

## **Foundational Literacy Skills Plans Rubric**

*Instructions:* Each indicator below must be present in the Foundational Literacy Skills Plan in order to be approved by the department. Any indicators that are highlighted in **yellow** need to be added to the plan to resubmit. The notes section can be used to provide feedback.

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Foundational Literacy Skills Plan Component	Criteria for Success	Does Not Meet Expectation	Meets Expectation	Notes for LEA
Daily Foundational Skills Instructional Time: Grades K-2	<ul style="list-style-type: none"> <li>Instructional time includes a minimum of 45 minutes of foundational skills instruction</li> <li>Instruction is aligned to the TN state standards</li> <li>Foundational skills instruction is demonstrated as the <b>primary</b> form of instruction</li> <li>Includes explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension</li> </ul>	All criteria are not met	All criteria are met	No action required.
Artifact 1: Grades K-2 Master Schedule	<ul style="list-style-type: none"> <li>Master schedule indicates a minimum of 45 minutes of foundational skills instruction</li> <li>Foundational skills instruction is demonstrated as the <b>primary</b> form of instruction</li> </ul>	All criteria are not met	All criteria are met	No action required.
Daily Foundational Skills Instructional Time: Grades 3-5	<ul style="list-style-type: none"> <li>Instructional time includes a minimum of 30 minutes of foundational skills instruction (isolated or embedded) Instruction is aligned to the TN state standards and includes morphology, grammar, spelling, writing, and fluency</li> <li>An evidence-based approach is used to teach foundational skills</li> <li>Includes explicit supports for fluency, vocabulary, and comprehension</li> </ul>	All criteria are not met	All criteria are met	No action required.
Artifact 2: Grades 3-5 Master Schedule	<ul style="list-style-type: none"> <li>Master schedule indicates a minimum of 30 minutes of foundational skills instruction (isolated or embedded)</li> </ul>	All criteria are not met	All criteria are met	No action required.

<p>Adopted Foundational Skills Instructional Materials: Grades <b>K-2</b></p>	<ul style="list-style-type: none"> <li>Selected instructional materials are on approved state adoption list</li> <li>Instructional materials include complete alignment to the TN foundational skills standards</li> <li><i>If district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness</i></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Instructional materials have approved waiver</li> <li>Waiver is included</li> </ul>	<p>All criteria are not met</p>	<p>All criteria are met</p>	<p>No action required.</p>
<p>Adopted Foundational Skills Instructional Materials: Grades <b>3-5</b></p>	<ul style="list-style-type: none"> <li>Selected instructional materials are on approved state adoption list</li> <li><i>If district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness</i></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Instructional materials have approved waiver</li> <li>Waiver is included</li> </ul>	<p>All criteria are not met</p>	<p>All criteria are met</p>	<p>No action required.</p>
<p>Universal Reading Screener</p>	<ul style="list-style-type: none"> <li>Universal Reading Screener is selected</li> <li>Complies with RTI<sup>2</sup> screening requirements outlined in Tennessee’s RTI<sup>2</sup> framework manual</li> <li>Complies with the dyslexia screening requirements established in § 49-1-229</li> </ul>	<p>All criteria are not met</p>	<p>All criteria are met</p>	<p>No action required.</p>

	<ul style="list-style-type: none"> <li>Allows for three screening assessments annually</li> </ul>			
RTI <sup>2</sup> Reading Intervention Structure	<ul style="list-style-type: none"> <li>Intervention schedules are aligned with expectations outlined in the RTI<sup>2</sup> manual</li> <li>Interventions are evidence-based and differentiated based by Tier II and III</li> <li>Interventions address specific skill gaps and progress monitor specific gaps</li> <li>Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress</li> <li>Intervention schedule is included</li> </ul>	All criteria are not met	All criteria are met	No action required.
Artifact 3: Intervention Schedule	<ul style="list-style-type: none"> <li>Intervention schedules are aligned with expectations outlined in the RTI<sup>2</sup> manual</li> </ul>	All criteria are not met	All criteria are met	No action required.
Parent Notification Plan: Home Literacy Reports	<ul style="list-style-type: none"> <li>Parent Notification Plan details student scores in parent-friendly language</li> <li>Provides clear explanation of skill gaps and the depth and extent of student need</li> <li>Provides information about how those gaps will be addressed during intervention</li> <li>Plan includes no-cost activities for families to support learning at home</li> <li>Provides information on the importance of 3<sup>rd</sup> grade reading proficiency</li> <li>Includes clear plan to communicate with parents three</li> </ul>	All criteria are not met	All criteria are met	No action required

	<p>times a year in grades K-3 and annually in grades 4 and 5</p> <ul style="list-style-type: none"> <li>• Sample letters (grades K-3 &amp; 4-5) included</li> </ul>			
Artifact 4: Sample Grades K-3 Letter	<ul style="list-style-type: none"> <li>• Parent Notification Plan details student scores in parent-friendly language</li> <li>• Provides clear explanation of skill gaps and the depth and extent of student need</li> <li>• Provides information about how those gaps will be addressed during intervention</li> <li>• Plan includes no-cost activities for families to support learning at home</li> <li>• Provides information on the importance of 3<sup>rd</sup> grade reading proficiency</li> </ul>	All criteria are not met	All criteria are met	No action required.
Artifact 5: Sample Grades 4-5 Letter	<ul style="list-style-type: none"> <li>• Parent Notification Plan details student scores in parent-friendly language</li> <li>• Provides clear explanation of skill gaps and the depth and extent of student need</li> <li>• Provides information about how those gaps will be addressed during intervention</li> <li>• Plan includes no-cost activities for families to support learning at home</li> <li>• Provides information on the importance of 3<sup>rd</sup> grade reading proficiency</li> </ul>	All criteria are not met	All criteria are met	No action required.
Professional Development Plan for Teachers	<ul style="list-style-type: none"> <li>• Professional Development Plan provides deep training to teachers in grades K-5 on foundational skills instruction grounded in a phonics-based approach</li> </ul>	All criteria are not met	All criteria are met	No action required  TN Early Reading Training – Summer

	<ul style="list-style-type: none"> <li>• Includes training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary</li> <li>• Training providers are experienced with proven track record of supporting districts</li> <li>• Teachers are required to demonstrate knowledge and competency</li> <li>• Is absent of cueing or MSV strategies</li> <li>• Sample professional development calendar is included</li> </ul>			2021
Artifact 6: PD Calendar	<ul style="list-style-type: none"> <li>• Includes teachers in grades K-5</li> <li>• Equivalent of one week</li> <li>• Indicates who the trainers are and how they are qualified</li> <li>• Includes training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary</li> <li>• Indicates how teachers are required to demonstrate knowledge and competency</li> </ul>	All criteria are not met	All criteria are met	No action required.