

PRIDE Reading Program Instructional Design Review

Alan J. Reid, PhD
Steven M. Ross, PhD

March 2021



JOHNS HOPKINS
SCHOOL of EDUCATION

Center for Research and
Reform in Education

Table of Contents

Introduction	1
Design Review.....	2
Program Design Framework and Process.....	3
Program Content Selection and Design	4
Program Evaluation	6
Materials/Interface Design	6
Summary and Recommendations.....	9
Program Design and Framework.....	9
Program Content Selection and Design	9
Program Evaluation	10
Materials/Interface Design	10
Appendix A: Statement of Work.....	11
Appendix B: Design Review Rubric.....	14

Introduction

This design review for the PRIDE Reading Program¹ included an evaluation of various materials and information provided by the program developers. The materials submitted for review included a print-based kit that contained (1) PRIDE Yellow Student Workbook, 2nd Ed., (2) PRIDE Sound Cards, (3) PRIDE Letter Tiles, and (4) PRIDE Activity Kit, which included a dry-erase board, markers, eraser, and small and large tote bags. Additionally, online access was provided to the digitally-based [PRIDE Reading Program Training Course](#) and to the PRIDE Online Teaching Guide (Level 1). The PRIDE Reading Program design team also provided responses to interviews that were conducted via email and video conference.

According to the program's website, the PRIDE Reading Program is the "easiest-to-use reading and writing curriculum using the Orton-Gillingham approach."² The program offers three iterations, specifically: professional Orton-Gillingham (OG) instruction from a PRIDE certified reading specialist (available in-home, online, and at school), a reading program for parents of homeschooled learners, and a reading program for teachers, tutors, and schools. PRIDE Reading Programs focus on the OG method to Structured Literacy, which is an evidence-based approach to reading instruction and is highly systematic in scope and sequence. This approach stands in contrast to Balanced Literacy – a less structured and a more philosophical approach that does not isolate specific components of phonology, orthography, systematic phonics, and semantics.³ Structured Literacy is an effective instructional approach for struggling readers and is preferred by the International Dyslexia Association.⁴

The following design review follows the standard Design Review Rubric (Appendix B) used in the CRRE for all programmatic reviews. When appropriate, specific references are made to the materials submitted by the developers and to the responses obtained during phone and video interviews.

Materials

Print-based programmatic materials were shipped to the reviewer via mail. These items included:

- **PRIDE Reading Program materials.** This learning kit contained the PRIDE Yellow Student Workbook, 2nd Ed., which includes decodable word lists, sentences and stories that allow the student to apply, reinforce, and master new concepts. The consumable format of the Student Workbook allows students to mark word lists and highlight passages as they identify and practice new concepts.

Also included in the learning kit were the PRIDE Sound Cards, which are used throughout the program to introduce letters, sounds and reviewing skills. The color-

¹ PRIDE is permitted to disseminate this report in full or to publicize that the present review has been conducted, but direct quotes or excerpts from this report should not be released without explicit permission by the CRRE.

² Retrieved from <https://pridereadingprogram.com/school-page/>

³ Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51, 201–211. doi:10.1177/0040059917750160

⁴ Retrieved from <https://dyslexiaida.org/effective-reading-instruction-for-students-with-dyslexia/>

coded PRIDE Sound Cards cover all levels of the program and are used in daily automaticity drills.

PRIDE Letter Tiles are color-coded for each letter sound concept and are used throughout the program to learn sounds, blending, and word building. The cards are color-coded similarly to the Sound Cards: white for consonants, green for vowels, blue for prefixes and suffixes, and yellow for less common pronunciations.

PRIDE Activity Kit included several manipulatives: a 12"x 9" dry-erase board with black and red pens, 1 whiteboard eraser, 1 reading tracker, and 1 game die. All items are required during instruction.

It should be noted, too, that the PRIDE Reading Program materials also are available in eBook format, which allow for an entirely digital learning experience.

Online access also was provided to the reviewer via the PRIDE Reading Program website portal, which included:

- **PRIDE Reading Program Training Course.** This online training course consists of 11 units that detail OG literacy instruction methods and include original videos that model the strategies. PRIDE teachers are encouraged to complete the entire training prior to using the program.
- **PRIDE Online Teaching Guide.** This online guide anchors the entire PRIDE Reading Program. The Teaching Guide (currently available only in digital format) provides the teacher with directions and scripted narration for each lesson and is the roadmap for instruction.

Design Review

The following section describes each criterion from the Design Review Rubric in detail, providing a justification for its rating. Table 1 shows a collapsed view of the scores for each criterion; a full explanation of the review criteria can be found in Appendix B.

Table 1. A collapsed view of the Design Review Rubric results.

	Limited	Moderate	Strong
Program Design Framework and Process			
1. Specific ToA or Logic Model		✓	
2. Systematic design process			✓
Program Content Selection and Design			
1. Specific instructional or curriculum needs			✓
2. Comprehensive design plan			✓
3. Addresses individual learner needs			✓
4. Instructional objectives		✓	

5. Instructional sequencing			✓
Program Evaluation			
1. Formative evaluation			✓
2. Summative evaluation			✓
Materials Interface / Design			
1. Costs and resources are specified			✓
2. Support for users			✓
3. Student feedback		✓	
4. Teacher assessment data		✓	

Program Design Framework and Process

1. The program design clearly specifies a systemic Theory of Action (or Logic Model).

The PRIDE Reading Program is based on the Orton-Gillingham approach to Structured Literacy. This evidence-based method caters to struggling readers and is well-supported by research. While Structured Literacy is the umbrella framework on which the PRIDE Reading Program is based, the documentation did not demonstrate a systemic Theory of Action (ToA) or Logic Model unique to the program. This likely is implied within the program design, but a more visible ToA is recommended to increase transparency and specify outcomes for success. A clear ToA would explicate three phases – teacher learning, classroom learning, and student learning – and describe the impact that the program has on each phase. A clearly articulated Theory of Action or Logic Model would articulate a clear problem statement, the inputs (activities), and outputs (short- intermediate- and long-term outcomes).⁵

Consideration should be given to the creation and adherence to a unique, grounded Theory of Action or Logic Model that blends the Structured Literacy approach with the PRIDE framework. We recognize that the PRIDE Reading Program was deeply rooted in OG and Structured Literacy approaches but recommend strengthening the program with its own logic model that clearly specifies the intended inputs and outputs.

Rating: Moderate

2. A systematic design process was used to develop, evaluate, and refine materials.

Although mostly informal, documentation suggests that the PRIDE Reading Program underwent a systematic design process that provided ongoing evaluation and subsequent refinement of programmatic materials, and this process continues in the form of formative evaluation efforts (such as this design review) and planned summative evaluation measures.

⁵ Here is an example of a clear Logic Model employed by the Nebraska Department of Education: <https://ies.ed.gov/ncee/edlabs/regions/central/blog/theory-of-action-nebraska.asp>

A systematic process was used to design the program materials. However, more formal documentation and accounting of the design process is recommended.

Rating: Strong

Program Content Selection and Design

1. The program design addresses specified instructional/ curriculum needs.

The PRIDE Reading Program was designed with specific curricular alignment in mind. According to the program developers, "The design and development of the PRIDE Reading Program was based on the principles and elements of Structured Literacy and the Science of Reading. With that being said, the PRIDE Reading Program does align with Common Core Standards Kindergarten - Grade 5 in Reading: Foundational Skills based on corestandards.org."

While the PRIDE Reading Program is aligned with Common Core Standards, these content standards and competencies should be labeled and linked to standards more clearly within the content.

Rating: Strong

2. A comprehensive design plan was employed in developing the program.

The PRIDE Reading Program relies heavily on the Orton-Gillingham and Structured Literacy approaches, which provide clear and evidence-based framework for program design. The major advantage of this is that a comprehensive design plan was "baked in" to program development. Although the PRIDE Reading Program closely follows the Structured Literacy approach, it could be improved by adding more specific instructional objectives into its front-end design.

Rating: Strong

3. The program design addresses individual learner needs for high achievement.

The PRIDE Reading Program is an intervention and remediation program meant for non and struggling readers of all intellectual capabilities. The program was designed specifically for a target audience of students with IEP goals, dyslexia, auditory processing, ELL learners, struggling readers, early intervention, learning deficits, processing deficits. Still, within this target population, there is variation of ability and individual learner needs. The PRIDE Reading Program accounts for this by having learners complete a placement test,⁶ which identifies the ideal starting point in the program. In doing so, the program accounts for differentiation between learners. Additionally, the program is recommended for 1:1 and small group settings, where learner differentiation is more likely to occur.

⁶ The placement test is available online at <https://pridereadingprogram.com/pride-online-placement/>

Rating: Strong**4. Instructional objectives are systematically developed and clearly specified.**

The PRIDE Reading Program does not refer to instructional objectives, specifically. From an instructional design perspective, instructional objectives should be derived from a needs assessment or analysis and a task analysis. After stating the objectives, the designer can ensure that the objectives are aligned with goals or needs of the learner. A robust objective provides the information needed to design the instruction, instructional strategy, and evaluation.

Instructional objectives can be written in either a traditional Mager format or cognitive format.⁷ The difference between the two is that Mager (behavioral) objectives are more explicit in their description of observable behavior and the degree to which it should be performed. As designers, we often refer to the ABCD (Audience, Behavior, Condition, and Degree) framework for writing behavioral objectives. Conversely, cognitive objectives indicate broader performance in which the evaluator can discern whether or not the learner has demonstrated this behavior. In both cases, constructing instructional objectives helps to specify learner performance and provide a means of assessing the learner's performance, which can then inform appropriate instruction.

The PRIDE Reading Program lends itself more to behavioral objectives, which are more specific than cognitive objectives.⁸ An example of an objective for a reading assessment

Upon completion of Unit 2, the learner will be able to demonstrate proficiency in reading by correctly reading aloud 80% or more of the provided words and sentences.

These objectives can be placed at the start of each module or unit in a section overview. Future design work should start with a needs assessment and a task analysis and then specify objectives. The objectives should be clearly stated to communicate the expected performance and criteria for proficiency or mastery.

Rating: Moderate**5. Instructional sequencing is aligned with objectives and adaptive to learner needs.**

The PRIDE Reading Program follows a clear scope and sequence for instruction.⁹ According to the program developers, "Every lesson in the PRIDE Reading Program is organized around a consistent set of strategies, activities and patterns" and "Each skill is taught in a logical order or sequence. The student starts out learning simple word patterns (CVC) and then progresses gradually step by step to more difficult and complex ideas including vowel patterns, multisyllabic words, spelling rules, affixes and morphemes."

⁷ Gronlund, N. E. (2008). *Writing instructional objectives* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

⁸ Morrison, Ross, Morrison, & Kalman (2019) *Designing effective instruction, 8th Ed.*, Hoboken, NJ: John Wiley and Sons, Inc.

⁹ Scope and sequence can be found here: <https://pridereadingprogram.com/pride-scope-sequence/>

Consistency also is a clear strength of the program. Because of the organization of each module and unit, the student and teacher develop a routine and know what to expect from each lesson. Students do not progress in the program until each skill is mastered.

No recommendations are proposed for sequencing other than ensuring that the instructional sequence is aligned with the instructional objectives once they are developed.

Rating: Strong

Program Evaluation

1. Formative evaluation was used to develop and refine the program.

There was an informal formative evaluation conducted in the early stages of development. The developers stated that PRIDE was used by 50 students in an intensive summer reading program and data was collected on student progress on teacher feedback. The results were used to inform revisions to the program. Altogether, this pilot phase yielded important recommendations that were acted upon by program developers.

Rating: Strong

2. Summative evaluation was used to obtain evidence on program effectiveness.

The documentation does not provide evidence of a plan for formal or informal use of summative evaluation. However, the developers are considering a full rigorous third-party quasi- or randomized-experimental study in the near future. We encourage the developers to devise and follow through with a summative evaluation plan to document the effectiveness of the program and identify areas for improvement.

Rating: Strong

Materials/Interface Design

1. Costs and resources needed for using the program are clearly specified.

Costs and resources for the project are clearly stated on the program website.¹⁰ Before purchasing the program kit, the learner is strongly encouraged to complete the online PRIDE Placement Check in order to determine the appropriate starting point. Sample pages are provided for each program level book along with a practice lesson. Each of the program components is available for purchase directly from the website.

Rating: Strong

¹⁰ Materials can be purchased from the website here: <https://pridereadingprogram.com/pride-program/>

2. Support for users is timely and effective.

User support is readily available and provided through direct contact with the program developers via phone and email. According to the website, “We offer *free unlimited support* to anyone using the PRIDE Reading Program. We are here to answer your questions and help you use the PRIDE Reading Program with your student.” The benefit of this support mechanism is the high degree of personalized support for users. The drawback is that support is entirely dependent upon the availability and responsiveness of only a few. As the program continues to scale up, a more robust support mechanism should be considered.

As the PRIDE Reading Program expands, so too will the demand for user support, causing the current model for providing support to become unsustainable. A live option for user support (phone, online chat) will be ideal under this circumstance, but also may be the most expensive option. Developers might also consider utilizing peer-to-peer support from program leaders. This can be accomplished by building an online repository of knowledge articles, FAQ’s, best practices, and tips and tricks that program leaders have found useful and effective. This could easily be scaffolded onto the program website. In addition, program leaders should be given a forum to connect and discuss their experiences; this would be an indirect form of support and development that could enhance the program.

Rating: Strong

3. Students receive clear and relevant feedback about their performance.

The amount and extent of feedback that students receive is dependent upon the individual teacher, although the Teaching Guide does provide some opportunities for assessing learner performance throughout the instruction. Specifically, there are progress checks built into the end of each module, which prompt the teacher to determine whether or not the student is ready to proceed. For example, Figure 1 shows a text box that appears at the end of a unit in the Teaching Guide:

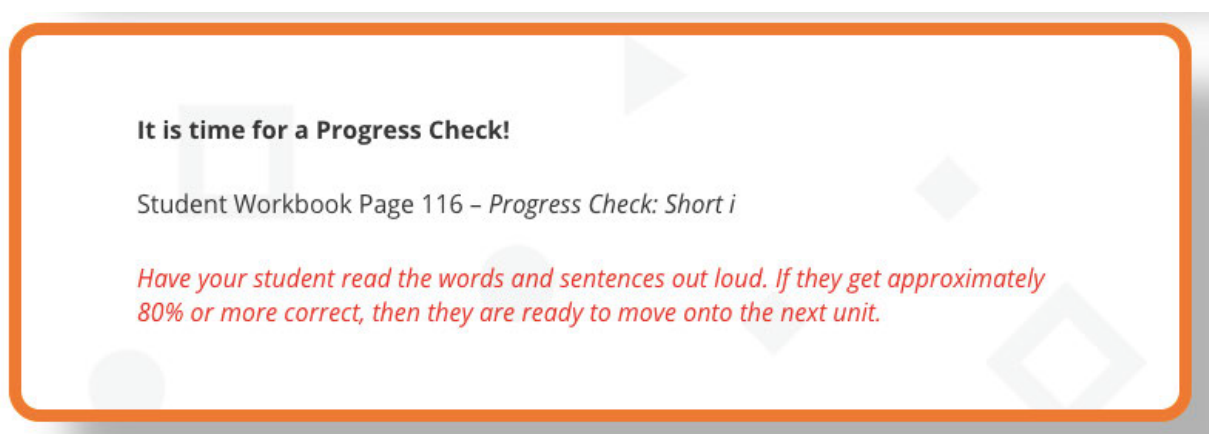


Figure 1. An embedded learner assessment.

Figure 2 shows a subsequent prompt, which asks the teacher if the student is ready to move on to the next unit. However, when the “False” option is selected, there is no feedback response given. The teacher continues on to the next section. This is a prime opportunity for formative

assessment and needs to be more explanatory for the teacher in cases where proficiency has not yet been observed. Also, it is unclear whether or not this data is collected and used for revision of the instruction (this is discussed in the next section).

Progress Check - Short o - Have student read words and sentences.

Question #1: Is student ready to move to the next unit?

- ☐ True
- ☒ False

Submit Answers

✓ You have now completed this unit.

You got 0 out of 1 questions (0.00%) correct! You have now completed this unit.

« Previous Unit Next Unit »

Figure 2. A True/False Progress Check provides an opportunity for reflection but not further guidance.

It is recommended that the Progress Check – while a useful strategy – be enhanced by providing alternative strategies for the remediation of content.

Rating: Moderate

4. Teachers receive assessment data for tracking students' progress.

Although formative assessment occurs during the unit progress checks, a more formal tool for tracking assessment data would be useful for teachers/parents. For instance, the formative progress checks are often fleeting; examples include asking the learner to demonstrate understanding orally by reciting words or by writing them on a whiteboard. This works in-the-moment, but the assessment data could be utilized much more effectively here. A teacher could be given a space to write comments or to answer brief questions (such as a checklist) to denote learner understanding. This data could be accumulated and viewable by teachers on a dashboard or gradebook-type setup, where student progress over time becomes more visible.

Also, capturing this assessment data could benefit the program developers by providing an appraisal of the instructional content that learners struggle with the most. Learners should receive feedback on their responses, and this feedback should be tracked and monitored. Self-reflection is not adequate to assess performance on the module objectives / purposes.

Rating: Moderate

Summary and Recommendations

Our overall impression is that the PRIDE Reading Program has significant value to learners. It is clear that usability, navigability, and consistency within the design was prioritized in the development of the materials. The following recommendations are suggested as means to improve the quality of this program even further.

Program Design and Framework

A rating of *Strong* was given to the iterative design process that was used to design, develop, and evaluate the program materials. The trial and error-style revision process served as an informal formative evaluation, and changes were made in response to user experiences and feedback.

However, a rating of *Moderate* was assigned to the criterion for specifying a clear, systemic Theory of Action (or Logic Model), which was not present in the development of the program. Such a model should be created to articulate how, specifically, the Structured Literacy approach blends with the PRIDE framework and the inputs, outputs, and resources that are associated with the program goals.

Program Content Selection and Design

All aspects of this category were evaluated as *Strong*, with the exception of one area – instructional objectives – which received a rating of *Moderate*. The design of the instruction should begin with clearly stated instructional objectives that are made visible to the instructor and learner. For future revisions and development, we would encourage the developers to specify objectives, conduct a task analysis of the content needed to support the objectives, and then design specific instructional strategies to help achieve each objective in the module. Many instructional design texts provide selected instructional strategies for different types of objectives (cf. Morrison, Ross, Morrison, & Kalman (2019) *Designing effective instruction*, 8th Ed., Hoboken, NJ: John Wiley and Sons, Inc.). We also recommend the use of assessment to gauge learner progress and to provide feedback to those learners.

The alignment with standards and curriculum, comprehensive design plan, instructional sequencing, and the attention given to individual learner needs all received a rating of *Strong* and are present in the current design.

Program Evaluation

Although ratings of *Strong* were assigned to these criteria, we strongly recommend the use of formal formative and summative evaluations to ensure the quality and accuracy of the materials. An informal formative evaluation yielded important recommendations for the program, so it is advised that even more robust evaluations be employed moving forward.

Materials/Interface Design

The explication of the cost and resources for the program was clear and easily accessible. This criterion was given a rating of *Strong*. Likewise, the support for users were given ratings of *Strong* because of its user-centered features. However, while live contact support is useful, it is not necessarily sustainable as the program expands. The organization should institute an online peer help forum where leaders can post questions, review resources, and read about best practices from other leaders. Once it becomes unmanageable to provide individualized support, it would be important to consider employing others (perhaps even program leaders) to serve as support providers.

Two criteria in this category were given a rating of *Moderate*. Learner feedback could be improved by correcting the embedded assessment prompts within the modules and providing more elaborate and useful information in response to learner performance. Similarly, a more robust system for tracking assessment data could be employed to further enhance the teacher/parent experience.

Appendix A: Statement of Work

Statement of Work PRIDE Reading Program Instructional Design Review

Johns Hopkins University
Center for Research and Reform in Education

February 2021

The present proposal describes a plan for conducting an instructional design review of the PRIDE Reading Program. PRIDE is based on the Orton-Gillingham method, which is a structured, sequential, cumulative, and repetitive process. Those with speech and language deficits, dyslexia, or processing deficits particularly benefit from the repetitive process. The method incorporates a multisensory, step-by-step process for children to learn phonemes in the English language. During a lesson, the teacher uses modeling, student interaction, and feedback and the lesson has a clear scope and sequence. Each lesson also incorporates reading, writing, and spelling instruction. A lesson typically begins with a visual drill (phonogram cards) followed by an auditory drill (dictate phonograms). Then, the student engages in sound blending (reading words) and a review of previously taught skills. The teacher will introduce a new phonogram/concept/rule/syllable instruction and the student will engage in spelling work, sentence work, and conclude with oral reading with decodable and controlled text. At the conclusion of the lesson, the instructor will use the set scope and sequence to plan the next lesson based on how the student performed in the current lesson. The Orton-Gillingham method is meant as a 1:1 or small group reading intervention instruction. The PRIDE Reading Program is offered both for parents and homeschool and for teachers and schools.

Proposed Services and Deliverables

To respond to the interests and needs of PRIDE, the Johns Hopkins Center for Research and Reform in Education (CRRE) proposes engaging in the following activities:

- **Program Design Review:** Evaluate program design relative to various categories of design using a battery of rubric quality levels (e.g., Instructional Objectives, Instructional Theory (Logic Model), Learner Analysis, Task Analysis, Content Sequencing, Instructional Strategies, Assessment and Feedback Systems).
- **Program Delivery Review:** Evaluate program operation and delivery relative to clarity of directions and content, teacher and learner support, ease of use and navigation, error-free execution, and overall user-friendliness.
- **Deliverable:** Drawing from the above activities, CRRE will produce a report describing the results of reviews, related research supporting design implementation, and offering recommendations for refinement of the product and how it is used, as appropriate.

Input for the reviews will consist of access to an operational program for simulated participation, copies of all program support materials normally made available to teachers, schools, districts, and students, and completion by PRIDE Reading Program leadership of a *Program Design Review* template with all requested information about the program design, rationale, and design components.

Timeline

Proposed timelines for the instructional design review are as follows:

<i>February 2021</i>	Obtain program support materials and information from the Program Design Review template from PRIDE Reading Program
<i>February-March 2021</i>	Complete Program Design Review and Program Delivery Review
<i>March 31 2021</i>	Submit PRIDE Reading Program Review report
<i>April-June 2021</i>	Research planning and technical assistance as needed

Budget



CRRE Organizational Capacity

Johns Hopkins University is one of the nation's premier research institutions. The Center for Research and Reform in Education (CRRE) at Johns Hopkins will provide strong and consistent organizational support as follows:

(1) Organizational support and commitment. Johns Hopkins University provides multiple levels of support to CRRE. The Dean of the School of Education reviews and approves key personnel and policy decisions, but imposes no formal or informal obligations to other departments or units. The Dean appoints Center researchers upon the recommendation of the Director. CRRE has six Ph.D.'s and eight other research and support staff engaged in a wide range of research involving children from preschool through high school who are in high-poverty communities. CRRE principal investigators are full-time researchers without teaching responsibilities who are therefore able to focus on high-quality longitudinal research, including many randomized and matched field experiments.

(2) Program assistance. University offices assist in the effective and efficient operation of the Center. The University's Homewood Research Administration administers grants and contracts, the Controller's Office provides accurate and timely monthly statements for budgetary control, Human Resources assists in hiring and salary administration, Library Services provides a full range of assistance in research and document procurement, and the Office of Communications and Public Affairs assists in national dissemination of research work.

(3) Resources. CRRE's main office is located off campus. All research will therefore qualify for low off-campus overhead rates. The Hopkins facility provides front office administrative and clerical services, photocopying and conference rooms, and areas for maintaining data and inventories of CRRE publications.

Appendix B: Design Review Rubric

Program Design Framework and Process				
	Limited	Moderate	Strong	Source
1. The program design clearly specifies a systemic Theory of Action (or Logic Model).	*The Theory of Action (ToA) is not adequately represented in standard project or submitted support material. OR, *The represented ToA is not logically or sufficiently specified for achieving defined product goals. OR, *The represented ToA is not appropriate for this instruction.	*The Theory of Action (ToA) is described in the design rationale and materials provided for review (but may not be disseminated to prospective users). *The ToA logically connects inputs to outputs with at least moderate detail. *Outcomes are consistent with defined product goals (student achievement and/or other).	*The Theory of Action (ToA) is explicitly described in the design rationale and materials disseminated routinely to prospective users. *The ToA is logical, detailed, and comprehensive. *The ToA clearly shows how "inputs" lead to mediating and culminating outputs, consistent with defined product goals (student achievement and/or other).	Design rationale Program materials

2. A systematic (iterative) design process was used to develop, evaluate, and refine materials in accord with the Logic Model.	* Standard program documentation or submitted support material do NOT demonstrate informal or formal use of an iterative design process of tryouts, evaluation, refinement, etc.	*Standard program documentation or submitted support material demonstrate informal or formal use of MOST of the following design processes: -Initial design -Formative evaluation plan -Trial and revision -Implementation and monitoring -Evaluation of each element and program whole -Revision/redesign as appropriate	*Standard program documentation or submitted support material demonstrate systematic use of ALL of the following design processes: -Initial design -Formative evaluation plan -Trial and revision -Implementation and monitoring -Evaluation of each element and program whole -Revision/redesign as appropriate	Program documentation or support materials Interview with designers or evaluators
---	---	---	--	---

Program Content Selection and Design				
	Limited	Moderate	Strong	Source
1. The program design addresses specified instructional/ curriculum needs.	*Alignment of the program design with instructional/ curriculum needs is only generally described and not adequately supported.	*The program design appears to support instructional/ curriculum needs via broad alignment with defined standards (e.g., Common Core State Standards or other). *The content alignment or selection process is described in materials provided for review but only generally in standard program documentation.	*The program design is directly and explicitly connected to instructional/ curriculum needs via systematic alignment with defined standards (e.g., Common Core State Standards or other). *The content alignment or selection process is described in standard program documentation. *Objectives developed for local implementation that align with defined standards *Formal expert review of content was performed	Program documentation Program review

2. A comprehensive design plan was employed in developing the program.	*Program design did not use a systematic process of analyzing instructional needs, content sequencing, and instructional method in accord with learning objectives and target user needs.	*Program design included systematic use of <i>most</i> of following components: -Instructional needs analysis for target users. -Specification of instructional objectives. -Content sequencing in accord with objectives and instructional/ curriculum needs. -Instructional strategies and methods in accord with learner and instructional/ curriculum needs.	*Program design included systematic use of ALL of the following components: -Instructional needs analysis for target users. -Specification of instructional objectives. -Content sequencing in accord with objectives and instructional/ curriculum needs. -Instructional strategies and methods in accord with learner and instructional/ curriculum needs.	Program documentation
--	---	--	--	-----------------------

3. The program design addresses individual learner needs for high achievement.	*The program design description and operation do not demonstrate sufficient support for accommodating student readiness, expected prior learning, or individual needs for adaptive instruction.	*The content and learning activities appear to have been designed so as to be developmentally appropriate for targeted grade-levels. *Prerequisite learning needs are identified fully or in part in program documentation. *Instruction/lesson activities feature some capabilities for adaptation to student needs, such as self-pacing, variation of content difficulty.	*The content and learning activities are explicitly designed to be developmentally appropriate for targeted grade-levels. *Prerequisite learning needs are analyzed, documented for users, and accounted for in the lesson design. *Instruction/Lesson activities support the mastery knowledge/skills specified in objectives. *Instruction/lesson activities are highly adapted to individual learner needs (e.g., achievement levels). *Appropriate lesson completion time (or individual pacing options) is provided.	Program documentation Program review
---	--	--	--	---

4. Instructional objectives are systematically developed and clearly specified.	*Program learning (or other objectives) may be implicit or informally defined but -are not made explicit to users OR -do not clearly address outcomes, learning domains, expectations, etc.	*Program learning (and/or other) objectives are specified. * <i>Some</i> of the following are included (as relevant): -Purposes of the program are clear to the teacher, learner, or target user. -Learner (or other) performance expectations (what knowledge and/or skills) are specified. -How learning (or other) mastery is assessed. -Target domains of learning (knowledge, comprehension, application, analysis, synthesis, or other)	*A systematic process was used to develop objectives (learner/teacher/ curriculum needs) * <i>All or most</i> of the following are included (as relevant): -Purposes of the program are clear to the teacher, learner, or target user. -Objectives are revised or modified for local implementation rather than adopted as is. -Learner (or other) performance expectations (what knowledge and/or skills) are specified. -How learning (or other) mastery is assessed. -Target domains of learning (knowledge, comprehension, application, analysis, synthesis, or other)	Program documentation Program review
--	---	---	---	--

5. Instructional sequencing is aligned with objectives and adaptive to learner needs.	*Instructional sequencing may be implicit or informally defined, but: -is not supported in terms of logic or rationale AND -only weakly, if at all, addresses instructional objectives, learner needs, or developing comprehension and mastery in a systematic way.	*A rationale or logic for instructional sequencing is provided in program materials. * <i>Some</i> of the following attributes of sequencing are included (as relevant): -Aligned with instructional objectives. -Informed or corroborated by content experts. -Is flexible based on learner performance and needs. -Is logical in developing learner comprehension and mastery (addresses prerequisites, builds on prior knowledge and content, etc.)	*A systematic process was used to develop instructional sequencing. * <i>All or most</i> of the following attributes of sequencing are included (as relevant): -Aligned with instructional objectives. -Informed or corroborated by content experts. -Is flexible based on learner performance and needs. -Is logical in developing learner comprehension and mastery (addresses prerequisites, builds on prior knowledge and content, etc.)	Program documentation Program review
--	---	---	---	---

Program Evaluation				
	Limited	Moderate	Strong	Source
1. Formative evaluation was used to develop and refine the program.	*Standard program documentation or submitted support material do NOT demonstrate informal or sufficient formal use of formative evaluation to develop and refine the program.	*Standard program documentation or submitted support material demonstrate informal or formal use of <i>SOME</i> of the following formative evaluation processes: -Beta testing of program operation. -Individual user tryouts. -Small-group tryouts. -Piloting in realistic settings. *Formative evaluation data are used <i>intermittently</i> by the design team for program refinement.	*Standard program documentation or submitted support material demonstrate systematic use of <i>MOST</i> or <i>ALL</i> of the following formative evaluation processes: -Beta testing of program operation. -Individual user tryouts. -Small-group tryouts. -Piloting in realistic settings. *Formative evaluation data are used <i>continuously</i> by the design team for program refinement. *Documentation provided that show method, data, and recommended revisions for one or more formative evaluation efforts.	Program documentation

2. Summative evaluation was used to obtain evidence on program effectiveness.	*Standard program documentation or submitted support material do NOT demonstrate sufficient informal or formal use of summative evaluation to develop and refine the program.	*Standard program documentation or submitted support material demonstrate the following summative evaluation processes: *Evaluation evidence is available from: -At least one rigorous third-party case study or well-designed third-party experimental study *Summative evaluation data are used <i>intermittently</i> by the design team for program refinement. *Additional studies are in process or planned.	*Standard program documentation or submitted support material demonstrate the following summative evaluation processes: *Evaluation evidence is available from: -At least two rigorous third-party case studies. OR -At least one rigorous third-party quasi- or randomized-experimental study *Summative evaluation data are used <i>continually</i> by the design team for program refinement. *Additional studies are in process or planned.	Program documentation
--	--	--	--	------------------------------

Materials/Interface Design				
	Limited	Moderate	Strong	Source
1. Costs and resources needed for using the program are clearly specified.	*Cost and resources beyond original purchasing are not communicated clearly in advance. *Unspecified supplemental costs may occur in some of the areas identified for <i>Strong</i> status.	*Costs and resources beyond original purchasing are generally communicated for consumers in the areas identified for <i>Strong</i> status. *There are no hidden costs of any substance.	*Costs and resources beyond original purchasing are clearly specified and described in relation to implementation quality with regard to the follow areas. -Additional equipment/ Materials -Technical or other support -Staff costs (paraprofessionals, technology coach, etc.) -Space/facilities (computer lab; classrooms) -Access to data from provider *There are no hidden costs of any substance.	Marketing materials

2. Support for users is timely and effective.	*Support for users is not explicitly or formally offered in the product or from the provider.	*Program use appears logical and intuitive. *Help for technical difficulties is built into the program and/or can be obtained by contacting the provider.	*Program use appears highly logical and intuitive. *An online or print program "user's guide" describes solutions for common technical problems. *Timely and effective help for technical difficulties is built into the program and/or readily and explicitly available from the provider ("help line" or other contact outlet).	Program User guide
3. Students receive clear and relevant feedback about their performance.	*Feedback to students is not provided in a manner consistent with the Logic Model.	*The rationale for providing feedback seems consistent with the Logic Model but may not be formally described. *Some performance feedback is intermittently provided to students.	*The provision of feedback is logically determined and described on the basis of the program's Logic Model *Performance feedback is provided to students at appropriate intervals.	Program

4. Teachers receive assessment data for tracking students' progress.	*Assessment data are not provided or presented without adequate clarity or teacher support.	*Assessment data are provided to teachers as part of the program, but without explicit or strong connection to the Logic Model. *Some explanation of how to use and interpret the data is provided in program documentation.	*The provision of assessment data is logically determined and described on the basis of the Logic Model. *Assessment data are provided to teachers continuously by the program or provider. *Assessment data are provided in a clear and interpretable form. *Explanations of how to interpret the data are provided in program documentation.	Program Program documentation (teacher guide)
--	---	---	---	--