![Colorado Department of Education logo]

COLORADO
Department of Education

Instructional Programming Rubric Feedback Opportunity

Introductions

Preschool through 3rd Grade (P-3) Office

- Alex Frazier – frazier_a@cde.state.co.us
- Melissa Ahlstrand – ahlstrand_a@cde.state.co.us

Webinar Logistics

Questions:

- Organized by agenda topic.

- As we complete discussion of each topic, there will be designated time for participants to enter questions in the Q&A feature that are related to that specific topic.

- Some questions will be answered during the webinar and others will be captured for further consideration.

Additionally:

- This webinar is being recorded and will be posted to the READ Act website.

- For general questions after webinar, please email: Marisa Calzadillas at calzadillas_m@cde.state.co.us
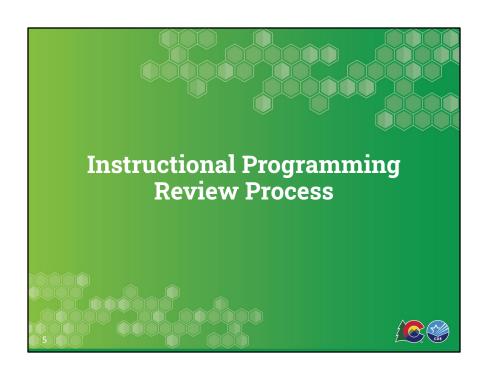
Agenda

- Brief explanation of the instructional programming review process
- READ Act - Context to the review process
- Overview of the proposed rubrics
- Next steps for providing feedback

Remind participants that the objective is to review the rubric. We are providing this information as context.

Instructional Programming Review Process

Review Process
Instructional Programming

CDE has launched the review process for **core**, **supplemental**, and **intervention** instructional programming.

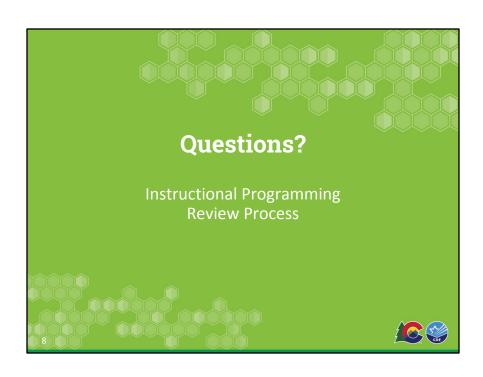| Part 1	Part 2
• Designed to meet specific eligibility criteria before a complete review • Provides clarification on Scientifically or evidence-based • Publisher's responsibility to submit • Submissions have been received - window is now closed. • Only programs that were submitted and met the eligibility criteria will be accepted for part 2	• **New rubrics–** stakeholder feedback requested • Vendors will have a chance to appeal Part 2 findings • All review procedures and rubric materials will be archived publically on the website

Application to review, instructional programming review process, and rubric feedback may be accessed here:
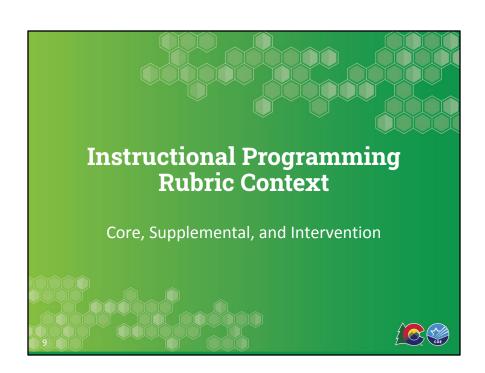https://www.cde.state.co.us/coloradoliteracy/readactrequestforadvisorylistsubmissions

Review Process
Instructional Programming

Instructional Programming Review Timeline	
September 30, 2019	Notification of Part 1 Eligibility for Instructional Programming.
October 14 , 2019	Technical Assistance Webinar was held.
October 30, 2019	All eligibility proposal submissions for Instructional Programming due.
November 1, 2019 - December 13, 2019	CDE review of Part 1 Eligibility for Instructional Programming
December 6th - December 13th	Vendors window to submit Part 1 revisions requested
December 16, 2019	Vendor notification of Part 1 Eligibility decision. Applications distributed for eligible vendors for Part 2.
December 19th - January 8th	December 19th at 10 AM - Rubrics Review Webinar CDE seeking feedback on draft instructional programming rubrics
January 14th	Anticipated date to release Part 2 to eligible vendors
February 11th - March 24th	Anticipated review of Part 2
End of March/ Early April	Anticipated - Instructional Programming List finalized and posted

Questions?

Instructional Programming
Review Process

Instructional Programming Rubric Context

Core, Supplemental, and Intervention

"In designing and periodically updating the procedure and the rubric of criteria for reviewing assessments and materials and creating the advisory lists, the department shall consult with location education providers, including those with high enrollments of students who are English language learners as defined in section 22-24-103, and with third-party experts as necessary. The department shall ensure that the procedure for reviewing the assessments and materials and creating the advisory lists is inclusive and transparent."

10

- The READ Act requires that the state develop and update every couple of years advisory lists for instructional programming.
- Part of this process includes stakeholder feedback when changes have been made to the process
- Due to the recent changes in the statute and the landscape around ESSA requirements, the department is hosting this webinar to launch a feedback process for the new proposed rubrics.

Context
Statute

READ Act – Now revised to include SB 19-199 Amendments

Colorado Revised Statutes 2019
TITLE 22

EDUCATION

PART 12

COLORADO READ ACT

22-7-1201. Short title. This part 12 is known and may be cited as the "Colorado Reading to Ensure Academic Development Act" or "Colorado READ Act".

Source: L. 2012: Entire part added, (HB 12-1238), ch. 180, p. 646, § 2, effective July 1.

22-7-1202. Legislative declaration. (1) The general assembly finds that:
(a) All students can succeed in school if they have the foundational skills necessary for academic success. While foundational skills go beyond academic skills to include such skills as social competence and self-discipline, they must also include the ability to read, understand, interpret, and apply information.
(b) Colorado has prioritized early learning through its investments in the Colorado preschool program, established in 1988, and full-day kindergarten, and the general assembly recognizes that these investments can best be leveraged by adopting policies that support a continuum of learning from preschool through third grade and beyond;
(c) It is more cost-effective to invest in effective early literacy education rather than to absorb costs for remediation in middle school, high school, and beyond;
(d) A comprehensive approach to early literacy education can improve student achievement, reduce the need for costly special education services, and produce a better

Colorado Revised Statute - The READ Act: http://tiny.cc/k7k6fz

11

- For more information about the program review requirement of the READ Act, you can access a copy of the READ Act on the CDE READ Act webpage. We included a link on this slide.

Context
Additional Statute Support

READ Act Updates Fact Sheet

READ Act Webinar FAQ

https://www.cde.state.co.us/coloradoliteracy/sb19199updates

For additional context to the why behind the overhaul of our advisory lists and need for updates in our review process - you may find the following resources to be helpful.

Context	
Instructional Programming Categories	
Core (Universal) Programming	A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans, and provides reading and practice materials for students (FCRR, n.d.)
Supplemental Programming	Instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school...(FCRR, n.d.)
Intervention Programming	The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. CCR 301-92, 2.13

13

Speaker notes:

- Previous instructional program reviews were all completed utilizing the same rubric for **core**, **supplemental**, and **intervention**.
- There are 3 different types of instruction tools being reviewed during this review process - with three different rubrics. A separate advisory list exists for each programming type and will be updated per this review process

Definitions:

- **Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans, and provides reading and practice materials for students (FCRR, n.d.).

- **Supplemental Programming:**

- vocabulary or phonics instruction to adequately meet the needs of the

- **Intervention Programming:** The practice of providing scientifically-based, high-quality instruction and progress monitoring to students who are below proficient in reading. *CCR 301-92, 2.13*
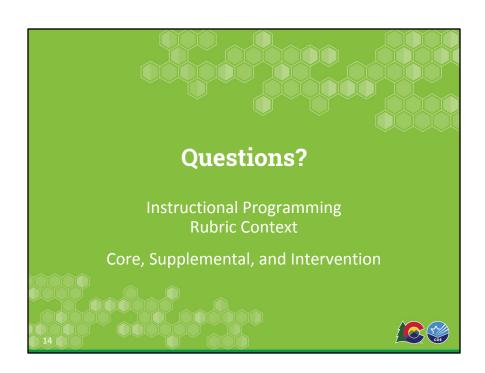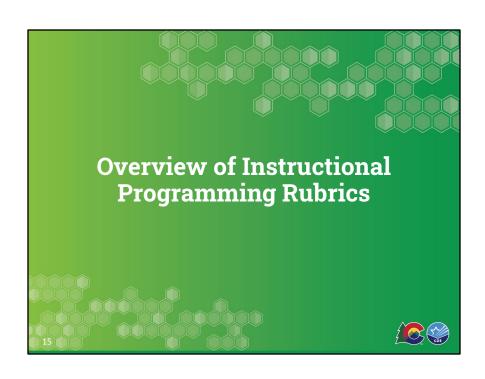
Questions?

Instructional Programming
Rubric Context

Core, Supplemental, and Intervention

Overview of Instructional Programming Rubrics

Overview
Part 1 Eligibility Criteria

In order to be considered to be reviewed in this initial Eligibility Review, the following had to be ensured to the CDE with additional attributes confirmed for each of the following areas in Part 1 Eligibility:

- Section C: Completed Cover Page - including a program overview, targeted audience etc.
- Section D: Scope and Sequence - Scientifically and evidence-based, accessible to teachers, etc.
- Section E: Documentation - ESSA Level Alignment - Stating ESSA level and providing rationale
- Section F: Usability - require components, delivery format etc.
- Section G:Pricing Structure

Phase 1 of the rubric includes scoring of the declared eligibility criteria requested in Part 1 Eligibility

16

Explain the minimum threshold criteria.
The minimum threshold criteria has already been established.
Remind participants that the objective is to review the rubric.

Phase 1

Phase 1, 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

Phase 2

Phase 2 of the review involves evaluating the extent to which programs implement effective instructional practices for teaching the essential early literacy skills:
- phonemic awareness
- vocabulary
- phonics
- oral reading fluency
- reading comprehension
- usability

17

- Programs that meet criteria in Phase 1 will move on to Phase 2. Phase 1 also embeds scoring the vendor stated eligibility elements

Overview
Rubric Design

- Program Type
  - Core, Supplemental & Intervention
- Grade Level
  - Not all programs in early literacy are designed for all grade levels covered in the READ Act
- Components
  - The rubrics are designed for more specificity to ensure better feedback to vendors and stakeholders

18

Overview scoring sections

Overview
Rubric Sample (phase 1)

Core Program Review Rubric

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

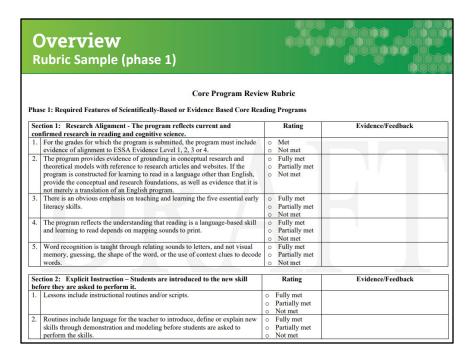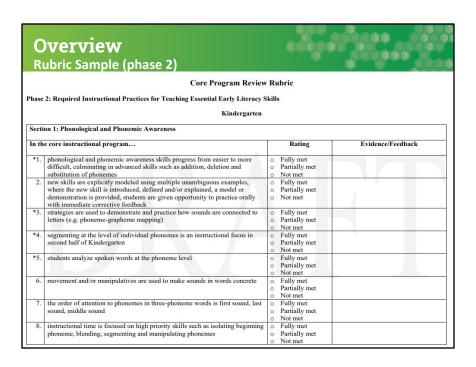| Section 1: Research Alignment - The program reflects current and confirmed research in reading and cognitive science.	Rating	Evidence/Feedback
1. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4.	o Met o Not met	
2. 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, provide the conceptual and research foundations, as well as evidence that it is not merely a translation of an English program.	o Fully met o Partially met o Not met	
3. There is an obvious emphasis on teaching and learning the five essential early literacy skills.	o Fully met o Partially met o Not met	
4. The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	o Fully met o Partially met o Not met	
5. Word recognition is 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.	o Fully met o Partially met o Not met	

Section 2: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.	Rating	Evidence/Feedback
1. Lessons include instructional routines and/or scripts.	o Fully met o Partially met o Not met	
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.	o Fully met o Partially met o Not met	

- This is a sample of the core reading program rubric

Overview
Rubric Sample (phase 2)

Core Program Review Rubric

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

Kindergarten

Section 1: Phonological and Phonemic Awareness

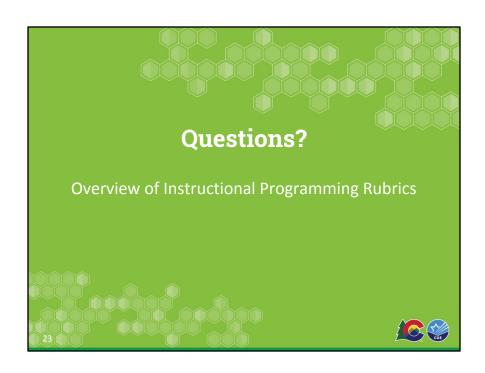| In the core instructional program…	Rating	Evidence/Feedback
*1. phonological and phonemic awareness skills progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes	o Fully met o Partially met o Not met	
2. new skills are explicitly 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	o Fully met o Partially met o Not met	
*3. strategies are used to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	o Fully met o Partially met o Not met	
*4. segmenting at the level of individual phonemes is an instructional focus in second half of Kindergarten	o Fully met o Partially met o Not met	
*5. students analyze spoken words at the phoneme level	o Fully met o Partially met o Not met	
6. movement and/or manipulatives are used to make sounds in words concrete	o Fully met o Partially met o Not met	
7. the order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound	o Fully met o Partially met o Not met	
8. instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes	o Fully met o Partially met o Not met	

- This is a sample of the core reading program rubric

Go over each column of the rubric, using section 1 as the example

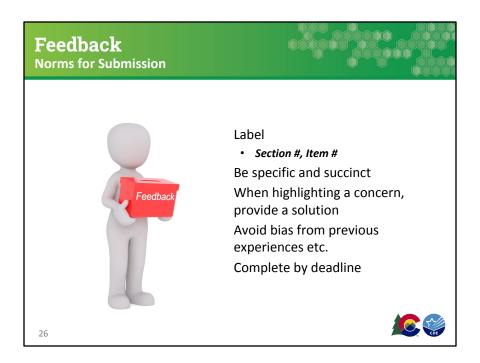Go over each column of the rubric, using section 1 as the example

Questions?

Overview of Instructional Programming Rubrics

23

Providing Feedback

Feedback
In Scope, Out of Scope

In Scope:

- Provide Feedback on the rubric only

Out of Scope:

- Practices related to READ Plans, specific reading programming and other the READ Act related topics.

25

Have a short conversation regarding what the scope of work is, specifically to provide feedback on the rubric and not discussing other aspects of READ Plans.

Due to having a quick turn around, please adhere to the norms for submitting feedback. We are trying our best to keep the process moving forward to meet our Spring deadlines.

image resource:
https://pixabay.com/illustrations/feedback-white-male-3d-model-1889007/

Feedback
Rubric Feedback Form Sample

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

In Phase 1, 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

Phase 1: Section 1 Research Alignment - The program reflects current and confirmed research in reading and cognitive science.

Long answer text

Phase 1: Section 2 Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.

Long answer text

Phase 1: 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).
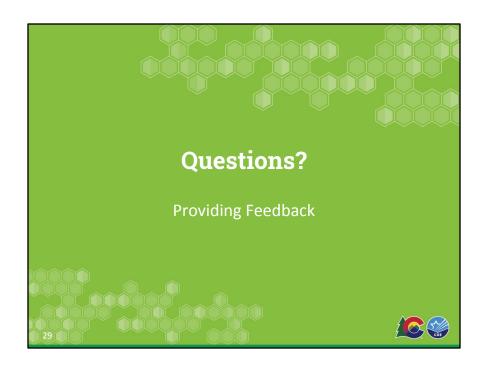
Long answer text

Window for submissions is December 19th through January 8th at 4 PM.

- Link to feedback form:
  - **Core Programming**: https://forms.gle/1pXhtzQ2BaswFbrP7
  - **Supplemental Programming**: https://forms.gle/sZikgCxCqcy4WCXPA
  - **Intervention Programming:** https://forms.gle/ZeWcGpkESRwzxYve6
- Link to rubrics for complete review: https://www.cde.state.co.us/coloradoliteracy/readact/programming

All are accessible via the READ Act website.

Questions?

Providing Feedback

29

Final Questions?

Thank you!

If you have any questions or comments, feel free to reach out!

Please contact Marisa Calzadillas at
calzadillas_m@cde.state.co.us