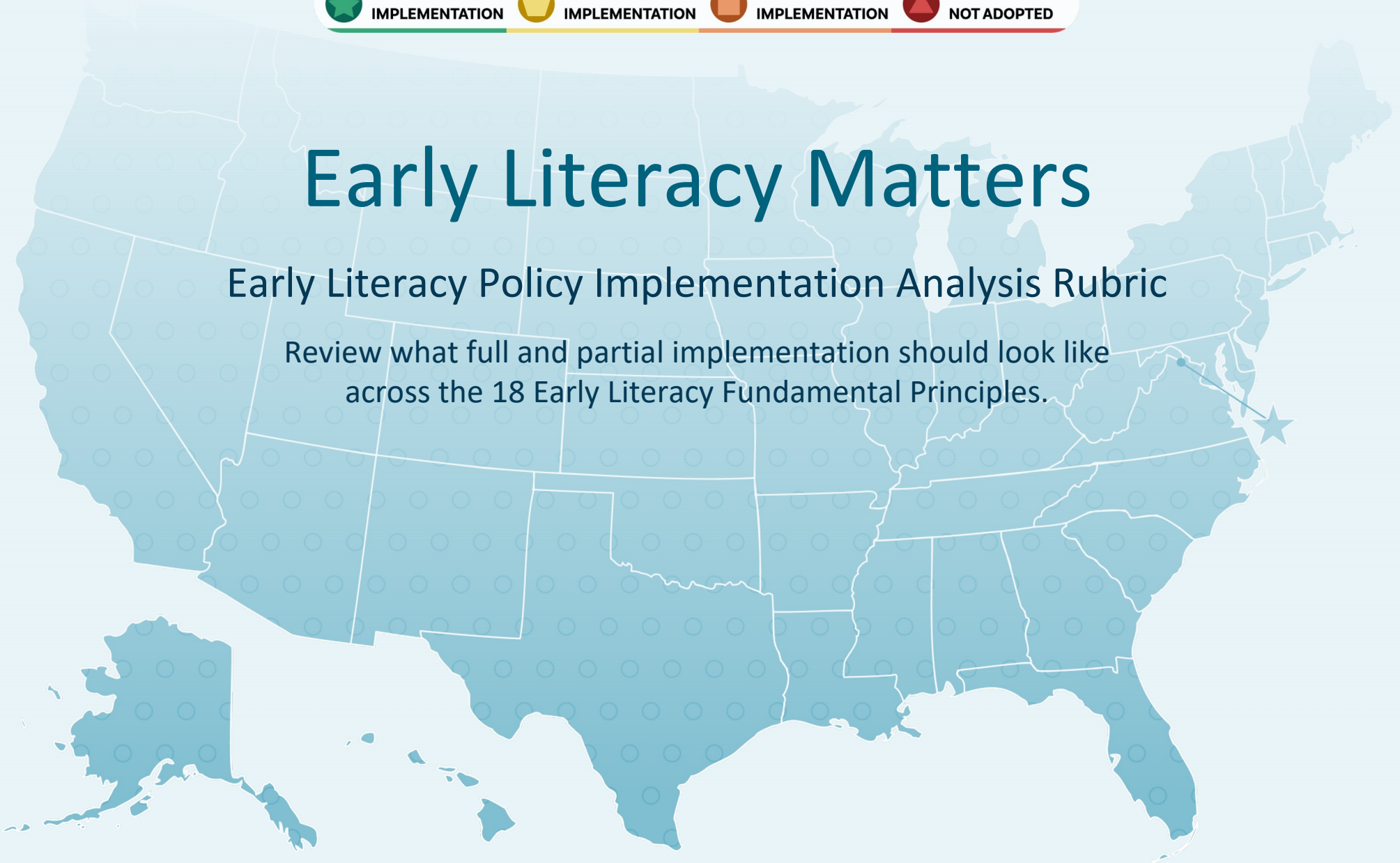




Early Literacy Matters

Early Literacy Policy Implementation Analysis Rubric






Review what full and partial implementation should look like across the 18 Early Literacy Fundamental Principles.



Literacy Policy Implementation Rubric

PURPOSE

Adoption is the first step, but implementation is key. The purpose of this document is to provide insight on how we grade implementation of ExcelinEd’s Early Literacy Policy. Review what full and partial implementation looks like across the 18 Fundamental Principles.

 <p>FULL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p>
 <p>PARTIAL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p>FUTURE IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p> <p><i>This description is the same across all principles.</i></p>
 <p>PRINCIPLE NOT ADOPTED</p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p> <p><i>This description is the same across all principles.</i></p>



Supports for
Teachers & Policy



**FULL
IMPLEMENTATION**



**PARTIAL
IMPLEMENTATION**

Science of Reading
(SOR) Training

State-adopted science of reading training is required for all K–3 teachers and administrators, and an implementation plan for rollout is clearly communicated to all educators.

The state offers science of reading professional development or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

Literacy Coaches

Literacy coaches are trained in the science of reading and are assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

Educator Preparation
Program (EPP) Alignment

EPP required coursework (elementary, early childhood, and special education) is aligned to the science of reading and prohibits the use of course materials that include three-cueing. Coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

Educator Preparation
Program (EPP)
Assessment

Elementary education candidates must pass a science of reading aligned assessment to obtain teacher licensure.

Elementary education candidates must take an assessment that is aligned to the science of reading, but the results may not impact licensure.

Funding

Adequate funding is dedicated to support the sustainability of the implementation of each of the fundamental principles of the early literacy policy.

Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.



Assessment
& Parent
Notification



**FULL
IMPLEMENTATION**



**PARTIAL
IMPLEMENTATION**

Universal Reading
Screener

A state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure.

States require districts to adopt a universal reading screener to be administered three times per year to identify students at risk for reading failure.

Screener for
Characteristics of
Dyslexia

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is, at minimum, administered to all students at the end of Kindergarten and the beginning of 1st and 2nd grade.

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

Parental Notification

The state requires parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and/or dyslexia screener.

States require parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.



Instruction & Intervention



FULL IMPLEMENTATION



PARTIAL IMPLEMENTATION

District Adoption of High-Quality Instructional Materials

The state requires school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list. Districts must post their adopted materials on the district website.

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

Elimination of Three-Cueing Instructional Materials

The state has adopted a policy to eliminate the use of all instructional materials that include the three-cueing systems model for teaching word reading with a clear timeline for the elimination of the use of these materials.

The state discourages the use of instructional materials that include the three-cueing systems model for teaching word reading and provides guidance and resources for districts to evaluate their own materials.

Individual Reading Plans

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results. There is an established process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the plan.

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

Regular Monitor Student Progress

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

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Evidence-Based Interventions

The state requires school districts to target students' needs by adopting interventions grounded in the science of reading from a vetted and approved list. Interventions are provided before, during, or after school.

The state requires school districts to target students' needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

Summer Reading Camps

The state requires districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills. Staff are required to be trained in the science of reading.

The state requires districts to offer summer reading camps to students at risk of reading failure to remediate learning loss and/or build reading skills.

Parent Read-At-Home Plan

The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students' needs based on data and are aligned with the science of reading.

The state or district provides online resources to parents to support reading at home.



**Retention &
Intensive
Intervention**



**FULL
IMPLEMENTATION**



**PARTIAL
IMPLEMENTATION**

**Initial Determinant
Retention at 3rd Grade
Based on State
Assessment**

The state requires that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided—and does not meet a good cause exemption—be retained.

The state requires that a student who is unable to demonstrate sufficient reading skills on the state test-based options be promoted to 4th grade with provisions for additional support through transitional classes, tutoring, and/or intensive interventions.

**Multiple Options for
Promotion**

The state offers at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

The state allows the school-based team, in consultation with the parent, to determine the student’s promotion to 4th grade or 3rd grade retention. Students may also be promoted if they attend a summer reading program.

**Good Cause Exemptions
for Some Students**

The state allows specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained. Intensive interventions are required to continue in 4th grade for students promoted for good cause.

The state permits districts to determine good cause exemptions for some students who do not demonstrate sufficient reading skills on the state-based option for promotion to 4th grade.

