

Science of Reading Professional Learning Rubric

Overview

The Science of Reading Professional Learning Rubric is designed to assist state educational agencies (SEAs) in their evaluation and selection of a professional learning grounded in the science of reading. This rubric is intended for use by team or committee members who have completed in-depth professional learning in the science of reading and have experience applying this knowledge in the classroom. As a result, team and committee members can make an informed decision about the best professional learning provider for educators in their state.

Definitions

- **Core standards:** the knowledge and practice competencies that an educator is expected to exhibit following completion of a high-quality science of reading professional learning.
- **Know and apply in practice:** the ability to understand when, why, and how to implement a particular instructional strategy or skill in the classroom and to demonstrate those strategies and skills in the classroom.
- **Opportunities for practice:** designated time during the professional learning to model, either in-person or synchronously, a particular instructional strategy or skill and receive feedback from a peer; or a bridge-to-practice activity designed to apply a particular instructional strategy or skill in the classroom.
- **Science of reading:** the large body of evidence that informs how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

How to Plan for a Professional Learning Review

- Assemble a team or committee that has a strong knowledge base in the science of reading, demonstrated by completing and/or applying in-depth professional learning in the science of reading.
- Consider including school and district leaders, special education teachers, reading specialists and/or coaches, English language learner (ELL) teachers, and elementary classroom teachers.
- Determine the guidelines before posting the Request for Proposals (RFP). Consider asking how long educators in the state would have access to the professional learning/vendor's online materials.
- Ensure that the team is familiar with the rubric prior to evaluating submissions.
 - Consider holding a meeting to calibrate the team's use of the rubric by evaluating part of a professional learning submission together, if permissible according to procurement guidelines.
 - Decide if and how evidence and/or notes will be recorded. As a reminder, notes taken during the committee review process may be subject to public records requests.

How to Use This Rubric

- The rubric is subdivided into two sections: 1) Disqualifying Components for Science of Reading Professional Learning and 2) Core Standards.
 - Section 1 contains Disqualifying Components, which are components that a professional learning grounded in the science of reading must not contain to be considered for adoption.
 - Section 2 includes eight (8) Core Standards: How Children Learn to Read, Phonological and Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Handwriting and Written Expression, and Using Assessment Results to Inform Instruction, each with their associated components.
- Review Section 1: Disqualifying Components prior to beginning the review of professional learning. Understand that a final determination as to whether a submission contains any of the disqualifying components may not be reached until completion of a full review.
- Proceed to review Section 2: Core Standards.
- Each component of the core standard should be evaluated independently based upon the evidence provided in the vendor's submission. The following scoring process is recommended:
 - If all of the required criteria of the component is included in the evidence, the submission may be awarded one (1) point.
 - If all of the required criteria of the component is not included in the evidence, the submission may be awarded zero (0) points.
 - Prior to review, the team or committee should determine if partial credit will be awarded if the submission does not include all the required criteria of the component in the evidence.
- Input and total the scores received for Section 2 on the Score Sheet. It is recommended that a submission receives a *minimum* score of 60 points (88%) out of a possible 68 points and that all or most of the missing points do not come from the same core standard (i.e., a submission may receive 65 points, but fail to address Components 4.1, 4.2, and 4.3, which constitute the entirety of Standard 4: Fluency). Then, refer to Section 1 to determine if the submission contains any disqualifying components to make a final determination.

Section 1: Disqualifying Components for Science of Reading Professional Learning

Note: Should the submission being evaluated contain *one or more* of the following components, it may be concluded that the professional learning does not meet the overall criteria and *should not be considered for adoption*.

	Yes/No	Evidence/Notes
Comp.1 Prompts the use of the three-cueing system – a model that teaches students to derive meaning from the following types of cues: 1) semantic (context and sentence-level cues), 2) syntactic (sentence structure), and 3) graphophonic (spelling patterns).		
Comp.2 Fails to provide practice opportunities for educators to apply knowledge throughout the professional learning.		
Comp.3 Fails to provide checks for understanding and/or assessments throughout the professional learning.		
Comp.4 Fails to provide an interactive, in-person or synchronous delivery format.		
Comp.5 Fails to meet the state-mandated criteria for the minimum number of professional learning hours in the science of reading. <i>(May not be applicable in all states.)</i>		

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points. It is recommended that a submission receives a **minimum of 60 points in Section 2** (out of a possible 68 points) for consideration.

Note that the Core Standards in this rubric have been adapted from the International Dyslexia Association's [Knowledge and Practice Standards for Teachers of Reading](#).

Standard 1: How Children Learn to Read		Score	Evidence/Notes
1.1	Understand that learning to read is difficult and that, for most people, it requires explicit instruction.		
1.2	Understand the simple view of reading and Scarborough's rope.		
1.3	Understand the cognitive processes behind learning to read, including the four-part processing model for word recognition.		
1.4	Understand the five language processing requirements for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.		
1.5	Understand the common, intrinsic differences between strong and striving readers (i.e., cognitive, linguistic, and neurobiological differences).		

Section 2: Core Standards *(continued)*

Standard 1: How Children Learn to Read		Score	Evidence/Notes
1.6	Understand the impacts of environmental, cultural, and social factors on literacy development.		
1.7	Understand the types of reading difficulties, including dyslexia.		
1.8	Understand the reciprocal relationships among phoneme awareness, decoding, word recognition, encoding, and vocabulary knowledge.		
1.9	Understand the harmful impact of relying on the three-cueing systems model to decode unfamiliar words, also known as “MSV,” which relies on meaning, structure and syntax, and visual cues.		
1.10	Understand the most common learning differences and how to accommodate or adjust instruction to meet the unique needs of the learner.		
		Total	/10

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 2: Phonological and Phonemic Awareness		Score	Evidence/Notes
2.1	Understand the role of the phonological processing system in spoken and written language development.		
2.2	Know and apply in practice considerations for identifying, pronouncing, classifying, and comparing consonant and vowel phonemes.		
2.3	Know and apply in practice considerations for levels of phonological sensitivity, including word boundaries, syllables, onsets, and rimes.		
2.4	Know and apply in practice considerations for the progression of phonemic awareness skill development across age and grade levels.		
2.5	Know and apply in practice considerations for key phonemic awareness skills, including identifying, blending, adding, deleting, isolating, reversing, and substituting phonemes as well as segmenting words.		

Section 2: Core Standards *(continued)*

Standard 2: Phonological and Phonemic Awareness		Score	Evidence/Notes
2.6	Know and apply in practice the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, and auditory-verbal.		
2.7	Understand the importance of early and regular screenings for phonological and phonemic awareness.		
2.8	Know and apply in practice considerations to address phonological and phonemic awareness difficulties.		
2.9	Understand how dialects, language differences, and allophonic variation affect phonological and phonemic development.		
Total			/9

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 3: Phonics – Decoding and Encoding		Score	Evidence/Notes
3.1	Know and apply in practice the basic principles of English orthography, and the patterns and rules that inform the teaching of single and multisyllabic, regular word reading.		
3.2	Know and apply in practice considerations for multi-sensory/multi-modal routines to enhance student engagement and memory.		
3.3	Know and apply in practice considerations for systematic, cumulative, and explicit instruction of basic decoding and encoding skills.		
3.4	Know and apply in practice considerations for Ehri's phases of reading development.		
3.5	Know and apply in practice considerations for word recognition and spelling lessons following a structured phonics lesson plan.		

Section 2: Core Standards *(continued)*

Standard 3: Phonics – Decoding and Encoding		Score	Evidence/Notes
3.6	Know and apply in practice considerations for teaching morphology.		
3.7	Know and apply in practice considerations for teaching irregular words in small increments using special techniques.		
3.8	Know and apply in practice considerations for teaching the decoding of multisyllabic words.		
3.9	Know and apply in practice considerations for analyzing spelling errors.		
3.10	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.		

Section 2: Core Standards *(continued)*

Standard 3: Phonics – Decoding and Encoding		Score	Evidence/Notes
3.11	Know and apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts as a scaffold that leads to the reading of authentic texts.		
3.12	Know and apply in practice considerations for assessing decoding and encoding skills.		
3.13	Know and apply in practice considerations for identifying and addressing difficulties with decoding and encoding skills.		
3.14	Know and apply in practice considerations for morphological awareness.		
		Total	/14

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 4: Fluency		Score	Evidence/Notes
4.1	Know and apply in practice considerations for the role of fluent word level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.		
4.2	Know and apply in practice considerations for identifying and addressing difficulties with accurate and automatic reading fluency.		
4.3	Know and apply in practice considerations for text reading fluency, as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.		
		Total	/3

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 5: Vocabulary		Score	Evidence/Notes
5.1	Know and apply in practice considerations for the role of vocabulary development and knowledge in oral and written language comprehension.		
5.2	Know and apply in practice considerations for the sources of differences in students' vocabularies.		
5.3	Know and apply in practice considerations for direct and explicit vocabulary instruction.		
5.4	Know and apply in practice considerations for teaching etymological influences (word origins).		

Section 2: Core Standards *(continued)*

Standard 5: Vocabulary		Score	Evidence/Notes
5.5	Know and apply in practice considerations for indirect (contextual) methods of vocabulary instruction.		
5.6	Know and apply in practice considerations for teaching independent word-learning strategies.		
5.7	Know and apply in practice considerations for oral language building for all students.		
5.8	Know and apply in practice considerations for oral language building for English language and multilingual learners.		
		Total	/8

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 6: Comprehension		Score	Evidence/Notes
Component A: Building Background Knowledge			
6.A.1	Know and apply in practice considerations for instructional practices that build student background knowledge.		
6.A.2	Know and apply in practice considerations for building background knowledge for English language and multilingual learners.		
Component B: Listening and Reading Comprehension			
6.B.1	Understand the differences between listening comprehension and reading comprehension.		
6.B.2	Know and apply in practice considerations for factors that contribute to deep comprehension, including cohesive devices, text structures, and interpretation of vocabulary.		
6.B.3	Know and apply in practice considerations for explicit comprehension strategy instruction.		

Section 2: Core Standards *(continued)*

Standard 6: Comprehension		Score	Evidence/Notes
<i>Component B: Listening and Reading Comprehension</i>			
6.B.4	Know and apply in practice considerations for instructional routines appropriate for each major genre: informative, narrative, and persuasive.		
6.B.5	Know and apply in practice considerations for the role of sentence level comprehension in both listening and reading comprehension.		
6.B.6	Know and apply in practice considerations for the teacher’s role as an active mediator in text comprehension processes.		
6.B.7	Know and apply in practice considerations for oral language development and text-based discussion to co-construct meaning.		
		Total	/9

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 7: Handwriting and Written Expression		Score	Evidence/Notes
7.1	Understand the reading to writing connection and the need for explicit writing instruction.		
7.2	Know and apply in practice considerations for the developmental stages of writing.		
7.3	Understand the major skill domains that contribute to written expression and how foundational writing skills build to compositional writing skills.		
7.4	Know and apply in practice considerations for letter formation, both manuscript and cursive.		
7.5	Know and apply in practice considerations for teaching spelling, punctuation, and editing.		

Section 2: Core Standards *(continued)*

Standard 7: Handwriting and Written Expression		Score	Evidence/Notes
7.6	Know and apply in practice considerations for developmental phases of the writing process (planning/brainstorming, drafting, revising, editing, and publishing).		
7.7	Know and apply in practice considerations for teaching traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation).		
7.8	Know and apply in practice considerations for teaching the major genres of writing: informative, narrative, and persuasive.		
7.9	Know and apply in practice considerations for identifying and addressing difficulties with writing and written expression.		
7.10	Know and apply in practice considerations for the appropriate uses of assistive technology for students with serious limitations.		
Total			/10

Section 2: Core Standards

Directions: Review each component of the core standard. If all the required criteria of the component are included in the evidence, the submission may be awarded one (1) point. If all the required criteria of the component are not included in the evidence, the submission may be awarded zero (0) points.

Standard 8: Using Assessment Results to Inform Instruction		Score	Evidence/Notes
8.1	Understand the importance of and differences in assessment types, including screening, progress monitoring, diagnostic, and outcome assessments.		
8.2	Understand the basic principles of test construction and formats, including reliability, validity, and criterion- and normed-referenced assessments.		
8.3	Understand that fluency assessments should focus on reading speed and accuracy, and not require analysis of incorrectly decoded words (i.e., errors or “miscues” that are part of the three-cueing systems model).		
8.4	Know and apply in practice informal diagnostic surveys of phoneme and phonological awareness, decoding and encoding skills, oral reading fluency, comprehension, vocabulary, and writing skills.		
8.5	Understand how to interpret and utilize data to inform instruction, including decisions about improving the effectiveness of Tier 1 reading instruction and choosing appropriate interventions.		
Total			/5

Section 3: Score Sheet

Directions:

- 1) Enter the score that the science of reading professional learning submission received for each standard found in Section 2: Core Standards into its respective "Standard Total" box below.
- 2) Total the scores received for Standards 1-8 and enter the new, cumulative score into the "Core Standards Total" box.
- 3) Determine if the PLS meets or does not meet the recommended minimum score of 60 points (88%). Ensure that all or most of the missing points do not come from the same core standard (i.e., a submission may receive 65 points, but fail to address Components 4.1, 4.2, and 4.3, which constitute the entirety of Standard 4: Fluency). Note this in the "Determination" box.
- 4) Review the responses recorded in Section 1: Disqualifying Components to determine if a professional learning submission should be approved or rejected.
- 5) Indicate the final decision in the "Final Determination" box.

Standard	Standard Total	Comments
Standard 1: <i>How Children Learn to Read</i>		
Standard 2: <i>Phonological and Phonemic Awareness</i>		
Standard 3: <i>Phonics</i>		
Standard 4: <i>Fluency</i>		
Standard 5: <i>Vocabulary</i>		

Section 3: Score Sheet *(continued)*

Standard	Standard Total	Comments
Standard 6: <i>Comprehension</i>		
Standard 7: <i>Handwriting and Written Expression</i>		
Standard 8: <i>Using Assessment Results to Inform Instruction</i>		
Core Standards Total: <i>(recommended to receive a minimum of 60 points)</i>	/68	Determination:
Based on the criteria, should this submission be approved or rejected?		Final Determination:

Adapted from the following sources:

- International Dyslexia Association. (2018) *Knowledge and Practice Standards for Teachers of Reading*.
<https://or.dyslexiaida.org/wp-content/uploads/sites/20/2018/10/ida-standards2018.pdf>
- Pennsylvania Department of Education. (2022, October) *Structured Literacy (SL) Program Framework Guidelines*.
<https://www.stateboard.education.pa.gov/Documents/Structured%20Literacy%20Competencies%20Program%20Framework%20Guidelines.pdf>
- The Reading League. (2023, March) *Curriculum Evaluation Guidelines*.
<https://www.thereadingleague.org/wp-content/uploads/2023/03/The-Reading-League-Curriculum-Evaluation-Guidelines-2023.pdf>
- Wyoming Department of Education. (2023, May) *WDE Literacy Competency Area Requirements*.
<https://edu.wyoming.gov/wp-content/uploads/2023/05/Competency-Area-Requirements.pdf>

Note: *If components of this rubric are modified to meet your state's or district's specific professional learning needs, this should be indicated on the rubric.*