		1
3	reading comprehension is practiced with cumulative review over the course of the year	Fully met		1
4	the background knowledge necessary to understand text, that will be read to or by students, is explicitly taught or activated	Fully met		1
5	modeling and thinking aloud are used to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus	Fully met		1
6	text used for reading comprehension instruction uses: <ul style="list-style-type: none"> <li>· familiar vocabulary</li> <li>· only words students can read accurately</li> <li>· previously learned content knowledge</li> <li>· more complex sentence structure</li> <li>· longer passages</li> </ul>	Fully met		1

7	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	Fully met		1
8	previously taught content, skills and strategies are connected with new content and text	Fully met		1
9	topics from science, social studies, math and the arts are integrated into the content studied through text read aloud by the teacher and independent reading	Fully met		1
10	lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information	Fully met		1
11	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	Fully met		1
12	a coherent sequence of questions and tasks support students to examine language (vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening	Fully met		1
13	complex topics are introduced in a carefully planned sequence including teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding	Fully met		1
14	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	Partially met	Explicitly connect the various comprehension assessments and instruction to strengthen their use. Notating where to connect back to the intervention and reteaching resources would strengthen the language within applicable lesson.	0.5
<b>Score Summary</b>				<b>13.5</b>
				<b>out of 14</b>

## Core Program Review Rubric

### Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

#### Usability and Professional Development

Section 5: Usability				
	In the core instructional program...	Rating	Evidence/Feedback	Score
1	materials are well organized and easy to locate	Fully met	<p><b>Original Rating: Partially Met</b>  <b>Original Comment:</b> There are a lot of materials and often when a helpful prompt could be inserted to be aware of a resource, it would be missing.</p> <p>//</p> <p><b>Appeal Rating: Fully Met</b>  <b>Appeal Comment:</b> Evidence/explanation provided to detail the organization of the materials. The tabs, summary pages, at-a-glance-documents, etc. all aide in the organization of these materials.</p>	1
2	teacher editions are concise and easy to manage with clear connections between teacher resources	Partially met	<p><b>Original Rating: Not Met</b>  <b>Original Comment:</b> Reviewers spent a lot of time flipping back and forth, as well as having to access additional supplementing resources.</p> <p>//</p> <p><b>Appeal Rating: Partially Met</b>  <b>Appeal Comment:</b> It is helpful to have the images, page numbers, bold titles, etc. to call teachers attention to the additional materials they will need to use. However, there are still a lot of components to the teacher editions.            *Reviewers note the addition of Benchmark Phonics Workshop for 3rd grade needs to be explained - how does the literacy block design look for 3rd grade with inclusion of this resource?</p>	0.5

3	the reading selections are centrally located within the materials and the center of the focus	Partially met	TG is not comprehensive - multiple resources must be utilized to ensure all teaching materials are delivered.	0.5
4	the content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding	Partially met	Reviewers aren't sure how removing the small group leveled readers (particularly in grades K-1) would impact the overall content covered across components.	0.5
5	the materials provide guidance about the amount of time a task might reasonably take	Fully met		1
<b>Score Summary</b>				<b>3.5</b>
				<b>out of 5</b>

<b>Section 6: Professional Development</b>				
	<b>In the core instructional program...</b>	<b>Rating</b>	<b>Evidence/Feedback</b>	<b>Score</b>
1	Professional Development · Professional development and coaching are available to support implementing the program with fidelity.	Met		1
2	Professional Development – Program Specific Advisory List · Meets statute criteria · Assurances signed	Not met	Evidence was not provided outside of the narrative to ensure that statutes were met within the PD.	0
<b>Score Summary</b>				<b>1</b>
				<b>out of 2</b>

## Core Program Ratings Summary

For a grade level to be rated as Meets Expectations, all but one section must be rated as Meets Expectations. ☒  
 That single section must receive the rating Meets or Partially Meets.  
 If more than one section is rated as Partially Meets, the grade level must be rated as Partially Meets Expectations.  
 If any one section is rated as Doesn't Meet Expectations, the grade level must be rated as Doesn't Meet Expectations.  
 All sections have to be rated as Partially Meets or Meets for the grade level rating to be Meets Expectations.

Phase 1: Required Features of Scientifically-Based or Evidence Based Core Reading Programs		
Section	Point Total	Criteria
1: Research Alignment	3	out of 5
2: Explicit Instruction	2	out of 3
3: Sequential Instruction	3	out of 3
4: Systematic & Cumulative Instruction	7	out of 7
5: Coordinated Components	4	out of 4
6: Related Elements	2	out of 3
<b>Overall Points</b>	<b>21</b>	out of 25 points
<b>Decision</b>	<b>20-25 points = program moves to Phase 2</b>	

## Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

Kindergarten				
Section	Point Total		Criteria	Recommendation
1: Phonological and Phonemic Awareness	11	out of 12 points	10 - 12 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Doesn't Meet Expectations	Meets Expectations
2: Phonics and Word Study	22	out of 23 points	18 - 23 points = Meets Expectations 11 - 17 points = Partially Meets Expectations 0 - 10 points = Doesn't Meet Expectations	Meets Expectations

3: Vocabulary	<b>9</b>	out of 11 points	9 – 11 points = Meets Expectations 6 - 8 points = Partially Meets Expectations 0 - 5 points = Doesn't Meet Expectations	Meets Expectations
4: Listening Comprehension	<b>8.5</b>	out of 9 points	7 - 9 points = Meets Expectations 4 - 6 points = Partially Meets Expectations 0 - 3 points = Doesn't Meet Expectations	Meets Expectations
Grade Level Rating				<b>Meets Expectations</b>
Reviewer Comments				

<b>First Grade</b>				
<b>Section</b>	<b>Point Total</b>		<b>Criteria</b>	<b>Recommendation</b>
1: Phonological and Phonemic Awareness	<b>10</b>	out of 11 points	8 - 11 points = Meets Expectations 6 - 7 points = Partially Meets Expectations 0 - 5 points = Doesn't Meet Expectations	Meets Expectations
2: Phonics and Word Study	<b>18</b>	out of 18 points	15 - 18 points = Meets Expectations 9 - 14 points = Partially Meets Expectations 0 - 8 points = Doesn't Meet Expectations	Meets Expectations
3: Vocabulary	<b>8.5</b>	out of 10 points	8 - 10 points = Meets Expectations 5 - 7 points = Partially Meets Expectations 0 - 4 points = Doesn't Meet Expectations	Meets Expectations
4: Text Reading and Fluency	<b>4.5</b>	out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Doesn't Meet Expectations	Partially Meets Expectations
5: Reading Comprehension	<b>12</b>	out of 13 points	10 - 13 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Doesn't Meet Expectations	Meets Expectations
Grade Level Rating				<b>Meets Expectations</b>
<p>Reviewer Comments</p> <p>Although there are leveled readers as a part of the program, determining the appropriate use should not be reliant on running records or any assessment based on the three cueing system. Clarity on how these texts are utilized was requested in initial review comments. Reader's Theater portion also aligns to "levels". How oral reading fluency is measured and the text selection practices were not addressed within the appeal which impacted the outcome for the Text Reading &amp; Fluency section.</p>				

Second Grade				
Section	Point Total		Criteria	Recommendation
1: Phonics and Word Study	16	out of 18 points	15 - 18 points = Meets Expectations 9 - 14 points = Partially Meets Expectations 0 - 8 points = Doesn't Meet Expectations	Meets Expectations
2: Vocabulary	12	out of 13 points	10 - 13 points = Meets Expectations 7 - 9 points = Partially Meets Expectations 0 - 6 points = Doesn't Meet Expectations	Meets Expectations
3: Text Reading and Fluency	4	out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Doesn't Meet Expectations	Partially Meets Expectations
4: Reading Comprehension	11.5	out of 12 points	10 - 12 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Doesn't Meet Expectations	Meets Expectations
Grade Level Rating				<b>Meets Expectations</b>
<p>Reviewer Comments</p> <p>Although there are leveled readers as a part of the program, determining the appropriate use should not be reliant on running records or any assessment based on the three cueing system. Clarity on how these texts are utilized was requested in initial review comments. Reader's Theater portion also aligns to "levels". How oral reading fluency is measured and the text selection practices were not addressed within the appeal which impacted the outcome for the Text Reading &amp; Fluency section.</p>				

Third Grade				
Section	Point Total		Criteria	Recommendation
1: Phonics and Word Study	16	out of 18 points	14 - 18 points = Meets Expectations 9 - 13 points = Partially Meets Expectations 0 - 8 points = Doesn't Meet Expectations	Meets Expectations
2: Vocabulary	12	out of 14 points	11 - 14 points = Meets Expectations 7 - 10 points = Partially Meets Expectations 0 - 9 points = Doesn't Meet Expectations	Meets Expectations
3 :Text Reading and Fluency	4.5	out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Doesn't Meet Expectations	Partially Meets Expectations
4: Reading Comprehension	13.5	out of 14 points	11 - 14 points = Meets Expectations 7 - 10 points = Partially Meets Expectations 0 - 6 points = Doesn't Meet Expectations	Meets Expectations
Grade Level Rating				<b>Partially Meets Expectations</b>
<p>Reviewer Comments</p> <p>Phonics &amp; Word Study was met through the addition of Benchmark's Phonics Workshop. This would be an additional resource on top of Benchmark Advance materials. It was not clear to reviewers how these two would be mapped out day to day within literacy blocks.</p> <p>//</p> <p>Although there are leveled readers as a part of the program, determining the appropriate use should not be reliant on running records or any assessment based on the three cueing system. Clarity on how these texts are utilized was requested in intial review comments.</p> <p>Reader's Theater portion also aligns to "levels". How oral reading fluency is measured and the text selection practices were not addressed within the appeal which impacted the outcome for the Text Reading &amp; Fluency section.</p>				

Usability				
Section	Point Total		Criteria	Recommendation
Usability	3.5	out of 5 points	4 - 5 points = Meets Expectations 3 points = Partially Meets Expectations 0 - 2 points = Doesn't Meet Expectations	
Score Summary				<b>Partially Meets Expectations</b>
Reviewer Comments				

Professional Development				
Section	Point Total		Professional Development meets the criteria for further review by the Department for inclusion on the Professional Development Advisory List.	Recommendation
Professional Development	1	out of 2 points	2 points = Meets Expectations 0 - 1 points = Doesn't Meet Expectations	Doesn't Meet Expectations
Score Summary				<b>Doesn't Meet Expectations</b>
Reviewer Comments				

## Core Program Final Summary

<b>Program Name, Publisher</b>	<b>Benchmark Advanced</b>
<b>Review Team</b>	

<b>Phase 1</b>	<b>20-25 points = program moves to Phase 2</b>
<b>Usability</b>	<b>Partially Meets Expectations</b>
<b>Professional Development</b>	<b>Doesn't Meet Expectations</b>

<b>Phase 2</b>	
<b>Grade</b>	<b>Recommendation</b>
<b>Kindergarten</b>	Meets Expectations
<b>First Grade</b>	Meets Expectations
<b>Second Grade</b>	Meets Expectations
<b>Third Grade</b>	Partially Meets Expectations

<p><b>Overall</b></p>	<p><b>Recommended K-2</b></p> <p><b>Comments:</b> Phonics &amp; Word Study was met through the addition of Benchmark Workshop's Phonics strand for 3rd grade. This would be an additional resource on top of Benchmark Advance materials. Due to this resource not being apart of the initial review process and it not being clear to reviewers how the two separate Core programs would be mapped out day to day within literacy blocks, 3rd grade is not recommended. The CDE encourages Benchmark Education to revise 3rd grade and resubmit during the next review cycle.// Although there are leveled readers as a part of the program, determining the appropriate use should not be reliant on running records or any assessment based on the three-cueing system. Clarity on how these texts are utilized was requested in initial review comments. Reader's Theater portion also aligns to "levels". How oral reading fluency is measured and the text selection practices were not addressed within the appeal which impacted the outcome for the Text Reading &amp; Fluency sections across the grade levels.</p>
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