

Criteria for Selecting a Reading Intervention

This rubric is designed to help educators evaluate RTI² intervention materials for reading. The criteria for the rubric were established based on research and observation of other sources.

Directions: For each criterion on the rubric, evaluate the intervention, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Intervention Name: _____

Publisher: _____

Specific Area(s) Addressed: _____

Criteria	Definition	Evidence in Intervention	Criteria is not present (0)	Criteria is present (1)
Systematic (1 point)	Systematic refers to a carefully planned sequence for intervention. The plan for systematic intervention is carefully thought out, strategic, and designed before activities and lessons are developed. For systematic intervention, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.			
Explicit (1 point)	Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.			

Scientifically based (5 points)	Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs that is verifiable through peer reviews.	Check box if present. Peer reviewed: <input type="checkbox"/> Repeated/replicated: <input type="checkbox"/> Large population represented: <input type="checkbox"/> Judged as sound by professionals: <input type="checkbox"/> Valid and reliable: <input type="checkbox"/>		One (1) for each element present.
Adequately targets at least one of the 5 components of reading (1 point)	<p>Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. Phonics is a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language. Fluency is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sound like spoken language. Vocabulary refers to words we need to know to communicate with others. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.</p>			

Scale: 0-3 Does not meet criteria for use
 4-6 Somewhat meets the criteria for use
 7-8 Meets the criteria for use

Total Criteria Present	
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Criteria for Selecting a Mathematics Intervention

This rubric is designed to help educators evaluate RTI² intervention materials for mathematics. The criteria for the rubric were established based on research and observation of other sources.

Directions: For each criterion on the rubric, evaluate the intervention, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Intervention Name: _____

Publisher: _____

Specific Area(s) Addressed: _____

Criteria	Definition	Evidence in Intervention	Criteria is not present (0)	Criteria is present (1)
Systematic (1 point)	Systematic refers to a carefully planned sequence for intervention. The plan for systematic intervention is carefully thought out, strategic, and designed before activities and lessons are developed. For systematic intervention, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.			
Explicit (1 point)	Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.			

Scientifically-based (5 points)	Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs that is verifiable through peer reviews.	Check box if present. Peer reviewed: <input type="checkbox"/> <hr/> Repeated/replicated: <input type="checkbox"/> <hr/> Large population represented: <input type="checkbox"/> <hr/> Judged as sound by professionals: <input type="checkbox"/> <hr/> Valid and reliable: <input type="checkbox"/>		One (1) for each element present.
Addresses the sub-content areas of mathematics (1 point)	1) Conceptual understanding: Refers to the conceptual understanding of key concepts, such as place value and ratios. Students should learn concepts from a number of perspectives so that they are able to see math as more than a set of mnemonics or discrete procedures. 2) Procedural skill and fluency: Refers to the speed and accuracy in calculation. Students need time to practice core functions such as single-digit multiplication so that they have access to more complex concepts and procedures. 3) Application: Refers to math flexibly for applications. Students should have the opportunity to apply math in context.			

Scale: 0-3 Does not meet criteria for use
 4-6 Somewhat meets the criteria for use
 7-8 Meets the criteria for use

Total Criteria Present	
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Criteria for Selecting a Writing Intervention

This rubric is designed to help educators evaluate RTI² intervention materials for writing. The criteria for the rubric were established based on research and observation of other sources.

Directions: For each criterion on the rubric, evaluate the intervention, citing evidence for each criterion. If the criteria are present, give it a score of 1 (one). If the criteria are not present, give it a score of 0 (zero).

Intervention Name: _____

Publisher: _____

Specific Area(s) Addressed: _____

Criteria	Definition	Evidence in Intervention	Criteria is not present (0)	Criteria is present (1)
Systematic (1 point)	Systematic refers to a carefully planned sequence for intervention. The plan for systematic intervention is carefully thought out, strategic, and designed before activities and lessons are developed. For systematic intervention, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.			
Explicit (1 point)	Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.			

Scientifically based (5 points)	Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs that is verifiable through peer reviews.	Check box if present. Peer reviewed: <input type="checkbox"/>		One (1) for each element present.
		Repeated/replicated: <input type="checkbox"/>		
		Large population represented: <input type="checkbox"/>		
		Judged as sound by professionals: <input type="checkbox"/>		
		Valid and reliable: <input type="checkbox"/>		
Addresses the essentials of good teaching for struggling writers. (based on the work of Dr. Steve Graham and Dr. Karen Harris www.ncl.org)	Explicit teaching of critical writing skills, processes, and knowledge as well as less formal techniques like teacher-student conferences and peer-to-peer editing. Students should have opportunities to learn about and practice different genres of writing and share their writing with others.			

Scale: 0-3 Does not meet criteria for use
4-6 Somewhat meets the criteria for use
7-8 Meets the criteria for use

Total Criteria Present	
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