



Alaska Reads Act

K-3 MTSS District Reading Intervention Plan Scoring Rubric



Scoring Notes:	Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction				
	<p>a. The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure all grade-level content standards.</p>	<p>The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most grade-level content standards.</p>	<p>The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of grade-level content standards, supplementation is required.</p>	<p>The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the grade-level content standards, supplementation is required.</p>
	<p>b. All grades have sufficient time for reading instruction and reading time is protected.</p>	<p>Instructional time for reading may be adequate and is generally protected.</p>	<p>Instructional time for reading is not always protected and may be insufficient.</p>	<p>Instructional time for reading is not protected nor sufficient.</p>
	<p>c. Additional time is provided for multi-tiered system of support based on assessed need at all grade levels.</p>	<p>Additional time is provided for multi-tiered support based on assessed need in most grade levels.</p>	<p>Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.</p>	<p>No evidence of a multitiered system of support exists.</p>

Tier II: Targeted Intervention

	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
	b.	The Tier 2 <i>Intervention Programs</i> provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction.	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in K-3 MTSS Plan.

Tier III: Intensive Intervention

	a.	<p>The Tier 3 <i>Intervention Programs</i> provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.</p>	<p>All Tier 3 interventions are evidence based in content areas and grade levels where they are available.</p>	<p>Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.</p>	<p>Tier 3 interventions are not evidence based in content areas and grade levels where they are available.</p>
	b.	<p>Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in several ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.</p>	<p>Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).</p>	<p>Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.</p>	<p>Tier 3 interventions are not evident in K-3 MTSS Plan.</p>
	c.	<p>Tier 3 interventions supplement Tier 1 and 2.</p>	<p>Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.</p>	<p>Tier 3 interventions replace Tier 1 or 2.</p>	<p>Tier 3 interventions are not evident in K-3 MTSS Plan.</p>

Universal Screening Process					
	a.	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
	b.	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.
Professional Development					
	a.	Professional development includes reading instruction, support aligned with the core reading program, assessment, to improve instructional practice, databased decision making, and delivery of interventions.	Some forms of professional development are available, but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, databased decision making, and delivery of interventions.	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
	b.	Professional development plan identifies the expected	Professional development plan identifies the general	Professional development plan	Professional development plan is not evident.

		number of days/hours for professional development throughout the school year.	number of days for professional development throughout the school year.	identifies an estimate of number of days for professional development throughout the school year.	
Public Communication					
	a.	All of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.
Home Supports					
		Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans not evident.

Scoring:

0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 calendar days

1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission

3= Acceptance. Minor changes are encouraged for next school year submission

5= Accepted as final form.

Notes in Scoring:

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