

TEXAS EDUCATION AGENCY

Call for Submissions: Evidence-Based Dyslexia Instruction Programs

Application Posted: May 16, 2024

Applications Due: June 21, 2024



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SECTION 1: INTRODUCTION AND DESCRIPTION OF APPLICATION

Purpose:

When a student is identified with dyslexia and is determined to need dyslexia instruction, State Board of Education (SBOE) rules located at 19 Texas Administrative Code (TAC) 74.28, which includes the Dyslexia Handbook (Handbook), require the provision of evidence-based dyslexia instruction. The first consideration for this type of instruction is the use of an evidence-based dyslexia program. The Texas Education Agency (TEA) is requesting the submission of certain materials included in evidence-based dyslexia instruction programs to provide local educational agencies (LEAs) assistance in selecting programs for use in their own LEAs.

The intended outcome of this call for submissions is to develop a resource list of dyslexia instruction programs based on the review of materials described in the application and in accordance with the rubrics described below.

LEAs will not be required to choose from this list, but each LEA nevertheless must ensure that programs used in the LEA meet all requirements of law and SBOE rule, including the Handbook. LEAs need to be prepared to demonstrate to interested stakeholders how programs used in the LEA comply with law and rule requirements.

If and when such list is published by TEA, the following shall apply:

- Inclusion on the product list does not grant the publisher a license to use TEA's name, logo, other likeness, or any trademark owned by TEA for any reason.
- A product publisher shall not use TEA's name, logo, or other likeness in any press release, marketing material, or other announcement without TEA's prior written approval.
- TEA does not endorse any product, commodity, or service, and a publisher must not state or imply otherwise.
- TEA reserves the right to change criteria for inclusion on a list as needed and reserves the right to discontinue publication of the list, revise the list – including the scope or purpose of the list, or remove a product from the list at any time.
- If the product no longer meets the requirements of law and rule, or does not meet intended student outcomes, TEA reserves the right to remove the product from the list.
- On a schedule determined by TEA, the agency will re-evaluate products included on any current list and solicit information from new publishers. Alternatively, TEA may ask publishers with a program included on a current list to recertify that its product meets the requirements that were in place when the product was originally submitted. An included product is not guaranteed inclusion on a subsequent list after a re-evaluation or recertification process.
- A publisher submitting a program for consideration or that is included on a list has the responsibility to comply with all pertinent laws and regulations regarding student privacy and electronic information.
- A submitted product that is excluded from a list will not receive an explanation from TEA as to why it was excluded.

Scope of Project:

An evidence-based dyslexia instruction program must contain all of the critical, evidence-based components of reading described in the Handbook, which are phonological/phonemic awareness, phonics (sound-symbol association, syllabication, orthography), vocabulary (morphology, syntax), reading comprehension, and reading fluency.

The content of an evidence-based dyslexia instruction program must be delivered consistent with research-based practices described in the Handbook, which include all of the following instructional principles for delivery of dyslexia instruction: simultaneous, multisensory (visual, auditory, kinesthetic, tactile [VAKT]); systematic and cumulative; explicit instruction; diagnostic teaching to automaticity; synthetic instruction; and analytic instruction.

Therefore, TEA is inviting publishers with programs meeting all components and instructional principles for delivery of dyslexia instruction to submit their program for consideration.

Each interested publisher must provide the following information and documentation about their program to be considered for inclusion on a product resource list:

- **Justification:** Provide a justification and/or explanation of how the program is grounded in the research base of the science of reading and is aligned to the required components and delivery of dyslexia instruction outlined in the Handbook.
- **Grade levels:** Identify the grade levels for which the program is intended.
- **Fidelity:** Define the parameters that must be in place for the program to be implemented with fidelity, including grouping formats, group size, and time allotted.
- **Evidence the Program Complies with All Required Methods for Delivery of Dyslexia Instruction:** This includes providing evidence that the program complies with the required delivery methods of dyslexia instruction, as described in the Handbook of simultaneous, multisensory (VAKT); systematic and cumulative; explicit instruction; diagnostic teaching to automaticity; synthetic instruction; and analytic instruction.
- **Training/Certification:** Identify the training and any certifications that are required for the provider of dyslexia instruction (PDI) to ensure that the program is delivered with fidelity.
- **Usability:** Indicate how to access the required or provided training/certification, available digital platforms and/or resources for the program, and delivery format for the program. Regarding delivery format, this requires a clear description of face-to-face or virtual structures, along with any activities expected of a student without live, synchronous instruction (whether face-to face or virtual).
- **Pricing Structures:** Include a clear and concise description of pricing structures for an LEA to purchase and implement the product for the 2024-25 school year. This would include required program components for successful implementation. This would also include the pricing for all required training or certification requirements, along with supplemental materials, (e.g., teacher and/or student materials) and the annual cost to maintain the program after the implementation year. Also included would be costs of add-on materials that are not required for the implementation of the program but are recommended by the publisher.
- **Submission of Materials to Provide Evidence of Required Instructional Components:** Submit all requested curriculum materials along with links to two videos of two different lessons from the program that models each required component of instruction, as described in the Handbook, which includes phonological/phonemic awareness, phonics (sound-symbol association, syllabication, orthography), vocabulary (morphology, syntax), reading comprehension, and reading fluency. To accompany the lessons demonstrated in the video links, the publisher must also submit copies of the corresponding lesson materials.

- **Submission of Research Findings and Executive Summary:** Include a link to research findings on how the program has produced effective results and improved outcomes for students with dyslexia, along with an executive summary of the findings.

Failure to submit any required information will result in the submission not being considered.

Scoring Process:

Each submission will be rated and scored in accordance with the rubric and information provided below. Reviewers will work collaboratively in a team(s) of two to review and score each submission. If agreement is not reached on a score, an additional reviewer will be solicited to assist in determining the score. A reviewer will be, at minimum, a licensed dyslexia therapist or certified academic language therapist and will have no direct relationship with any product that is submitted for consideration.

Component Score:

Each instructional component, which includes content design and instructional strategies, will be scored separately, with each component contributing 20% towards the overall score. The scores for each component will then be added together to give a possible total score of 100%. To meet expectations, the total score must be 80% or higher.

Efficacy Score:

Each program will be scored based on the level of evidence provided on how the program has produced effective results and improved outcomes. A program must be rated as having minimal evidence, moderate evidence, or strong evidence to be considered for a product list. The efficacy score will be derived from the required supporting documentation in the application, research findings, and the executive summary. While no increased score will be given for strong evidence as opposed to moderate or minimal evidence, the rating of “strong,” “moderate,” or “minimal” will be included on a resource list for that product if it meets the other requirements for inclusion on the list.

How the efficacy rating will be determined:

Strong Evidence:

- There is at least 1 well-designed experimental study(ies) conducted by independent researchers.
- The study(ies) shows a statistically significant positive effect of the program on a student outcome or other relevant outcome and is consistent with other research findings.
- The study(ies) was peer reviewed, met randomized control trials, and included a large sample(s) with diverse populations.

Moderate Evidence:

- There is at least 1 well-designed quasi-experimental study(ies) conducted by independent researchers;
- The study(ies) shows a statistically significant positive effect of the program on a student outcome or other relevant outcome and is consistent with other research findings.
- The study(ies) was peer reviewed and included a large sample with diverse populations.

Minimal Evidence:

- There is at least 1 well-designed correlational study(ies).
- The study(ies) shows a statistically significant positive effect of the program on a student outcome or other relevant outcome and is consistent with other research findings.

No Evidence:

- No research study is evident or research study results did not show statistically significant positive effects.

NOTE: If the theoretical basis of any submitted dyslexia instruction program utilizes the Three Cueing Systems Model of Reading, it will not be scored as this is prohibited in Texas.

Rubric Scoring:

Each instructional component is 20% of the overall score. The component percentages will be added together for a possible total score of 100%.

Instructional Components:	Possible Score
Phonological/Phonemic Awareness Total Score:	20%
Phonics (Sound-Symbol Association, Syllabication, & Orthography) Total Score:	20%
Vocabulary (Morphology & Syntax) Total Score:	20%
Reading Comprehension Total Score:	20%
Reading Fluency Total Score:	20%
Dyslexia Instruction Program Total Score:	100%

Minimum Score to be Considered for the Resource List

To be considered for inclusion on the product resource list, the following will determine whether requirements have been met:

Evidence:	Rubric Total Less than 80%	Rubric Total 80% or more
Minimal, Moderate or Strong Evidence	Does Not Meet Requirements	Meets Requirements
No Evidence	Not Scored	

Note: Inclusion or exclusion from a product resource list resulting from this process is not intended to imply an approval of, or endorsement from, TEA, as it is not a complete and thorough review of an entire program's curriculum. However, it could be used as a resource for LEAs when determining programs to use in their own LEAs.

SECTION 2: APPLICATION

Application

Publisher Information:

Evidence-Based Dyslexia Program Name:
Evidence-Based Dyslexia Program Website:
Publisher Name:
Publisher Address:
Edition and Publication Date:
Contact Name:
Contact Email:

Open-Ended Responses:

Justification: Provide a justification and/or explanation of how the program is grounded in the research base of the science of reading and is aligned to the required components and delivery of dyslexia instruction outlined in the Handbook. (2000 Character Limit)
Grade levels: Identify grade levels for which the program is intended.
Fidelity: Define the parameters that must be in place for the program to be implemented with fidelity, which includes grouping formats, group size, and time allotted. (2000 Character Limit)
Evidence of Simultaneous, Multisensory (VAKT) Instructional Delivery Method: Provide a detailed explanation of how simultaneous, multisensory instruction (visual, auditory, kinesthetic, tactile [VAKT]), as described in the Dyslexia Handbook, is implemented to bolster student learning during the systematic sequenced teaching process. (2000 Character Limit)
Evidence of Systematic and Cumulative Instructional Delivery Method: Provide evidence of the systematic and cumulative instructional principle, as described in the Dyslexia Handbook, by, at minimum, including/describing a detailed scope and sequence for the program being submitted for review, which must include a spiraling review of the material taught. (2000 Character Limit)
Evidence of Explicit Instruction Delivery Method: Provide a clear explanation of how explicit instruction, as described in the Dyslexia Handbook, is embedded in each component of instruction. (2000 Character Limit)
Evidence of Diagnostic Teaching to Automaticity Instructional Delivery Method: Provide evidence of diagnostic teaching to automaticity, as described in the Dyslexia Handbook, by providing, at minimum, a list of program assessments (e.g., placement, tests, formative, summative, diagnostic), including how and when they are used. (2000 Character Limit)
Evidence of Synthetic Instructional Delivery Method: Provide a detailed explanation of how synthetic instruction, as described in the Dyslexia Handbook, is implemented into the lessons. (2000 Character Limit)
Evidence of Analytic Instructional Delivery Method: Provide a detailed explanation of how analytic instruction, as described in the Dyslexia Handbook, is implemented into the lessons. (2000 Character Limit)

Training/Certification: Describe in **detail** what trainings and any certifications that are required for the provider of dyslexia instruction (PDI) to ensure that the program is delivered with fidelity. **(2000 Character Limit)**

Usability: Indicate how to access the required or provided training/certification, available digital platforms and/or resources for the program, and delivery format for the program. Regarding delivery format, this requires a clear description of face-to-face or virtual structures, along with any activities expected of a student without live, synchronous instruction (whether face-to face or virtual). **(2000 Character Limit)**

Pricing Structure: Include a clear and concise description of pricing structures for an LEA to purchase and implement the product for the 2024-25 school year. This would include required program components for successful implementation. This would also include the pricing for all required training or certification requirements, along with supplemental materials, (e.g., teacher and/or student materials), and the annual cost to maintain the program after the implementation year. Also included would be costs of add-on materials that are not required for the implementation of the program but are recommended by the publisher. **(2000 Character Limit)**

Recorded Lesson Links:

Recorded lesson links: Provide links to two videos of active and current lessons from the program, with a brief summary of the instructional components being addressed in the lessons. The length of the recorded lessons must follow the minutes required to teach a lesson based on the program’s guidelines for fidelity of implementation. Each video may be no more than 10 minutes longer than the required amount of time stated in the program’s guidelines for instruction of lessons. While student responses are allowable, ensure the videos do not include any personally identifiable information about the children receiving the lesson, including children’s names and faces.

Provide a link or attach, as appropriate, **detailed** information to accompany the lesson video links, including the instructional minutes required to teach the lessons, page numbers, lesson numbers, prerequisites, estimated time for teaching each instructional component within each lesson, and all materials needed to teach the two recorded lessons for the teacher and the student (e.g., reading practice materials for student).

Video #1 link:

Video #2 link:

Attachments:

Submission of Research Findings and Executive Summary:

Submission of Research Findings and Executive Summary: Include a link to at least one report of research findings on how the program has produced effective results and improved outcomes for students with dyslexia. Attach a one-page executive summary of the research findings.

Link to Report of Research Findings:

Attachment of Executive Summary:

SECTION 3: SCORING

Efficacy

Efficacy: The program must include evidence of alignment to the Efficacy Ratings as provided in the application guidelines.	Strong Moderate Minimal No Evidence	
Efficacy Score:		

If the dyslexia program has been determined to demonstrate minimal evidence, moderate evidence, or strong evidence, the program will then move to the next step and be rated with the rubric below for the required components for delivery and instruction design.

Program Scoring Rubric

The rubrics below represent the required components and delivery of dyslexia instruction outlined in the Handbook.

Instructional Component: Phonological/Phonemic Awareness		
Instructional Content Design:		
Evidence-Based Content Criteria: <small>Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)</small>	Possible Rating	Evidence Rating
Validity: The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.	2, 1, 0	
Research Narrative: The program describes the correlation between research findings and content.	2, 1, 0	
Phonology Instruction: The program includes awareness for the speech sounds of English or Spanish including articulatory features such as placement of sound production, voicing, and/or flow of air.	2, 1, 0	
Phonological/Phonemic Awareness: The program includes skill building for syllable awareness, onset-rime, blending, segmentation, addition, deletion, and substitution of phonemes in words.	2, 1, 0	
TOTAL SCORE:	8	
Instructional Strategies:		
Evidence-Based Instructional Strategies Criteria: <small>Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)</small>	Possible Rating	Evidence Rating
Scope and Sequence: The scope and sequence is systematic and cumulative with explicit progression from less complex to more complex concepts. These concepts are systematically reviewed.	2, 1, 0	
Subskills: The scope and sequence provide evidence of cumulative review of all subskills for phonological processing.	2, 1, 0	
Routines: The lessons include instructional routines and scripts for teachers to introduce, define, or explain all skills through demonstration, modeling, and guided practice before students are asked to perform the skill.	2, 1, 0	

Practice: The lessons provide multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	2, 1, 0	
Explicit: All lessons are teacher led, and students are provided step-by-step instruction for all lessons with immediate corrective feedback.	2, 1, 0	
Articulation: The lessons include the articulatory features of phonemes and words are explicitly taught using a mirror, describing the speech sound, or using a hand gesture or mouth picture to illustrate how the speech sound is produced.	2, 1, 0	
Scaffolding: The lessons provide multiple opportunities for instructional supports to enhance learning and aid in the mastery of skills.	2, 1, 0	
Speech Sounds: The lessons provide explicit and direct instruction for the articulation of speech sounds or phoneme awareness and the sound-symbol correspondences for reading and spelling words.	2, 1, 0	
Keywords: The lessons provide keywords to explicitly illustrate the phoneme feature avoiding distorted phonemes due to coarticulation effect.	2, 1, 0	
Phonological Awareness/Phonemic Awareness: The scope and sequence provides a sequential progression of phonological awareness skills development, beginning at the word level and progressing to the phoneme level and onto more complex manipulation skills.	2, 1, 0	
Simultaneous, Multisensory/Multimodal: The lessons include movement, and/or manipulatives are used to make sounds in words concrete.	2, 1, 0	
TOTAL SCORE:	22	

Phonological/Phonemic Awareness Score:	
Instructional Evidence-Based Content Design Total Score:	
Instructional Evidence-Based Strategies Total Score:	
Phonological/Phonemic Awareness Total Score:	

Instructional Component: Phonics (Sound-Symbol Association, Syllabication, & Orthography)

Instructional Content Design:

Evidence-Based Content Criteria: Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)	Possible Rating	Evidence Rating
Validity: The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.	2, 1, 0	
Research Narrative: The program describes the correlation between research findings and content.	2, 1, 0	
Letter ID: The program provides explicit and direct instruction for both upper-case and lower-case letters.	2, 1, 0	
Sound-symbol: The program provides explicit and direct instruction in the alphabetic principle (knowledge of letter or letter combinations that represent speech sounds).	2, 1, 0	
Application: The lessons provide practice using decodable text beginning at the word level and progressing to phrases, sentences, and passages.	2, 1, 0	
Word Recognition: The lessons provide explicit and direct instruction for orthographic mapping to increase automatic retrieval for word recognition.	2, 1, 0	

Decoding: The lessons provide the explicit process of determining the pronunciation of a word, e.g., coding vowels, digraphs, trigraphs, affixes and accent mark.	2, 1, 0	
Encoding: The lessons provide the explicit process of converting speech sounds into words.	2, 1, 0	
Word Study: The lessons provide explicit and direct instruction for advanced decoding such as the six syllable types, multisyllabic division rules, affixes, Latin roots, Greek combination forms, as well as including explicit instruction for using a dictionary and thesaurus.	2, 1, 0	
Handwriting: The lessons provide explicit and direct handwriting instruction for both manuscript and cursive letters - how to position paper, how to hold a pencil, how to proportion letters using lined paper, as well as the explicit letter strokes to write letters correctly.	2, 1, 0	
TOTAL SCORE:	20	

Instructional Strategies:

Evidence-Based Instructional Strategies Criteria:	Possible Rating	Evidence Rating
Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)		
Scope and Sequence: The scope and sequence for a concept shows a clear progression from simple to complex for decoding and encoding.	2, 1, 0	
Subskills: The scope and sequence provides evidence of cumulative review of all subskills for phonics.	2, 1, 0	
Routines: The lessons include instructional routines and scripts for teachers to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform the skills/concepts.	2, 1, 0	
Practice: The lessons provide multiple opportunities for students to practice new skills/concepts to build automaticity along with instructions for the teacher to give immediate corrective feedback by providing insight into the language and or orthographic structures in words.	2, 1, 0	
Sound-symbol: The lessons provide letter and sound instruction integrating the letter name, sound, and how to write the letter in cursive or print. This includes the use of keyword decks to illustrate the sound of a letter and letter sound deck to review keywords and sounds.	2, 1, 0	
Letter ID: The lessons build fluency in letter identification, formation, copying, dictation, and transcription through frequent, practice, and brief timed activities.	2, 1, 0	
Simultaneous, Multisensory/Multimodal: The lessons engage the learner in visual, auditory, and kinesthetic responses and feedback with deliberate and intensive practice in reading and spelling, including resources such as alphabet arcs, sound-symbol cards, signals, and hand gestures.	2, 1, 0	
Explicit: All lessons are teacher led and students are provided step-by-step instruction with immediate corrective feedback.	2, 1, 0	
Syllables: The lessons include the six syllable types, syllable division rules, and strategies to identify roots and affixes to support multisyllabic word reading and spelling.	2, 1, 0	
Word Recognition: The lessons include repeated encounters with regular and irregular words to build sight word recognition without having to sound them out. The lessons include procedures for both regular and irregular word reading.	2, 1, 0	
Encoding: The lessons include the five principles of spelling, history of English, phoneme-grapheme correspondence, position of a phoneme, letter pattern, and meaning. This would also include procedures for the spelling of irregular words.	2, 1, 0	
Decodable: The lessons include decodable practice such as word lists, phrases, sentences, passages, and books to support developing readers in applying phonics concepts.	2, 1, 0	

Reading and Writing Accuracy: The lessons for reading and writing accuracy are built through explicit and direct decoding and encoding practice using word lists, phrases, sentences, and passages.	2, 1, 0	
TOTAL SCORE:	26	

Phonics (Sound-Symbol Association, Syllabication, & Orthography) Score:		
Instructional Evidence-Based Content Design Total Score:		
Instructional Evidence-Based Strategies Total Score:		
Phonics (Sound-Symbol Association, Syllabication, & Orthography) Total Score:		

Instructional Component: Vocabulary (Morphology & Syntax)

Instructional Content Design:

Evidence-Based Content Criteria: Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)	Possible Rating	Evidence Rating
Validity: The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.	2, 1, 0	
Research Narrative: The program describes the correlation between research findings and content.	2, 1, 0	
High-Utility, Multiple Meaning Vocabulary and Content Specific: The program provides explicit and direct teaching of word relationships, such as multiple meaning words, derivatives, and Latin and Greek roots.	2, 1, 0	
Morphology: The program provides explicit and direct instruction for the meanings of affixes, root words, and Anglo-Saxon, French, Greek, and Latin base words.	2, 1, 0	
Oral Language: The program provides explicit and direct instruction for the components of language such as phonology, semantics, syntax, and pragmatics.	2, 1, 0	
TOTAL SCORE:	10	

Instructional Strategies:

Evidence-Based Instructional Strategies Criteria: Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)	Possible Rating	Evidence Rating
Scope and Sequence: The scope and sequence provides a detailed progression from simple to complex concepts.	2, 1, 0	
Subskills: The scope and sequence provides evidence of cumulative review of all subskills for vocabulary.	2, 1, 0	
Routines: The lessons include instructional routines and scripts for teachers to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform the skills.	2, 1, 0	
Practice: The lessons provide multiple opportunities for students to practice new skills/concepts with instructions for the teacher to give immediate corrective feedback by providing insight into the language which may include a graphic organizer, word matrices, and vocabulary notebooks.	2, 1, 0	
Affixes and Roots: The lessons include how morphological word families are analyzed using common affixes and root meanings.	2, 1, 0	

Morphemes: The lessons include how morphemes are taught and identified with word lists and connected text.	2, 1, 0	
Explicit: All lessons are teacher led and students are provided step-by-step instruction with immediate corrective feedback	2, 1, 0	
Syntax: The lessons provide word relationships explicitly taught, such as antonyms, synonyms, derivatives, and multiple meaning words.	2, 1, 0	
TOTAL SCORE:	16	

Instructional Component: Vocabulary (Morphology & Syntax)		
Instructional Evidence-Based Content Design Total Score:		
Instructional Evidence-Based Strategies Total Score:		
Vocabulary (Morphology & Syntax) Total Score:		

Instructional Component: Reading Comprehension

Instructional Content Design:		
Evidence-Based Content Criteria:	Possible Rating	Evidence Rating
Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)		
Validity: The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.	2, 1, 0	
Research Narrative: The program describes the correlation between research findings and content.	2, 1, 0	
Background Knowledge: The program includes facts, concepts, and contextual knowledge for each lesson.	2, 1, 0	
Vocabulary: The program includes levels of understanding for word meaning to include precision, breadth, and depth to facilitate participation, development of ideas and concepts, comprehension of text, and expression of thoughts in different ways.	2, 1, 0	
Language Structures: The program includes instructions that direct the comprehension and production of sentences (syntax) and instructions for building the meaning of words along with the relationship between words as they are used to represent knowledge of the world, (semantics).	2, 1, 0	
Verbal Reasoning: The program provides opportunities for inference, figurative language, and cohesive devices linking together ideas for understanding the text.	2, 1, 0	
Literacy Knowledge: The program includes opportunities to explore and analyze print concepts, text structure, and genres.	2, 1, 0	
Comprehension Monitoring: The program includes metacognition strategies demonstrating how students monitor their comprehension.	2, 1, 0	
Retell: The program includes opportunities for both oral and written retell of text, such as the sequence of events or main idea.	2, 1, 0	
Listening Comprehension: The program provides opportunities for students to understand text that is read aloud and recalled, through discussions and retelling.	2, 1, 0	
Reading Comprehension: The program provides opportunities for students to understand text that is read and recalled, through discussions and retelling.	2, 1, 0	
TOTAL SCORE:	22	

Instructional Strategies:

Evidence-Based Instructional Strategies Criteria: Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)	Possible Rating	Evidence Rating
Scope and Sequence: The scope and sequence for a concept provides a detailed progression from simple to complex text.	2, 1, 0	
Subskills: The scope and sequence provide evidence of cumulative review of all subskills for reading comprehension	2, 1, 0	
Routines: The lessons include instructional routines and scripts for teachers to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform the skills.	2, 1, 0	
Practice: There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	2, 1, 0	
Affixes and Roots: There is explicit and direct instruction for morphological word families analyzed using common affixes and root meanings.	2, 1, 0	
Texts: There is explicit and direct instruction for analyzing the major differences between narrative and informational texts.	2, 1, 0	
Explicit: All lessons are teacher led, and students are provided step-by-step instruction with immediate corrective feedback.	2, 1, 0	
Graphic Organizers: There is direct instruction utilizing graphic organizers matched to specific informational text structures during reading and while planning written responses.	2, 1, 0	
Questioning: There is explicit and direct instruction utilizing questions to facilitate inference-making and higher-order reasoning.	2, 1, 0	
Retelling: The lessons ensure that students understand and communicate the big ideas or meanings of the text using a variety of response modes, such as retell, written summary, or other types of delivery methods.	2, 1, 0	
TOTAL SCORE:	20	

Instructional Component: Reading Comprehension Score:

Instructional Evidence-Based Content Design Total Score:	
Instructional Evidence-Based Strategies Total Score:	
Reading Comprehension Total Score:	

Instructional Component: Reading Fluency

Instructional Content Design:

Evidence-Based Content Criteria: Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)	Possible Rating	Evidence Rating
Validity: The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.	2, 1, 0	
Research Narrative: The program describes the correlation between research findings and content.	2, 1, 0	
Accuracy: The program provides opportunities for word work, emphasizing the internal structure of the word which leads to reading accuracy.	2, 1, 0	

Rate: The program provides opportunities to increase correct words per minute, appropriate for the task.	2, 1, 0	
Prosody: The program provides opportunities to model and increase expression and volume, smoothness, pace, and phrasing while reading aloud.	2, 1, 0	
Automaticity: The program provides detailed guidance demonstrating that fluency is not a separate sub-skill but a by-product of automaticity in word recognition, rate, and prosody.	2, 1, 0	
TOTAL SCORE:	12	

Instructional Strategies:

Evidence-Based Instructional Strategies Criteria: Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)	Possible Rating	Evidence Rating
Scope and Sequence: The scope and sequence provides a detailed progression from simple to complex concepts.	2, 1, 0	
Routines: The lessons include instructional routines and scripts for teachers to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform the skills.	2, 1, 0	
Practice: There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	2, 1, 0	
Review: There is evidence of cumulative review of automaticity at a variety of levels such as grapheme-sound combinations, syllable patterns, and word patterns.	2, 1, 0	
Morphemes: The lessons provide explicit and direct instruction for morphemes, such as free morphemes, bound morphemes, and derivational morphemes, utilizing a word list and connected text.	2, 1, 0	
Explicit: All lessons are teacher led and students are provided step-by-step instruction with immediate corrective feedback	2, 1, 0	
Decoding: The lessons provide explicit and direct fluency-building routines, and activities are built into reading lessons, including brief fluency drills, phrase reading, simultaneous oral reading, and repeated readings.	2, 1, 0	
Goal Setting: The lessons provide explicit and direct instruction for fluency goals and objectives that are developed with students and involve students in graphing progress toward those goals for accuracy, rate, and prosody.	2, 1, 0	
TOTAL SCORE:	16	

Instructional Component: Reading Fluency Score:

Instructional Evidence-Based Content Design Total Score:	
Instructional Evidence-Based Strategies Total Score:	
Reading Fluency Total Score:	

Dyslexia Instruction Program Total Score:

Dyslexia Instruction Program Score:		
Instructional Components:	Possible Score	Score
Phonological/Phonemic Awareness Total Score:	20%	
Phonics (Sound-Symbol Association, Syllabication, & Orthography) Total Score:	20%	
Vocabulary (Morphology & Syntax) Total Score:	20%	
Reading Comprehension Total Score:	20%	
Reading Fluency Total Score:	20%	
Dyslexia Instruction Program Total Score:	100%	