



The Alaska Reads Act

K-3 MTSS District Reading Intervention Plan Rubric



District:

Representative/Role:

Email:

School Year:

Scoring Guide		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
Notes:	a.	The core program promotes: <ul style="list-style-type: none"> <input type="checkbox"/> systematic and explicit instruction <input type="checkbox"/> teaches grade level standards <input type="checkbox"/> the five components of reading and oral language <input type="checkbox"/> evidence-based instruction and does not include three-cueing instructional practices designed to ensure all grade-level content standards 	The core program promotes some: <ul style="list-style-type: none"> <input type="checkbox"/> systematic and explicit instruction <input type="checkbox"/> teaches grade level standards <input type="checkbox"/> five components of reading and oral language <input type="checkbox"/> evidence-based, do not include three-cueing instructional practices designed to ensure all grade-level content standards 	<ul style="list-style-type: none"> <input type="checkbox"/> The district has a core program adopted which does not teach all components of reading and oral language. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district does not have an adopted core program. <input type="checkbox"/> 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.
	b.	All grades have sufficient time for reading instruction and reading time is protected. <ul style="list-style-type: none"> <input type="checkbox"/> 90-120 minutes 	Instructional time for reading may be adequate and is generally protected. <ul style="list-style-type: none"> <input type="checkbox"/> 80- 90 minutes 	Instructional time for reading is not always protected and may be insufficient. <ul style="list-style-type: none"> <input type="checkbox"/> > 80 minutes 	Instructional time for reading is not protected nor sufficient.
	c.	Core and Intervention materials are aligned with consideration for scope and sequence.	Core and Intervention materials are somewhat aligned with consideration for scope and sequence.	Core and Intervention materials are minimally aligned with consideration for scope and sequence.	Core and Intervention materials are not aligned.

Tier II: Targeted Intervention

	a.	<p>The Tier 2 Intervention Programs provide:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explicit, systematic, and sequential direct instruction <input type="checkbox"/> does not include three-cueing instructional practices <input type="checkbox"/> evidence-based <input type="checkbox"/> 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>The Tier 2 Intervention Programs provide some of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explicit, systematic, and sequential direct instruction <input type="checkbox"/> does not include three-cueing instructional practices <input type="checkbox"/> evidence-based <input type="checkbox"/> 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. 	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.
	b.	<p>Tier 2 interventions are adapted to address individual student needs in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-5 days per week <input type="checkbox"/> 30-45 minutes per day <input type="checkbox"/> 4-8 students per group 	<p>Tier 2 interventions are adapted to address individual student needs in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3-4 days per week <input type="checkbox"/> 20-30 minutes per day <input type="checkbox"/> 8+ students per group 	<p>Tier 2 interventions are adapted to address individual student needs in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1-3 days per week <input type="checkbox"/> > 20 minutes per day <input type="checkbox"/> 10+ students per group 	No Tier 2 interventions listed
	c.	Tier 2 interventions supplement Tier 1 instruction.	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 the K-3 MTSS Plan.

Tier III: Intensive Intervention

	a.	<p>The Tier 3 Intervention Programs provide:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explicit, systematic, and sequential direct instruction <input type="checkbox"/> does not include three-cueing instructional practices <input type="checkbox"/> evidence-based <input type="checkbox"/> ESSA defines evidence-based as results from high-quality studies determining the 	<p>The Tier 3 Intervention Programs provides some of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explicit, systematic, and sequential direct instruction <input type="checkbox"/> does not include three-cueing instructional practices <input type="checkbox"/> evidence-based <input type="checkbox"/> ESSA defines evidence-based as results from high-quality studies determining the 	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available
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		intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.		
	b.	Tier 3 interventions are adapted to address individual student needs in the following ways: <input type="checkbox"/> 5 days per week <input type="checkbox"/> 45-60 minutes per day <input type="checkbox"/> 1-1 or 2-4 students per group	Tier 3 interventions are adapted to address individual student needs in the following ways: <input type="checkbox"/> 3-4 days per week <input type="checkbox"/> 30-45 minutes per day <input type="checkbox"/> 4-6 students per group	Tier 3 interventions are adapted to address individual student needs in the following ways: <input type="checkbox"/> 1-3 days per week <input type="checkbox"/> > 30 minutes per day <input type="checkbox"/> 6+ students per group	No Tier 3 interventions listed
	c.	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in the K-3 MTSS Plan.

Universal Screening Process

	a.	The district has a state approved literacy screener. <input type="checkbox"/> Amplify mClass <input type="checkbox"/> approved screener and the waiver is on file with DEED			The district does not have an approved screener (mClass or approved screener by waiver).
	c.	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 (e.g. CORE, PAST, EasyCBM, etc.)	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.
	b.	The district has an established progress monitoring schedule that aligns with best practice.	The district has established a progress monitoring schedule that mostly aligns with best practice.	The district has a progress monitoring schedule that is not consistent.	The district does not have an established progress monitoring schedule.

Professional Development

	a.	Professional development includes: <input type="checkbox"/> Reading Instruction <input type="checkbox"/> Science of Reading <input type="checkbox"/> Culturally Responsive Best Practices	Professional development includes some of the following: <input type="checkbox"/> Reading Instruction <input type="checkbox"/> Science of Reading	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
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		<input type="checkbox"/> Assessment Literacy <input type="checkbox"/> Intervention Strategies <input type="checkbox"/> ELL/Multilingual Instruction	<input type="checkbox"/> Culturally Responsive Best Practices <input type="checkbox"/> Assessment Literacy <input type="checkbox"/> Intervention Strategies <input type="checkbox"/> ELL/Multilingual Instruction		
	b.	Professional development plan identifies the expected number of days/hours for professional development and this learning is ongoing throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of the number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

	a.	All of the following conditions are met: <ul style="list-style-type: none"> <input type="checkbox"/> public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders <input type="checkbox"/> a coherent plan is implemented for updating parents on Individual Reading Improvement Plans <input type="checkbox"/> families are informed about decision making process of students receiving Tier 2 and 3 intervention 	Two of the following conditions are met: <ul style="list-style-type: none"> <input type="checkbox"/> public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders <input type="checkbox"/> a coherent plan is implemented for updating parents on Individual Reading Improvement Plans <input type="checkbox"/> families are informed about decision making process of students receiving Tier 2 and 3 intervention 	One of the following conditions are met: <ul style="list-style-type: none"> <input type="checkbox"/> public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders <input type="checkbox"/> a coherent plan is implemented for updating parents on Individual Reading Improvement Plans <input type="checkbox"/> families are informed about decision making process of students receiving Tier 2 and 3 intervention 	<p>There is no evidence of public communication or meetings.</p> <p>An IRIP plan is not evident to communicate.</p>
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Home Supports

		Plan for parent training includes: <ul style="list-style-type: none"> <input type="checkbox"/> Dates continuous throughout the year <input type="checkbox"/> Specific resources <input type="checkbox"/> Training <input type="checkbox"/> Parent Friendly <input type="checkbox"/> Opportunity for Feedback 	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 are not evident.
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IRIP & Parent Notification					
		<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A plan for parent communication and collaboration in building the IRIP is evident. <input type="checkbox"/> IRIP template is on file and no changes are needed <input type="checkbox"/> Parent notification template is on file and no changes are needed 	<p>Two of the following conditions are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A plan for parent communication and collaboration in building the IRIP is evident. <input type="checkbox"/> IRIP template is on file and no changes are needed <input type="checkbox"/> Parent notification template is on file and no changes are needed 	<p>One of the following conditions are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A plan for parent communication and collaboration in building the IRIP is evident. <input type="checkbox"/> IRIP template is on file and no changes are needed <input type="checkbox"/> Parent notification template is on file and no changes are needed 	<p>All of the following conditions are missing or not evident:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An IRIP communication and collaboration plan is not evident. <input type="checkbox"/> IRIP template is missing <input type="checkbox"/> Parent notification template is missing

Scoring:

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