

Reviewer Code: \_\_\_\_\_

### Items for Analysis of K-3 Reading Intervention Programs

**Intervention Programs:** Programs that are designed specifically for children who demonstrate reading difficulty and are performing significantly below grade level. The purpose of these programs is to provide more explicit, systematic instruction to accelerate learning and bring the learner to grade-level performance. In general, intervention programs focus on more than one area (e.g, phonics, fluency, and comprehension). In some cases, a particular intervention program may focus explicitly and exclusively on one essential reading area (e.g., phonemic awareness). Intervention programs allow teachers to meet the needs of individual students who are struggling in their classrooms. They are specialized, intense, and typically delivered in small-group settings.

**Program Name:** \_\_\_\_\_

\_\_\_\_\_ The program meets the criteria for an **intervention** program (see below) and will be reviewed for that purpose.

The program (select all that apply):

- \_\_\_\_\_ is designed for children who are performing below grade level
- \_\_\_\_\_ provides explicit, systematic instruction
- \_\_\_\_\_ is specialized, intense, and typically delivered in small-group settings

\_\_\_\_\_ The program targets instruction in the following essential components (select all that apply)\*:

- \_\_\_\_\_ phonemic awareness
- \_\_\_\_\_ phonics
- \_\_\_\_\_ fluency
- \_\_\_\_\_ vocabulary
- \_\_\_\_\_ comprehension

\_\_\_\_\_ Specify for which grade the program is appropriate (select all that apply):

- \_\_\_\_\_ K \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3

Select one of the following:

- \_\_\_\_\_ Multi-grade program. One program rating will be assigned for each relevant item.
- \_\_\_\_\_ Grade-specific program. A separate analysis will be completed for each grade.

\_\_\_\_\_ Complete additional intervention items (see attached).

\*Please see Consumer's Guide to Evaluating Supplemental and Intervention Reading Programs for analysis results by essential component.

**INTERVENTION DESCRIPTION:** For each item below, specify the delivery requirements of the intervention program. (Mark all that apply.)

Grouping Structure					
	Yes	No	Not Specified	Not Clear	# of Students per Group
Whole Group					
Small Group					
1:1					

Time Recommendation		
	Specified	Not Specified
Minutes per Day	minutes	
Days per Week	days	
# of Weeks (if applicable)	weeks	

Interventionist Qualifications				
	Yes	No	Not Specified	Not Clear
Certified Teacher				
Paraprofessional				
Other:				

Professional Development Requirements			
	# of Hours	Not Specified	Not Clear
Total # of Hours Required	hours		

Materials				
	Yes	No	Not Specified	Not Clear
All Materials Provided				
Some Materials Provided Teacher Must Gather the Following Materials:				
Teacher Supplies All Materials				

Complete the following items by examining the intervention program and considering the typical needs of students who require intervention support.

Instructional Design and Emphasis							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ○ ○	1. Introduces a manageable amount of information and objectives within a lesson. (w)	X	X	X	X		
● ○ ○	2. Provides sufficient emphasis on high priority skills and strategies. (ss) (See curriculum maps.)	X	X	X	X		
● ○ ○	3. Provides sufficient modeled examples prior to learner practice. (w)	X	X	X	X		
● ○ ○	4. Includes sufficient opportunities for student responses. (w)	X	X	X	X		
● ○ ○	5. Structures adequate practice and review for mastery of new skill/strategy. (st)	X	X	X	X		

Instructional Design and Emphasis							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ○ ○	6. Provides specific guidance for corrective feedback. (w)	X	X	X	X		
● ○ ○	7. Includes specific recommendation or guidance for reteaching. (w) and (TE)	X	X	X	X		

Current Working Version

Complete the following items by examining the intervention program and considering the typical needs of students who require intervention support.

Instructional Grouping						
Rating	Criterion	Grade				Evidence
		K	1	2	3	
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	1. Includes a placement test or process that allows students to start at different entry points in the materials depending on student performance. (TE)	X	X	X	X	Current Working Version
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	2. Provides recommendations on group size and range of performance within group. (TE).	X	X	X	X	
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	3. Recommends and accommodates flexible groupings to maximize student learning. (TE)	X	X	X	X	

Complete the following items by examining the intervention program and considering the typical needs of students who require intervention support.

Instructional Assessment							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ○ ○	1. Allows teachers to determine the effectiveness of instruction by conducting frequent and ongoing assessment checkpoints on critical skills. (w)	X	X	X	X		
● ○ ○	2. Includes assessment items for each major reading skill/strategy that can be used to determine what students need to learn and how much they have learned. (ss) and (TE)	X	X	X	X		
● ○ ○	3. Provides guidance to teachers on how to use assessment information to plan and differentiate instruction. (w) and (TE)	X	X	X	X		
● ○ ○	4. Monitors student progress at the end of each unit of instruction. (ss) and (TE)	X	X	X	X		