



COLORADO
Department of Education

Instructional Programming Rubric Feedback Opportunity

Introductions

Preschool through 3rd Grade (P-3) Office

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- 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

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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

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Review Process

Instructional Programming

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

Part 1

- 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

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>

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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



Context

Statute

“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.”

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- 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.

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-

DISTRICTS	COMMUNITIES	SCHOOLVIEW
		
Colorado READ Act Home Advisory Lists of PD and Programming Approved Assessments Dyslexia Early Literacy Assessment Tool Project Early Literacy Grant Parent Information Preschool Through 3rd Grade READ Act Statute and State Board Rules READ Data Collection Resources Contact Us		
Location Preschool Through Third Grade Office - Literacy Team 203 E. Colfax, Room 106 Denver, CO 80203		
READ Act Data Dashboard  View the dashboards for state, district, school, and		

iformed
 Sign up for the READ Act communication list in order to stay up to date on changes and updates related to SB19-199, READ Act state measures. CDE will announce ways to participate and/or feedback throughout the implementation process.

[Sign up for the READ Act communication list](#)



- 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 UPDATE

Senate Bill 19-199



Colorado knows reading by third grade is critical

Reading is an essential skill that must be developed early in a child's educational career. Students who do not read at grade level by third grade struggle throughout their academic career and have limited options as adults. Educators must have a deep understanding of the science of evidence-based reading to help every child meet this critical benchmark and become a lifelong reader.

Recognizing this, the Colorado legislature passed the Colorado Reading to Ensure Academic Development Act (READ Act) in 2012 to ensure that all children in Colorado reach grade level proficiency in reading by the end of third grade.

After six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders.

- Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts.
- Statewide data shows only a 1 percent reduction in the number of students identified with a significant reading deficiency (SRD).

Reviewing the implementation of the READ Act, policy makers identified challenges that contributed to its lower-than-desired impact:

- The statute defined clear allowable uses of READ Act per-pupil intervention funds, but it did not provide clarity regarding accountability for the use of funds.
- Reporting requirements for the READ Act make it challenging to identify instructional programming and interventions effective in reducing the number of students identified with SRDs.
- The need for increasing teacher knowledge on evidence-based practices for teaching reading.

Updated allowable uses of Per-Pupil Intervention Funds

CAA 22-1204

- Operate a summer school literacy program.
- Purchase core reading instructional programs that are included on the READ Act advisory list.
- Purchase and/or provide approved targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist.
- Purchase tutoring services.
- Provide technology, including software that is on the advisory list of instructional programming, may include professional development for use of technology.
- Purchase from a BOCES the services of a reading specialist or reading interventionist.



READ Act Webinar FAQ

SB19-199 – Frequently Asked Questions

Spring 2019 Amendments to the Colorado READ Act



Questions Relating to Approved Programming and Advisory Lists

<p>Does the READ Act require that instructional programming is scientifically-based and evidence based?</p> <p>Yes, as outlined in statute (C.R.S. 22-7-1204), instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading competency.</p>
<p>If we are not currently using a CDE approved core reading program, does this mean that we cannot receive READ funds in the future?</p> <p>In order to receive per-pupil intervention funds in a budget year, an LEP must meet specific requirements outlined in statute (C.R.S. 22-7-1210-1210(b)). If per-pupil funds are used to purchase a core program, the program must be selected from programs on the advisory list of approved core programming.</p> <p>The READ Act requires that instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development reading fluency, including oral skills, and reading competency (C.R.S. 22-7-1204). This programming does not need to be listed on the CDE approved list if per-pupil funds are not used to purchase the programming.</p>
<p>We recently adopted and have implemented a core program that is not on the current advisory list. How do I make sure that program is reviewed and possibly added to the list?</p> <p>The review process will include a review of core, supplemental and intervention programming as well as professional development. If you would like your program to be reviewed, be in communication with the vendor and monitor our website to check to see when the application for review is posted. You can also be added to the READ Act list to directly receive updates from our office. All submitted programs will go through the review process to ensure that programs are aligned to scientifically and evidence based reading research. Programs that meet these requirements will be added to the advisory list. Keep in mind that some reviewed programs may not meet the requirements to be added to the list.</p>
<p>How long will the program review process take?</p>

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

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:** 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. For example, teachers in a school may observe that their comprehensive core program does not provide enough

- vocabulary or phonics instruction to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and provide practice to all students (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*

Questions?

Instructional Programming
Rubric Context

Core, Supplemental, and Intervention



Overview of Instructional Programming Rubrics

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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

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Explain the minimum threshold criteria.

The minimum threshold criteria has already been established.

Remind participants that the objective is to review the rubric.

Overview

Two Phase 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

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- 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

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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.	<input type="radio"/> Met <input type="radio"/> 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.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	There is an obvious emphasis on teaching and learning the five essential early literacy skills.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*3. strategies are used to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*4. segmenting at the level of individual phonemes is an instructional focus in second half of Kindergarten	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*5. students analyze spoken words at the phoneme level	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6. movement and/or manipulatives are used to make sounds in words concrete	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7. the order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8. instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

- This is a sample of the core reading program rubric

Overview

Rubric Access

cde.state.co.us/coloradoliteracy/readact/programming

KDE Home | My... | Legislation | Smartsheet | CDE LMS | My Meetings - Zoom | ASACK | Syncplify | Outlook - webmail | Teaching Foundatio...

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CDE will be closed on Tuesday, Dec. 24 and Wednesday, Dec. 25 for the Christmas holiday.

Home

Advisory Lists of Professional Development and Instructional Programming

The READ Act requires the department to identify quality reading instructional programs and professional development programs for use by local education agencies. This page includes information about providers and programs that have been identified through a review process.

READ Act Instructional Programming New Rubrics- Seeking Feedback

The Preschool through Third Grade office at CDE is seeking your feedback on the rubrics that will be used for the approval of instructional programming for core, supplemental, and intervention under the READ Act. We will be hosting a brief webinar on December 10th 2015, at 10AM which will provide information about the rubric and how to provide feedback online. If you cannot join live, the webinar will be recorded and posted to the READ ACT page on the CDE website.

READ Act Instructional Programming Reviewers Needed

The Preschool through Third Grade office at CDE is seeking reviewers to take part in the process of approving instructional programming for the READ Act advisory lists. We will be conducting reviews over multiple days. Applicants may indicate one, a few, or all days which they are able to support the CDE in the review process. Reviews will be held in downtown Denver. External Travel and parking expenses will be reimbursed for external reviewers.

Apply [here](#) if you're interested in supporting this process.

<https://www.cde.state.co.us/coloradoliteracy/readact/programming>

Colorado READ Act Home
Advisory Lists of PD and Programming
Approved Assessments
Dyslexia
Early Literacy Assessment Tool Project
Early Literacy Grant
Parent Information
Preschool Through 3rd Grade
READ Act Statute and State Board Rules
READ Data Collection
Resources
Contact Us
Location

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

Overview

Rubric Access

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[Register for the webinar](#)

CDE Draft Rubric Feedback Webinar

- December 18th recorded webinar - *coming soon*
- Webinar PPT (PDF) - *coming soon*

Resources for Providing Feedback

- [Core Instructional Programming Draft Rubric \(PDF\)](#)
- [Core Rubric Feedback Form](#)
- [Supplemental Programming Draft Rubric \(PDF\)](#)
- [Supplemental Rubric Feedback Form](#)
- [Intervention Instruction Programming Draft Rubric \(PDF\)](#)
- [Intervention Rubric Feedback Form](#)
- For additional context, the [Part 1 Vendor Application \(PDF\)](#)

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[Apply here](#) if you're interested in supporting this process:

If you have further questions, please contact Marisa Calzadillas at Calzadillas_M@cde.state.co.us

READ Act: Request for Advisory List Submission: Instructional Programming

The Request for Advisory List Submission: Instructional Programming is open. The review is a two part process for vendors to submit instructional programs: core, supplemental and intervention to be reviewed for inclusion on the Colorado Department of Education READ Act Advisory List. The opportunity to submit an instructional program for review closed October 30, 2019. [Read more.](#)

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

Questions?

Overview of Instructional Programming Rubrics



Providing Feedback




Feedback

In Scope, Out of Scope

In Scope:	Out of Scope:
<ul style="list-style-type: none">• Provide Feedback on the rubric only	<ul style="list-style-type: none">• Practices related to READ Plans, specific reading programming and other the READ Act related topics.

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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.

Feedback

Norms for Submission



Label

- **Section #, Item #**

Be specific and succinct

When highlighting a concern,
provide a solution

Avoid bias from previous
experiences etc.

Complete by deadline

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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



Feedback

Directions for Submitting Feedback

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/sZikgCxQcy4WCXPA>
 - **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



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

