

ERIA Implementation Rubric

School: _____

Team Members: _____

Date Completed, Fall: _____ Spring: _____

Use this Implementation Rubric to determine the current level of your school for each of these key elements.
Record that level under "Level" and Summarize your progress and Next Steps in the spaces provided WHICH ARE SHADED GREEN.

Key Elements	Non-Implementation 1	Partial Implementation 2	Basic Implementation 3	Advanced Implementation 4	Exemplary Implementation 5	Levels	
						Fall	Spring
A. An ERIA Site Team Leads Implementation	The ERIA Site Team has not been established or, if one has been, it includes fewer than 3 people.	The ERIA Site Team is established and meets at least twice per year.	In at least three meetings per year, the the ERIA Site Team experiences active representation from most key stakeholders (administrators, general educators, special educators, paraprofessionals).	In at least three meetings per year, the the ERIA Site Team team experiences active representation from all key stakeholders.	Level 4, and the the ERIA Site Team meets at least once per month .		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			
B. Identify Struggling Readers and Refer for Further Assessment	A process for identifying struggling readers hasn't been formalized.	Some struggling readers are identified for further assessment.	All struggling readers with CST or CELDT scores under 300 (Below Basic) are identified and referred for further assessment.	All struggling readers with scores under 350 (Basic) are identified and referred for further assessment.	All students are referred for further assessment.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			

Key Elements	Non-Implementation 1	Partial Implementation 2	Basic Implementation 3	Advanced Implementation 4	Exemplary Implementation 5	Levels	
						Fall	Spring
C. Assess the Needs of Individual Students	Statewide CST/ CELDT scores and classwork are the only source of data informing the assessment process.	Some struggling readers are assessed with a fluency measure, (eg. <i>AIMSweb</i> , <i>Read Naturally Fluency Monitor</i>) but not all.	The oral reading fluency of all struggling readers is assessed (eg. <i>AIMSweb</i> , <i>Read Naturally Fluency Monitor</i>) by sufficiently trained personnel.	Level 3, and some struggling readers are further assessed with a decoding (eg. <i>CORE</i>) or comprehension (eg. <i>Maze</i>) tool, a decision informed by whether the fluency test suggests or rules out word-level skill needs.	Level 3, and all struggling readers are further assessed with a decoding or comprehension tool, as indicated by their fluency result.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			
D. Obtain Evidence-based Intervention Programs Based on Assessed Student Needs	Evidence-based intervention programs which would be appropriate for the students at our school have not been identified.	Appropriate evidence-based intervention programs have been identified, but have not yet been obtained.	Appropriate evidence-based intervention programs have been obtained based on assessed word-level skill needs (fluency and/or decoding).	Appropriate evidence-based intervention programs have been obtained based on word-level and comprehension skill needs.	Level 4, and the ERIA Site Team has discussed the further needs of the school as a whole (such as the possibility of adding comprehension supports to the core curriculum).		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			

Key Elements	Non-Implementation 1	Partial Implementation 2	Basic Implementation 3	Advanced Implementation 4	Exemplary Implementation 5	Levels	
						Fall	Spring
E. Deliver Word-level Intervention Programs	Word-level intervention programs are not currently being delivered to struggling readers.	Word-level (fluency and/or decoding) interventions are in place and are serving the needs of some struggling readers.	Interventions are in place and are serving the needs of all struggling readers with a word-level (fluency and/or decoding) reading need (eg. <i>REWARDS</i>).	Level 3, and additional interventions are in place to separately serve struggling readers with (eg. <i>REWARDS</i>) and without (eg. <i>Read Naturally</i>) a decoding need .	Level 4, and additional interventions are being delivered to students with intensive word-level needs (eg. <i>Read 180, Language!</i>).		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			
F. Deliver Comprehension Instruction and Interventions to Struggling Readers	Direct and explicit instruction in vocabulary and comprehension has not been established.	Direct and explicit instruction in vocabulary and comprehension is in place in some classrooms serving struggling readers.	Direct and explicit instruction in vocabulary and comprehension is in place in all classrooms serving struggling readers.	Level 3, and comprehension intervention programs (eg. <i>REWARDS Plus</i>) are being delivered to some struggling readers for whom a word-level skill need has been ruled out.	Level 3, and comprehension intervention programs (eg. <i>REWARDS Plus</i>) are being delivered to all struggling readers for whom a word-level skill need has been ruled out.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			

Key Elements	Non-Implementation 1	Partial Implementation 2	Basic Implementation 3	Advanced Implementation 4	Exemplary Implementation 5	Levels	
						Fall	Spring
G. Monitor Student Progress with Additional Assessments	A fixed schedule for conducting assessments has not been established.	Assessments are conducted only once or twice during the school year.	Assessments of fluency or comprehension (eg. <i>AIMSweb, Maze</i>) are made 3 times per year with all students receiving interventions , and the data is used to review the appropriateness of intervention placements.	Level 3, and additional assessments (eg. <i>AIMSweb, Maze</i>) are conducted more frequently with students receiving interventions.	Level 3, and additional assessments (eg. <i>AIMSweb, Maze</i>) are conducted at least monthly with all students receiving interventions.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			
H. Monitor Student Progress through an Inclusive, Collaborative Process	Assessment data is not shared with anyone outside of the site team.	Assessment data is shared with teachers, but it is used sparingly or only in aggregate (monitoring needs at the classroom level, not needs of individual students).	Assessment data is reviewed collaboratively with the site team and teachers , and the needs of individual students are discussed.	Level 3, and assessment data is used to inform instruction and may be shared with students and parents.	Level 4, and assessment data is shared with students and/or parents to set and work toward goals collaboratively.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			

Key Elements	Non-Implementation 1	Partial Implementation 2	Basic Implementation 3	Advanced Implementation 4	Exemplary Implementation 5	Levels	
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I. Improve Content Literacy Instructional Practices	The IES practice guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , has not been widely distributed to English and intervention teachers.	All core curriculum and intervention teachers are aware of the 5 strategies recommended by IES in the <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> practice guide, as well as having access to the document.	Level 2, and intervention teachers have received some internal training in the 5 strategies recommended by IES in the <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> practice guide.	Level 3, and some core curriculum teachers have received internal training.	Level 3 and all core curriculum teachers have received internal training.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			
J. Improve Fidelity of Implementation through Observations and Coaching	Fidelity of implementation has not been assessed.	The ERIA Site Team has discussed the degree of fidelity of implementation.	Internal assessments of the degree of fidelity of implementation have been made and have informed the coaching process.	Level 3, and the fidelity of implementation has been assessed by an outside observer or coach.	Level 4, and fidelity observations have occurred at the classroom level, integrated with coaching to collaboratively reflect and act on the observational feedback.		
	Summary:	Fall:		Spring:			
	Next Steps:	Fall:		Spring:			

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