

Evaluation Tool for High-Quality Curricular Materials Aligned to the Science of Reading

The purpose of this evaluation tool is for a reviewer(s) to consider each component independently in relation to the overall rating defined. Each criteria (i.e., row) is defined as a yes/no determination. Criteria defined as a non-negotiable (Sections I, II, and III) must be indicated as “Yes” for further evaluation in Section IV (optional criteria). The review considers three specific process steps: 1) independent review by a credible third party research entity, 2) independent review by each educator reviewer, and 3) consensus by the Indiana Department of Education’s (IDOE’s) hosted review committee. Process steps and documentation provided by the curricular organization will inform the overall determination defined in step 3.

The reviewer(s) must complete the process for each row independently based on the evidence provided by the curricular organization. Anecdotes or research beyond what the organization explicitly provided will not inform ratings.

1. Review the **required** criteria in Sections I, II, and III and **optional** criteria in Section IV.
 - If there is a “Yes” for all required criteria (i.e., rows), materials receive an overall “Yes” for that section.
 - If there is a “No” for any of the required criteria (i.e., rows), materials receive an overall “No” for that section.
2. Materials must meet all required criteria in Sections I, II, and III. Criteria in Section IV are optional, but may serve as a point of differentiation across providers that successfully navigate the review process.
3. A curricular organization must receive an overall “Yes” in Sections I, II, and III to be deemed high-quality. Details about each organization’s rating completed by the independent third party research entity must be submitted with the corresponding documentation for review.

Submissions are evaluated on the extent to which they meet all of the criteria noted below. Deficient submissions will be allowed one additional submission round to provide additional evidence or clarification for reviewers. **The term “materials” is used throughout the rubric to mean “instructional materials” utilized by the educator or provided to students unless otherwise noted.**

Section I: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Instruction

Evidence must meet all criteria noted in Section I.

Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Curriculum includes at least 85% alignment with 2023 future-focused Indiana Academic Standards aligned to the science of reading.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.1 (page 1)</p> <p>Attachment 2: Independent Analysis</p>
<p>At least 95% of materials are aligned to scientific research of the developmental progression of language skills and the relationship between oral and written language skills, including five essential components for reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.2 (pages 1–4)</p> <p>Attachment 2: Independent Analysis</p>
<p>All grade levels (or comprehensively within the school system) include a clear and consistent instructional framework that is systematic and sequential. The framework has a comprehensive scope and sequence and content that includes a direct order in which skills are presented and allow for continued practice to build automaticity, skills building from the simple to more complex, and how knowledge and skills build and connect across grade levels.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.3 (pages 4–5)</p> <p>Attachment 2: Independent Analysis</p>
<p>Provide documentation that demonstrates the effectiveness of the program based on research in the five essential components for reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.4 (page 6)</p> <p>Attachment 2: Independent Analysis</p>

<p><i>Note: Materials cannot encourage three-cueing. MSV*¹ cues or visual memory for word recognition or curriculum will be disqualified for approval.</i></p>		
<p>At least 95% of tasks include differentiated support to meet the needs of all students including, but not limited to, students with special learning needs and English learners (e.g., linguistic scaffolds).</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.5 (pages 6–8) Attachment 2: Independent Analysis</p>
<p>Specific lessons align to phonological and phonemic awareness and include the following features within the comprehensive curriculum across grade levels: instruction provides practical application of taught skills and is provided in a systematic, explicit, and teacher-directed model, including simple and complex phonological awareness tasks (e.g., recognizing rhyming words, clapping syllables, and blending and segmenting); conversations include the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening).</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.6 (pages 8–10) Attachment 2: Independent Analysis</p>
<p>Key Element Required</p>	<p>Determination: Yes/No</p>	<p>Notes/Evidence</p>
<p>Specific lessons align to phonics, decoding, and encoding, and include the following features within the comprehensive curriculum across grade levels: explicit, systematic, and sequential instruction progresses from simple to more complex sound–spelling patterns and word analysis skills. Lessons include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g., sounds, words,</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.7 (pages 10–12) Attachment 2: Independent Analysis</p>

¹ MSV refers to the three-cueing model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.

<p>sentences, reading within text); letter-sound correspondences are taught from simple to complex; phonics skills are practiced by applying phoneme-grapheme knowledge in decodable texts that match the phonics elements taught, securing phonic decoding; instruction focuses students' attention to the structure of the word; the sequence of advanced word study includes all six syllable types, morphemes, and etymological influences (i.e., word origins); decoding and encoding high-frequency words is taught by attending to sound-symbol associations and not by memorizing whole words; and phonetically irregular high-frequency words are taught by identifying the regularly-spelled part and the irregularly-spelled part explicitly taught through decoding and encoding.</p> <p><i>Note: Materials cannot encourage three-cueing, MSV*² cues, or visual memory for word recognition or curriculum will be disqualified for approval.</i></p>		
<p>Specific lessons align to fluency and include the following features within the comprehensive curriculum across grade levels: instruction includes teacher-led modeling, oral reading by students, and immediate feedback; opportunities exist for students to practice reading fluency using controlled texts; fluency emphasizes reading accuracy and automaticity; skills are practiced in a variety of texts (e.g., narrative, informational, poetry, lists); and instruction explicitly acknowledges that automaticity with decoding is a necessary foundation for effective reading comprehension.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.8 (page 13)</p> <p>Attachment 2: Independent Analysis</p>

² MSV refers to the three-cueing model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.

Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Specific lessons align to reading comprehension and include the following features within the comprehensive curriculum across grade levels: activities are provided that make connections between a new word or concept and other known words or concepts, relating ideas to experiences; texts are organized around a topic or topics to build students' knowledge; a progression of focused research and writing projects are included to develop knowledge and understanding of a topic using texts and other source materials; and inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.9 (pages 13–16)</p> <p>Attachment 2: Independent Analysis</p>
<p>Specific lessons align to oral language development and oral language use and include the following features within the comprehensive curriculum across grade levels: demonstrate knowledge through analysis and synthesis of texts, present claims and clear information using grade-level language and conventions and draw on textual evidence to support valid inferences from a text; emphasize the relationship between oral language and written language through explicit instruction that progress from speech to print through a focus on phonetics and phonology, orthography, (e.g., decoding and encoding based on predictable word patterns) syllables, morphology, semantics, syntax, and pragmatics; the development of oral comprehension and oral language is provided as a foundational skill; and activities support the foundation for reading comprehension built through rich read-aloud experiences (for students who are still learning decoding).</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.10 (pages 16–19)</p> <p>Attachment 2: Independent Analysis</p>

Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Specific lessons align to vocabulary and include the following features within the comprehensive curriculum across grade levels: teachers are provided with frequent opportunities and protocols for evidence-based discussions (e.g., small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary; lessons are organized around a topic or topics to build students' vocabulary and support students' ability to comprehend complex texts independently and proficiently; instruction is explicit and includes vocabulary for Tier 2 and 3 words, as well as instruction in the context of texts (most Tier 1 words); instruction emphasizes robust conversations to support an understanding of literal and inferential comprehension of word knowledge within a text; and explicit instruction in morphology is provided; activities are provided that make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.11 (pages 20–22)</p> <p>Attachment 2: Independent Analysis</p>
<p>Specific lessons align to reading comprehension and include the following features within the comprehensive curriculum across grade levels: a foundation for reading comprehension is built through rich read-aloud experiences to develop background knowledge and vocabulary in subject areas (e.g., science and history); texts that are appropriately complex for the identified grade level according to the requirements outlined in the Indiana Academic standards are provided; a text analysis that provides complexity information is included; measures for determining complexity include quantitative and qualitative</p>	<p>Yes -</p>	<p>Attachment 1: Amplify CKLA Section 1.12 (pages 22–26)</p> <p>Attachment 2: Independent Analysis</p>

<p>analysis, as well as reader and task considerations; include read-aloud texts that allow sufficient opportunity for engagement with more complex texts than students could read themselves; texts are organized around a topic or topics to build students' knowledge; a progression of focused research and writing projects are included to develop knowledge and understanding of a topic using texts and other source materials; and inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge. instruction and activities include questions that are text dependent in order to build knowledge and include opportunities for both written and spoken responses; tasks are designed to build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts; and explicit instruction using a variety of genre types and features to support comprehension and/or build content knowledge is included.</p>		
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Section II: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Assessment

Evidence must meet all criteria noted in Section II.

Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Explicit guidance for all assessments includes scoring guides and student work examples for teachers and administrators to evaluate student performance.</p>	<p>Yes</p>	<p>Attachment 1: Amplify CKLA Section 2.1 (pages 26–27) Attachment 2: Independent Analysis</p>

<p>Formative assessments (e.g., classroom-based assessments, unit assessments, lesson-based summative) are included within the instructional framework to continuously monitor progress and identify the skill level and needs of each student (e.g., assessments in students' home language when possible).</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 2.2 (page 27)</p> <p>Attachment 2: Independent Analysis</p>
<p>Specific assessments are included that address word recognition, language comprehension, and reading comprehension skills.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 2.3 (pages 27–28)</p> <p>Attachment 2: Independent Analysis</p>
<p>Specific assessments are included that address phonological and phonemic awareness skills and are evaluated regularly according to the scope and sequence.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 2.4 (page 28)</p> <p>Attachment 2: Independent Analysis</p>
<p>Specific assessments are included that assess phonics skills using both real and nonsense words in the six syllable types (i.e., closed, open, vowel-consonant-e, vowel teams, vowel-r, consonant – le).</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 2.5 (page 28)</p> <p>Attachment 2: Independent Analysis</p>

Section III: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Professional Development and Educator Support

Evidence must meet all criteria noted in Section III.

<p>Key Element Required</p>	<p>Determination: Yes/No</p>	<p>Notes/Evidence</p>
<p>At least one day of professional development opportunities and explicit guidance for implementation, coaching, and evaluation is provided based on theoretical frameworks, including the Simple View of Reading and Scarborough’s Reading Rope, and the relationship to reading instruction.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 3.1 (page 29)</p> <p>Attachment 2: Independent Analysis</p>

<p>Explicit teacher language is outlined in all materials, including concise and specific teacher language to introduce, define, or explain new skills through demonstration and modeling before students are asked to practice new skills.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 3.2 (page 30)</p> <p>Attachment 2: Independent Analysis</p>
<p>All materials have clear and direct instructions that connect all curricular resources. All reading selections are centrally-located within the materials and the center of focus.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 3.3 (pages 30–31)</p> <p>Attachment 2: Independent Analysis</p>
<p>Teacher-edition materials include lesson annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 3.4 (pages 31–33)</p> <p>Attachment 2: Independent Analysis</p>
<p>All materials are accessible in a variety of formats (e.g., braille, audio, large print/print, and digital).</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 3.5 (pages 33–34)</p> <p>Attachment 2: Independent Analysis</p>
<p>All lesson scripts are provided with explicit guidance to teach each concept in a systematic, cumulative way.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 3.6 (page 34)</p> <p>Attachment 2: Independent Analysis</p>

Section IV: K-5 Optional Criteria for High-Quality Curricular Materials

Evidence may meet the additional criteria noted in Section IV to allow for a higher evaluation rating.

Optional Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Materials address handwriting. These materials may include explicit instruction related to handwriting (e.g., letter formation, posture, grip), provide opportunities for cumulative practice and instruction integrated into core reading and writing, and follow the scope and sequence of letter-sound knowledge.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 4.1 (pages 34–36)</p> <p>Attachment 2: Independent Analysis</p>
<p>Materials address composition. Materials address the grammar and language conventions specified by the standards at each grade level and build on those standards from previous grade levels through the application and practice of those skills in the context of reading and writing about unit texts; instruction and activities support students to develop composition skills across multiple text types for a variety of purposes and audiences; materials include a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing; materials are taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and include sufficient time for modeling, planning, and brainstorming ideas orally before drafting; instruction is structured; and models and graphic organizers are provided frequently to support composition.</p>	<p>Yes ▾</p>	<p>Attachment 1: Amplify CKLA Section 4.2 (pages 36–38)</p> <p>Attachment 2: Independent Analysis</p>