

Program Name: Benchmark Advance

Review Team: [Click here to enter text.](#)

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

- (1) The components for teaching text complexity are well designed
- (2) The “If/Then” marginal supports for grades 2 -3 were intentionally stated.
- (3) The Intervention materials were more intentional than the core lessons and the formative assessments appeared more explicit.
- (4) Oral language and academic vocabulary are well supported; sufficient prompts for teacher to facilitate activities with students.
- (5) The backward mapping design of the three week units focus on the language comprehension strand: content knowledge, text complexity, academic vocabulary, collaborative conversations.

Weaknesses:

- (1) Abundance of teacher and student materials were hard to manage
- (2) The foundational skills are introduced in an incidental manner, rather than explicitly, so sequence of skills instruction is not linguistically aligned and lacks the systematic sequential structure necessary for optimal foundation skill acquisition.
- (3) Lack of guidance on how to differentiate the instructional materials for Tiers 2, 3, and 4.
- (4) The ELD supports (light, moderate, substantial) are designated for ELD’s, but could benefit all.
- (5) The gradual release of responsibility from teacher to students was insufficient (limited sample of teacher prompts from the “I do” and “we do” portions of the lesson.)
- (6) The lesson timeframe in the “At a Glance” section, suggests 65 minutes of instruction which seems unrealistic for the amount of content.

TOTAL SCORE: 67 out of 100

Team Recommendation: (Please mark with an X to indicate the final decision)

Recommended: [Click here to enter text.](#)

Not Recommended:

Signature of Reviewer_____ Date_____

READ Act Advisory List of Instructional Programming

Part IIIA: Instructional Design of the Program - The program is designed in such a way that it accelerates student learning; includes a long-term plan for learning with structured units and daily lesson plans; is systematic, sequential, and cumulative; provides additional review and practice of lessons taught; develops both the knowledge-based as well as the skill-based competencies of reading; includes decodable text.

Points	Highlight what is weak or not evident as you reviewed the program
0-7 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Is not proven to accelerate student learning in reading • Does not include a long-term plan for learning • There are no sequential units or lesson plans. • Lessons do not follow a gradual release of responsibility from teacher to learner. • Does not include both the knowledge-based and skill-based procedures for learning to read. • There are not adequate supporting materials that allow for practice. • Does not include decodable text
8-15 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Acceleration of learning to read may be anticipated. • Does include a long-term plan for learning but is difficult to follow and not in an appropriate sequential manner • There are units and lesson plans, but they are not substantive in design. • Practice materials are included but not of significant frequency or variety that allows for adequate practice of lessons taught • Includes the learning of both the knowledge-based procedures of reading as well as skill-based procedures of reading, but one or the other is not adequate in scope. • Includes decodable text, but they are only designed for basic decoding skills and/or sufficient decodable text is not provided
16-23 Points Total:16	<ul style="list-style-type: none"> • Acceleration of learning to read is possible. • There is a long-term plan for learning to read in an appropriate sequential manner. • Units and lesson plan design are adequate. • There are substantial practice materials that are of enough variety that students have opportunities for practice. • Includes both the knowledge-base and skill-base of learning to read in an adequate mode. • Decodable texts are appropriate and allow for the practice of both basic and advanced phonics skills.
24-30 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Acceleration of learning to read is evident and attainable. • The long-term plan for learning to read is clear, easy to follow, and of appropriate sequence. • Units and lesson plans are arranged in a way that allows for gradual release of responsibility from teacher to student(s). • Practice materials are of a sufficient variety and frequency so that students have ample opportunities for practice of concepts taught. • Both the knowledge-base and skill-base of learning to read are addressed in an appropriate manner that is clearly linked to the research of learning to read. • Decodable texts are provided and include sufficient practice in advanced phonics skills.

Part IIIB: Components of the program – The program teaches one or all five of the components of reading thoroughly, explicitly, and with connections between each; delineates between the development of phonological awareness, including phonemic awareness, and phonics instruction; teaches phonics in an appropriate sequential manner and is on-going, and includes advanced decoding skills; is aligned to the Colorado Read Act; provides opportunities for students to engage in oral language development with an emphasis on academic language.

Points	Highlight what is missing or not evident as you reviewed the program
0-7 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Does not teach one or more of the 5 components of reading in an explicit manner • Does not delineate between the development of phonological awareness, including phonemic awareness, and phonics instruction • Does not recognize that phonics instruction is more than connections between letters and sounds • Does not teach phonics in a systematic and logical order • Is not aligned to the READ Act • Does not include opportunities for the practice and development of oral language
8-15 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Teaches one or more of the 5 components of reading but not in an explicit manner • Delineates between phonological awareness, including phonemic awareness, and phonics instruction • Includes phonics instruction • Somewhat aligned to the READ Act • Mentions the development of oral language, but not enough adequate practice for development is provided
16-23 Points Total:20	<ul style="list-style-type: none"> • Teaches one or more of the 5 components of reading in a somewhat explicit manner • Delineates between phonological awareness, including phonemic awareness, and phonics instruction • Includes phonics instruction that goes beyond the teaching of letter-sound correspondence and is applied in a manner that supports reading and spelling • Aligned to the READ Act • The development of oral language is evident.
24-30 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Teaches one or more of the 5 components of reading in a clearly explicit manner • Makes a clear delineation between phonological awareness, including phonemic awareness, and phonics instruction, where appropriate • The teaching of phonics instruction goes beyond the teaching of letter-sound correspondence and is applied in a manner that supports the teaching of reading and spelling and is on-going through third grade, including longer, more complex words and word analysis. • There are abundant opportunities for the development of oral language with an emphasis on academic vocabulary.

Part IIIC: Colorado Academic Standards - The instructional program is aligned to the Colorado Academic Standards. The program includes texts on core academic content to assist the student in maintaining, meeting, or exceeding grade appropriate proficiency levels in academic sessions in addition to reading.

Points	Highlight what is missing or not evident as you reviewed the program
0-5 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • Instructional program is not aligned to the Colorado Academic Standards • Does not include material related to the core academic content of other subjects in addition to reading
6-10 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • The instructional program is aligned to the Common Core State Standards, but it does not align with the Colorado Academic Standards. • Includes material related to core academic content but without the rigor to meet proficiency levels
11-15 Points Total:15	<ul style="list-style-type: none"> • The instructional program is aligned to the Colorado Academic Standards. • Includes materials/texts that relate to core academic content to meet proficiency levels but will not readily increase reading achievement
16-20 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • The instructional program is well-aligned with the Colorado Academic Standards. • Includes materials/texts that relate to core academic content that would assist the student in maintain, meeting, or exceeding grade appropriate proficiency levels in academic sessions in addition to reading

Part IIID: Assessments - The program provides initial and on-going analysis of students' progress in attaining reading competency and uses scientifically based assessments that are valid and reliable.

Points	Highlight what is missing or not evident as you reviewed the program
0-5 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • The instructional program does not include assessments. • There is not an on-going analysis of the students' progress in attaining reading competency.
6-10 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • The instructional program includes assessments, but they are not based on scientifically-based reading research. • There are initial and post analyses of students' progress in attaining reading competency but not with adequate frequency
11-15 Points Total:Click here to enter text.	<ul style="list-style-type: none"> • The instructional program includes assessments that are based on scientific reading research. • There are initial and on-going analyses of students' progress in attaining reading competency.
16-20 Points Total:16	<ul style="list-style-type: none"> • The instructional program includes assessments that are based on scientific reading research and are reliable. • There are initial and on-going analyses of students' progress in attaining reading competency. • The teacher can make clear instructional decisions based on the outcomes of the assessments.