

DISTRICT/SCHOOL READING PLAN ALIGNMENT RUBRIC

2026-27

This rubric is designed to guide districts and schools in developing their Reading Plans. It will also be used by SCDE reviewers to provide constructive feedback on submitted reading plans.

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district/school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade level, English/Language Arts standards.

- **Strong Evidence**
 - Instruction and assessment are discussed for each of the five pillars.
 - Instruction includes the systematic and explicit delivery of a research-based scope and sequence in all five components of literacy.
 - High quality instructional materials are utilized to support the five pillars.
 - Instruction and assessment are aligned to the SC College and Career Ready ELA Standards.
- **Partial Evidence**
 - Some of the five pillars are addressed for assessment and instruction.
 - Some evidence linked to research is included.
 - Partial evidence indicates high quality instructional materials are utilized.
- **No Evidence**
 - The district/school reading plan demonstrated some evidence of meeting requirements but needs improvement.

Section B: Foundational Literacy Skills

Document how reading instruction and assessment for all students in the district/school are further aligned to the science of reading, structured literacy and foundational literacy skills.

- **Strong Evidence**

- Literacy instruction and assessment for all students in PreK-5th grade are strongly aligned to the science of reading, structured literacy and foundational literacy skills.
- Literacy instruction and assessment includes skill development in word recognition (phonics, phonemic awareness and sight word recognition).
- Valid and reliable assessments are in place for screening and progress monitoring of literacy achievement.
- **Partial Evidence**
 - Partial evidence of alignment of reading instruction and assessment aligned to the science of reading is included.
 - Partial evidence is provided for some grade levels. Not all grade levels are addressed for instruction and assessment.
- **No Evidence**
 - The district/school reading plan demonstrated some evidence of meeting requirements but needs improvement.

Section C: Intervention

Document how the district/school uses universal and interim assessment data, in conjunction with diagnostic assessment data to determine pathways of intervention for students who have failed to demonstrate grade level reading proficiency.

- **Strong Evidence**
 - Strong evidence is provided for how screeners and diagnostic assessment data are both used to create targeted pathways of intervention for all students in PreK-5th grade who have failed to demonstrate grade level proficiency.
 - When a screener or diagnostic assessment indicates a student is below grade level, plans are developed in collaboration with parents to remediate reading difficulties and progress monitoring occurs according to the needs of the student.
 - Students identified as having reading difficulties are given a valid and reliable diagnostic assessment to identify specific instructional needs.
- **Partial Evidence**
 - Some evidence exists for how screeners and diagnostic assessment data are used to create targeted pathways of intervention for some students in PreK-5th grade who have failed to demonstrate grade level proficiency.
- **No Evidence**
 - The district/school reading plan demonstrated little evidence of meeting requirements. The plan needs additional information on how screeners and diagnostic assessments are used to determine learning intervention pathways for students reading below grade level.

D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district/school understand how they can support the student as a reader at home.

- **Strong Evidence**
 - Strong evidence exists that the district/school has a system in place to help parents understand how to help their child at home.
 - School literacy goals are clearly communicated to parents and other key stakeholders in the community.
 - Parents or caregivers are regularly informed of literacy expectations and updated on individual student progress toward meeting the expectations.
- **Partial Evidence**
 - Some evidence exists that the district/school has a system for supporting parents.
 - Some evidence demonstrates that stakeholders in the community are informed and involved.
- **No Evidence**
 - The district/school does not have a system in place to help parents understand how to help their child at home.
 - The plan does not demonstrate stakeholder involvement.

Section E: Progress Monitoring

- Document how the district/school provides progress monitoring of reading achievement and growth at the district/school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.
- **Strong Evidence**
 - Strong evidence exists that a system is in place to provide ongoing progress monitoring to ensure reading achievement and growth for all students based on multiple data points.
 - Students identified as needing Tier 2, targeted interventions are progress-monitored monthly. Those needing Tier 3, intensive intervention are progress-monitored every two weeks.
 - Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency.
 - Evidence exists that a fluid response to intervention process is in place to consider instructional needs of students performing below grade level.
 - All students below benchmark receive daily interventions in addition to Tier 1 core instruction.
 - The MTSS team meets on a regular basis to review the most current progress-monitoring data and to adjust instruction to reflect the latest data.
- **Partial Evidence**

- Evidence exists that a system is in place for ongoing progress monitoring for some students. Additional information is needed on the plan for all students to be progress-monitored.
- **No Evidence**
 - The district/school needs to develop a fluid intervention process to identify specific needs of all students and to provide ongoing instruction that will accelerate growth toward grade-level benchmarks. Students needing acceleration should receive appropriate interventions to close the gap with grade-level expectations.

Section F: Teacher Training

Explain how the district/school will provide teacher training based on the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

- **Strong Evidence**
 - Strong evidence exists that professional development includes the skills and knowledge needed to improve teaching and learning and is aligned to research-based principles and instructional practices.
 - Teachers receive ongoing, job-embedded, grade-specific professional development and coaching support on high quality instructional materials used for all three tiers of instruction.
 - Teachers receive ongoing, job-embedded, grade-specific professional development and coaching support on the SC College and Career Ready ELA Standards.
 - Teachers receive ongoing, job-embedded, grade-specific professional development and coaching support to transfer learning around the science of reading into classroom instructional practices.
 - Teachers receive ongoing, job-embedded professional development in the administration of assessments, the data-analysis process, and aligning data to instruction through data teams and coaching cycles.
 - School and district leaders attend and participate in professional learning connect new learning to classroom practices and hold teachers accountable for implementation of new practices.
- **Partial Evidence**
 - Partial evidence exists that professional development is an integral part of the district/school-wide system for increased literacy achievement.
- **No Evidence**
 - The district/school needs to develop an on-going professional learning plan based on the science of reading, structured literacy and foundational literacy skills to support reading achievement for all students.

- The district/school reading plan demonstrated some evidence of meeting requirements but needs improvement.

Section G: Analysis of Data

- **Strong Evidence**
 - The district/school used assessment data to identify strengths around reading and writing instruction aligned to the science of reading.
 - The district/school used assessment data to identify to identify possibilities for growth around reading and writing instruction aligned to the science of reading.
- **Partial Evidence**
 - The district/school was limited in identifying strengths around reading and writing instruction aligned to the science of reading.
- **No Evidence**
 - The district/school needs to carefully review and analyze assessment data to generate strengths and possibilities for growth.

Section H: Previous School Year SMART Goals and Progress Toward those Goals

- **Strong Evidence**
 - The district/school used quantitative and qualitative data to determine progress toward previous goals.
- **Partial Evidence**
 - Little to no quantitative or qualitative data was used to determine district progress.
- **No Evidence**
 - The district/school literacy plan did not demonstrate any use of quantitative or qualitative data.

Section I: District/School SMART Goals and Action Steps Based on Analysis of Data

- **Strong Evidence**
 - Goals are academically measurable, SMART, clear, and have a realistic timeline to support the completion of the goal.
 - Goals are connected to student achievement or growth.
 - Third grade goal is evident when required.
 - Goals for all grade levels K-5 are evident (Ex. One for 3rd grade, one for K-2 and one for 3-5).
 - Action Steps for the goals are appropriate for all grade levels.
- **Partial Evidence**

- Goals are not connected to student achievement. The district/school is encouraged to review the goals to ensure they are SMART, clear, connected to student achievement and have a realistic timeline.
- Action steps require further consideration.
- **No Evidence**
 - Goals are not SMART and not aligned to student achievement.
 - Action steps are not aligned to the goals.