

Name of Evaluator _____ Initials _____

The School District of Palm Beach County

K-3 Reading Intervention Instructional Materials Adoption Evaluation Rubric

Name of Publisher: Lexia Voyager Sopris Inc.
Title of Submission: Voyager Passport 3rd Edition
Scoring: Please score all line items within a section. Scores range from 1-4. Please provide specific evidence or example of any item that does not meet expectations (1 or 2) and provide specific evidence or cement for any item that scores Exceeds Expectations (4). 1=Little/No evidence 2=Unsatisfactory; Does Not Meet Expectations 3=Satisfactory; Meets Expectations 4=Exceeds Expectations

Section 1: Science of Reading	Score	Comments
1. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Levels 1,2, or 3.	4	https://www.evidenceforessa.org/program/passport-to-literacy-voyager-passport/
Section 1: Science of Reading Subtotal		
Section 2: Content	Score	Comments
1. Alignment with Intervention Requirements:		
a. The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.	4	Voyager Passport aligns to the Florida B.E.S.T Standards K-3.
b. The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.	4	Voyager Passport is written to grade level standards and benchmarks. Voyager Passport Level A aligns to Kindergarten Voyager Passport Level B aligns to Grade 1 Voyager Passport Level C aligns to Grade 2 Voyager Passport Level D aligns to Grade 3
c. The materials are adaptable and useful, as well as, relatable and engaging to the students for classroom instruction.	4	Voyager Passport is a research-based strategic intervention for K-3 students reading below grade level and requiring intervention in addition to the core reading program. The materials are organized into Teacher Resource Kits and Student Reading Packs, and they are adaptable and useful in a variety of reading intervention settings (in-class intervention block, pull-out, after-school, etc.). Each Voyager Passport level (A-D) is designed to meet the instructional needs and the personal interests of K-3 students to maintain engagement during instruction.
2. Level of Treatment:		

a.The materials provide sufficient details for students to understand the significance of topics and events.	4	<i>Voyager Passport</i> provides sufficient details and background knowledge for students to understand the significance of topics and events. Each <i>Voyager Passport</i> Adventure (unit) starts with an Adventure Starter that introduces students to topics and builds background knowledge of the Adventure topic. This lesson engages student in real world life experiences discussions and introduces key concepts that are relevant and meaningful.
b.The content matches the standards for applicable components of reading.	4	Through a strategic approach consistent with how students learn to read, each <i>Voyager Passport</i> level concentrates on the six essential early literacy skills (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) with a scope and sequence that prioritizes these skills in order to maximize and accelerate potential student growth. <i>See page GS6 of the Teacher Edition.</i>
c.The content matches the student needs, abilities and grade level through vertical alignment of each benchmark.	4	<i>Voyager Passport</i> content matches the needs, abilities and grade level of students reading below grade-level and in need of additional reading instruction and intervention.
d.The content matches the time period allowed for teaching.	4	<i>Voyager Passport</i> is organized into consistent cycles of instruction using Adventures to organize the content. Lessons 1-4 and 6-9 follow a 30-minute instructional routine. Lessons 5 and 10 use a formative assessment, followed by differentiation activities if needed. All materials and content were designed around the 30-minute time period. <i>See Teacher Edition pg. GS7.</i>
3. Expertise for Content Development:		
a.The primary and secondary sources cited in the materials reflect expert information for the subject.	4	The primary and secondary sources reflect expert information associated with the science of reading research and findings. <i>See Voyager Passport Research Foundations document.</i>
b.The primary and secondary sources contribute to the quality of the content in the materials.	4	The primary and secondary sources contribute to the quality of the content. <i>See the Voyager Passport Research</i>

		<i>Foundations document.</i>
Section 2: Content Subtotal		
Section 3: Teacher Support Materials	Score	Comments
1. Comprehensiveness of Student and Teacher Resources: The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional	4	All material needed to teach <i>Voyager Passport</i> is included in Teacher Resource Kits and Student Reading Packs. Teachers are not required to prepare additional materials for instruction.

teaching materials for instruction.		
2. Alignment of Instructional Components: All components of the major tool align with the intervention program and each other.	4	All components and materials included in the major tool for <i>Voyager Passport</i> were designed to interoperate with each other and are aligned to the learning outcomes of the intervention.
3. Organization of Instructional Materials: The materials are consistent and logical organization of the content for the subject area.	4	<i>Voyager Passport</i> follows a consistent instructional routine and a logical Scope and Sequence. <i>See the Voyager Passport Scope and Sequence.</i>
4. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4	<i>Voyager Passport</i> materials and the online Reading Rangers component include text ranging from decodable text (Levels A-B) to Lexiles of 900+ (Level C-D) to support the needs of students reading below grade level. Passages within each level of <i>Voyager Passport</i> provide a balance of both informational and narrative text, including a variety of genres. <i>Voyager Passport</i> passages include topics from the content areas, such as science topics like wildlife, water, space, and deep-sea exploration; social studies topics like community engagement, money, and changes throughout history; and health topics like decision-making, personal connections, and responsibility. Passages represent a variety of cultures and time periods and reflect the ever-changing environment of students.
5. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4	The scope and sequence of <i>Voyager Passport</i> outlines the introduction of new skills/content across each level. The size or rate at which new skills are introduced is designed to meet the instructional needs of students that are reading below grade level and need a reading intervention. Over time, the instruction is spiraled to reinforce skill development and to

		give students several opportunities to revisit skills taught and achieve mastery.
6. Ease of Use of Materials: The materials are designed for practical use in the classroom and school and are easy to store and identify.	4	<p><i>Voyager Passport</i> material is easy to use and implement, requiring little preparation from the teacher. All lessons are direct and explicit and presented in the Teacher Edition. All material needed for students is included in the Student Edition.</p> <p>Any necessary manipulatives are included in the teacher or student kits. Student kits are easy to identify and store according to grade levels. In addition, online digital resources are included to support the intervention.</p>
7. Motivational Strategies: Intervention materials include features to maintain learner motivation.	4	<i>Voyager Passport</i> is intended for small group instruction and includes a substantial amount of teacher/student interaction and multisensory activities to engage students and maintain learner motivation. Upon completion of each Adventure (unit), students track their progress on the Adventure map located the in the student workbook.
8. Explicit Instruction: The materials contain clear statements of information and outcomes.	4	<i>Voyager Passport</i> has outlined explicit and deliberate instructional language for consistent lesson delivery. The blue dialogue facilitates work in critical teaching skills. There are specific correction procedures highlighted at point of use to regularly give feedback, redirect, and confirm accuracy. The Reteach activities provide an opportunity to scaffold and clarify pivotal skills to ensure students attain the necessary level of mastery.
9. Guidance and Support: The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4	Independent student thinking is encouraged with the following aspects of <i>Voyager Passport</i> : Explicit, systematic instruction promotes success in decoding, comprehension, and fluency skills. Step-by-step sequencing of instruction is easy for students to follow and understand. Repeated instructional routines allow students to be comfortable while new information is present. Teacher modeling and Think-Alouds are embedded throughout the lessons.
10. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4	Each <i>Voyager Passport</i> lesson provides teachers with explicit instructions on adapting to developmental differences and various learning

		styles. Examples include explicit corrective feedback, reteach lessons, online resources, interactive whiteboard activities, differentiation lessons, ELL enhancements, etc.
11. Active Participation of Students:		
a. The materials engage the physical and mental activity of students during the learning process.	4	<i>Voyager Passport</i> lessons include engaging physical and mental activities such as phoneme-grapheme mapping, sound-tapping, word-building, making “text-to” connections (world, self, text), using white boards, letter cards and word cards, etc.
b. The materials include organized activities that are logical extensions of content, goals and objectives.	4	All and many organized activities are included in the direct instruction of the lesson and designed to reinforce the learning objectives/goals of the program.
12. Targeted Instructional Strategies:		
a. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4	<p><i>Voyager Passport</i> uses a strategic approach consistent with how students learn to read. Each level of <i>Voyager Passport</i> concentrates on the priority skills needed to accelerate growth. In the lower grades there is a greater emphasis on oral language, phonological awareness and phonics. As students acquire facility in word reading, the emphasis shifts more to vocabulary and comprehension.</p> <p>In <i>Voyager Passport</i> Levels A and B, students engage in more speaking about text in each lesson. The text used is decodable in nature as students are learning letter sounds and learning the skill of decoding.</p> <p>In Levels C and D, students spend time reading, writing and speaking as skills are scaffolded. Students are actively involved in building meaning as they connect new concepts to prior knowledge, make predictions, make inferences, integrate their ideas in the text, and unlock vocabulary as words convey meaning and ideas.</p> <p><i>See Priority Skills Chart in Program Overview found in the front of each Teacher Edition for more information.</i></p>

b.The intervention strategies incorporated in the materials are effective in teaching the targeted outcomes through the vertical alignments within the applicable components of reading for each benchmark in the B.E.S.T. ELA standards.	4	<i>Voyager Passport</i> is aligned to the B.E.S.T. ELA Standards according to grade. As a reading intervention, the instruction is designed to fill in gaps along the vertical progression of the B.E.S.T. standards and to close the gap to grade level standards.
c.The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4	<p><i>Voyager Passport</i> provides an adequate number of items or activities related to the concept or skill to monitor and guide student practice such as:</p> <p>During the lesson sequence, time is allotted to allow students independent practice to ensure mastery of skills.</p> <p>Student practice to reinforce proficiency with concepts and skills in print and online.</p> <p>Teacher supervision is gradually released as students become more confident in their learning</p>
13. Tiered Instruction:		
a.Materials integrate instruction and intervention, which is delivered to all students in varying intensities (multiple tiers) based on student need.	4	<i>Voyager Passport</i> is an intervention solution designed for students below benchmark and needing instruction beyond the core reading program. As an intervention, <i>Voyager Passport</i> includes a substantial amount of differentiation opportunities and resources to adapt the intensity of the instruction to meet individual student needs.
b.Materials incorporate a comprehensive array of explicit instruction principles, as well as provide an appropriate dosage for student response and feedback from the teacher.	4	<i>Voyager Passport</i> follows a Structured Literacy instructional approach which is the practical application of the science of reading research and methodologies. In following the principles of Structured Literacy, <i>Voyager Passport</i> instruction is: explicit and direct, gradually released (I do, we do, you do), logically sequenced, cumulative and systematic, and diagnostic/responsive. Embedded in the lessons, there are several opportunities for student response and teacher feedback.
14. Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.	4	<i>Voyager Passport</i> provides multiple opportunities for students to engage in learning, with multiple means of representation, and with multiple means of

		action and expression upholding the tenets of the National Center for Universal Design for Learning. Students engage with the teacher in direct explicit instruction interacting with letters, sounds, words, and text.
Section 3: Teacher Support Materials Subtotal		
Section 4: Evidence-Based Instruction		
1. Explicit instruction is present – intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills.	4	<p><i>Voyager Passport</i> provides explicit, systematic instruction that is scripted in the Teacher Edition to ensure teacher fidelity.</p> <p>The step-by-step sequencing of instruction is easy for students to follow, and the repeated instructional routines allow students to be comfortable while new skills/concepts are presented and previously taught skills/concepts are reinforced.</p>
2. Modeling or demonstration of the new or previously taught content, concept or skill is included (e.g., clear visual and/or auditory examples) to illustrate specific application of content, concept or skill.	4	<i>Voyager Passport</i> utilizes a gradual release instructional approach with ample teacher modeling or demonstration (I do) when teaching new or previously taught skills/content, followed by guided practice (we do) and independent practice (you do).
3. Students are provided frequent opportunities for guided and independent practice of new or previously taught content, concept or skill.	4	In following the gradual release instructional approach, <i>Voyager Passport</i> lessons include a substantial amount of guided practice with support and feedback from the teacher. As students become more confident in their learning, teacher supervision is gradually released to give students an opportunity to independently practice new and previously taught skills.
4. The program includes a systematic approach to the instruction of skills that is sequential (scope and sequence) and cumulative in nature (skills built from simple to complex).	4	<p><i>Voyager Passport</i> includes a systematic and explicit approach to skill instruction wherein skills are introduced in a logical and developmentally appropriate sequence and, over time, skills are reintroduced and reinforced in a cumulative approach from simple to complex.</p> <p><i>See Voyager Passport's full Scope and Sequence of the program across all levels.</i></p>
5. Advanced skills are not introduced before students have been taught prerequisite skills.	4	<p>All prerequisite skills are taught before advanced skills are introduced.</p> <p><i>See Voyager Passport's full Scope and Sequence of the program across all levels.</i></p>

6. Scaffolded instruction is present – supports are provided for students who are having difficulty and students who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts).	4	<p><i>Voyager Passport</i> provides scaffolded support in every lesson including the following:</p> <ul style="list-style-type: none"> • English Language Learner support for students as they acquire literacy skills in English. • Reteach activities that provide an opportunity to scaffold and clarify pivotal skills to ensure students attain the necessary level of mastery. • Teacher Tips/Supports with ways to enhance or differentiate instruction. • Corrective feedback procedures for immediate application. • Suggested Practice components are referenced at point of use to direct teachers to further student learning opportunities.
7. Differentiated instruction is present – adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.	4	<p>Every Lesson 5 and 10 of an Adventure (unit) includes a formative assessment of the skills taught in that Adventure. These assessments can be administered paper/pencil or online. Based on the results of these assessments, students are grouped by instructional need and the appropriate differentiated lessons are provided to the teacher (automatically if administered online). As part of the instructional routine, there is one differentiation day following Lesson 5 and two differentiation days following Lesson 10.</p> <p><i>See Differentiated Instruction lessons after any Lesson 5 and 10 in the Teacher Edition.</i></p>
8. Delivery of individualized instruction using one or more of the following adaptations to meet specific learning needs of each learner or group of learners is provided: the content (what is taught), process (how learning is structured), product (what is produced and assessed), and/or the physical learning environment.	4	<p>All four adaptations (content, process, product, and environment) can be found in <i>Voyager Passport</i> instruction and are used to individualize and differentiate instruction.</p> <p>Examples include: extra practice lessons, reteach lessons, differentiation lessons, online fluency books, etc.</p>
9. Corrective feedback is present – clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions.	4	<p><i>Voyager Passport</i> has outlined explicit and deliberate instructional language for consistent lesson delivery. The blue dialogue facilitates work in critical teaching skills. There are specific correction procedures highlighted at point of use to regularly give feedback, redirect, and confirm accuracy.</p>

		<p>In addition, the Reteach activities provide an opportunity to scaffold and clarify pivotal skills to ensure students attain the necessary level of mastery.</p> <p><i>See Lesson Components All Teacher Edition Levels p. GS11-GS12</i></p>
10. There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	4	<p>In following the gradual release approach to instruction, new skills are first introduced with teacher modeling (I do). After new skills are modeled, teachers and students continue learning about the skill through guided practice (we do). Once students show signs of progress after an appropriate amount of guided practice, teachers provide students with opportunities to independently practice skills (you do). In both guided and independent practice of new skills, teachers have explicit instructions when and how to provide immediate corrective feedback for students in need.</p> <p>Over time, all skills are revisited and reinforced in “review” sections of a lesson which provide additional practice in previously taught skills</p> <p><i>See Lesson Components All Teacher Edition Levels p. GS12</i></p>
11. A clear and consistent lesson format is evident.	4	<p><i>Voyager Passport</i> follows a clear and consistent instructional routine and lesson format.</p> <p><i>See Instructional Routine graphic in Lesson Components All Teacher Edition Levels p. GS7</i></p>
12. There is a daily schedule of small group lessons, noting suggestions for the length of lessons and units.	4	<p><i>Voyager Passport</i> has times posted in minutes next to each skill in every lesson to help teachers adhere to the 30 minute lesson.</p>
13. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures and consistent language across lessons.	4	<p><i>Voyager Passport</i> has explicit and deliberate instructional language that is outlined for consistent lesson delivery. The blue dialogue facilitates work in critical teaching skills and provides a step-by-step sequence.</p>
14. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or booklist).	4	<p><i>Voyager Passport</i> teacher manuals have explicit and deliberate instructional language that is outlined for consistent lesson delivery. The blue dialogue facilitates work in critical</p>

		teaching skills and wording for how to teach.
15. The same routines, terminology and procedures are used across skill areas and over time.	4	<i>Voyager Passport</i> uses the same routines, terminology and procedures across skill areas and over time integrating practices aligned to the Orton-Gillingham approach. <i>See Lesson Components All Teacher Edition Levels p. GS16-GS22.</i>
16. Concepts and skills are cumulatively reviewed.	4	<i>Voyager Passport</i> has review sections in all lessons that provide additional practice and review of previously taught skills before introducing a new skill. <i>See Voyager Passport Scope and Sequence.</i>

17. A clear and consistent lesson format is evident. (Scope and Sequence)	4	<i>Voyager Passport</i> has a clear and consistent Scope and Sequence. <i>See Voyager Passport Scope and Sequence.</i>
Section 4: Evidence-based Components of Instruction Subtotal		
Section 5: Student Instructional Support Materials	Score	Comments
1.Accuracy of Content		
a.The content is presented accurately. (Materials Should be devoid of typographical or visual errors.)	4	<i>Voyager Passport</i> text includes accurate facts and is devoid of errors.
b.The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)	4	<i>Voyager Passport</i> is presented objectively. It is authentically inclusive, uses culturally appropriate language, and includes appropriate and balanced visual/pictorial representations and content.
c.The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)	4	<i>Voyager Passport</i> content is representative of the literacy discipline and based on the research and findings from the science of reading. <i>See the Voyager Passport Research Foundations document.</i>
d.The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)	4	<i>Voyager Passport</i> is factually accurate and built on the development of reading as confirmed in research. All passages and text used have been fact checked.

2.Currency of Content:		
a.The content is up-to-date according to current research and standards of practice.	4	<i>Voyager Passport</i> content is up-to-date and built upon current and historical research associated with the Science of Reading.
b.The content is presented to the standards and benchmarks in an appropriate and relevant context.	4	<i>Voyager Passport</i> content is presented to the standards in an appropriate and relevant context.
c.The content is presented in an appropriate and relevant context for the intended learners.	4	<i>Voyager Passport</i> content is presented in an appropriate and relevant context for struggling elementary readers.
3.Authenticity of Content:		
a.The content includes connections to life in a context that is meaningful to students.	4	Each <i>Voyager Passport</i> Adventure (unit) starts with an Adventure Starter that introduces students to topics and builds background knowledge of the Adventure topic. This lesson engages student in real world life experiences discussions and introduces key concepts that are relevant and meaningful.
b.The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4	<i>Voyager Passport</i> passages include topics from multiple content areas, such as science topics like wildlife, water, space, and deep-sea exploration; social studies topics like community engagement, money, and changes throughout history; and health topics like decision-making, personal connections, and responsibility. Passages represent a variety of cultures and time periods and reflect the ever-changing student environment.
4. Accurate Representation: The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)		
	4	The content in <i>Voyager Passport</i> is fair and unbiased in all portrayals.
5. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)		
	4	The content in <i>Voyager Passport</i> portrays people and animals with compassion, sympathy, and consideration of needs and values.
6. Dual Language: Availability of authentic Spanish resources that actively engages students in developing academic language to support their specific instructional needs		
	4	<i>Voyager Passport</i> is designed to be used a reading intervention and not as a dual language resource.
7. Actively engages students in contextualized and authentic language use at the student's varying language proficiency levels.		
	4	<i>Voyager Passport</i> provides step-by-step sequencing of instruction for students with varying language proficiency levels to follow

		and understand contextualized and authentic language.
8.. Multilingual, inclusive resources are available in various languages, in print or digital format (at minimum in Spanish), with parent materials in English, Spanish, Haitian Creole, and Portuguese.	4	<i>Voyager Passport</i> provides an Online Parent/Caregiver Letter and Tip Sheet in 11 different languages including English, Spanish, Haitian-Creole, and Portuguese.
9..Materials provide language scaffolding support aligned with WIDA for students to advance within a targeted language proficiency level.	4	<i>Voyager Passport</i> includes a substantial amount of scaffolded support and differentiation specifically for ELL students. Frequently, these additional supports/scaffolds are related to and can help language proficiency, but they are designed to promote the advancement of their reading proficiency.

10. Lessons provide the necessary linguistic support to access the required academic language and vocabulary to master the concepts.	4	<i>Voyager Passport</i> provides teacher-guided practice that allows students to gain confidence and move toward independence. Students verbally respond to the teacher's frequent questions and prompts, allowing increased comfort with academic language and questioning. The program uses child friendly definitions to help students learn and acquire concepts.
11.All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.	4	When applicable in the passage we provide authentic terminology to preserve cultural origin and meaning as well phonetic spellings for proper pronunciation.
Section 5: Student Instructional Support Materials Subtotal		
Section 6: Accessibility Features	Score	Comments
1. Digital textbook platform and test bank includes the following accessibility features and/or allow assistive technology software to run in the background. : <ul style="list-style-type: none"> Text-to-speech tools are included or text can be selected and used with text-to-speech utilities. These tools are adjustable for the students' needs. 	N/A	Product supports apis for assistive technology.
2. Font color, background, type and size can be adjusted. and high contrast color settings are available.	N/A	Product respects browser appearance settings.
3. Note-taking tools are available for students to write ideas online as they are processing curriculum content. <ul style="list-style-type: none"> Highlighters are provided in 4 standard colors (yellow, rose, green, blue). Highlighted text can be automatically extracted into another document. 	N/A	Beyond the scope of the product.
4. Program includes information for teachers on how to adapt lessons – including low to high-technology options.	4	Files are available through NIMAS.
5. Text, image tags, and captioning can be sent to refreshable braille displays and work with JAWS (screen reading program for the blind).	N/A	Beyond the scope of the product.

6. Assistive technology software can be run in the background. Ex.: magnification, text-to-speech, text-to-American Sign Language,, Text-to-braille, on-screen keyboards, and speech-to-text computer control.	N/A	Product supports apis for assistive technology.
7. All PDFs are accessible (unlocked), and text can be highlighted, copied, or pasted out of the document.	N/A	Beyond the scope of the product.
8. All videos are captioned.	4	Product contains closed captioning text where appropriate and where captioning would not provide responses required for assessment purposes.
Section 6: Accessibility Features Subtotal		
Section 7: Assessment	Score	Comments
1. Assessments are formative with varied item types and provide opportunities for frequent progress monitoring of student performance.	4	Formative assessments occur every Lesson 5 and Lesson 10 in an Adventure (unit) and contain a variety of item types.
2. Assessment opportunities include multiple means of representation/modalities.	4	Assessments can be administered with paper/pencil forms or assigned, and taken, online.
3. Assessment is embedded in the lesson structure.	4	Formative assessments occur every Lesson 5 and Lesson 10 in an Adventure (unit).
4. An assessment is available to determine a baseline for instruction and progress monitoring.	4	A placement test is available to determine entry point into the product.
5. Assessments range from diagnostic to evaluative (formative and summative).	N/A	Every Adventure (unit) in <i>Voyager Passport</i> includes an assessment in Lesson 5 and Lesson 10. These assessments allow students to demonstrate their proficiency of the skills taught in that Adventure and provide teachers with data to differentiate instruction. *Acadience Reading K-6 (formerly known as DIBELS Next) is an optional purchase as a comprehensive diagnostic assessment with <i>Voyager Passport</i> .
6. Targeted Assessment Strategies: The materials correlate assessment strategies to the desired learning outcomes.	4	Embedded formative assessments are used to determine content understanding and readiness to advance in skill progression. Reteach/differentiation activities are available after each formative assessment and provide enrichment on skills assessed.
7. Targeted Assessment Strategies: The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4	Assessments measure skill proficiency and are trackable through course progression.

Section 7: Assessment Subtotal		
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Section 8: Community Resources

Resources include access to materials through multiple mediums inclusive of paper-based resources made available in English, Spanish, Haitian-Creole, and Portuguese for parents/guardians and community stakeholders

a) Information on how to support children at home for each level of progression.	4	<i>Voyager Passport</i> provides an Online Parent/Caregiver Letter and Tip Sheet in 11 different languages including English, Spanish, Haitian-Creole, and Portuguese.
b) Take home materials for children.	4	<i>Voyager Passport</i> has a Home Connection that provides resources called Student Passports that can be sent home with students for additional practice opportunities and to bridge learning from school to home. Home Connection activities provide students the opportunity to build fluency on previously read passages by reading aloud to a new audience away from the classroom or by working independently to reinforce previously learned skills. <i>Voyager Passport</i> also provides Online Fluency Readers that allow students to listen to the Fluency Books or practice reading them on their own.
Section 8: Community Resources Subtotal		
Section 9: Florida Statutes & State Board Education Rules	Score	Comments
1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?	4	CRT is not a component of <i>Voyager Passport</i> .
2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to Critical Race Theory (CRT)?	4	<i>Voyager Passport</i> omits Culturally Responsive Teaching as it relates to CRT.
3. Social Justice: Do instructional materials omit Social Justice as it relates to Critical Race Theory (CRT)?	4	<i>Voyager Passport</i> omits Social Justice as it relates to CRT.
4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4	<i>Voyager Passport</i> does not include Social Emotional Learning materials.
5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex (b) No race is inherently superior to another race. (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex. (d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry. (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex. (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.	4	The publisher of <i>Voyager Passport</i> acknowledges s.1003.42(3), F.S and complies to its principles.

6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K- 8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.? If such instruction is provided in grades 9 through 12, is the instruction age-appropriate or developmentally appropriate for students in accordance with state standards?	4	The publisher and authors of <i>Voyager Passport</i> acknowledge s. 1001.42(8)(c)3., F.S. and exclude any instruction regarding sexual orientation or gender identity. <i>Voyager Passport</i> is developmentally appropriate for students in grades Kindergarten through Third Grade.
7. The three-cueing system is NOT taught as a strategy for teaching word reading.	4	<i>Voyager Passport</i> uses a Cognitive Science Model approach to reading and does NOT teach the three-cueing system. Students are taught to look at all letters sounding out the word and then checking to ensure it makes sense.
8. Instruction does NOT encourage students to memorize whole words.	4	<i>Voyager Passport</i> does NOT teach words by whole word units, if they are phonetic (such as run, jump, stop, etc). Words that are non-phonetic such as from, little, and what are taught as sight words.
9. Instruction does NOT encourage students to read the first letter only as a clue, guess at words in context using a "what would make sense?" strategy or picture clues rather than phonics decoding.	4	<i>Voyager Passport</i> does NOT encourage guessing, looking for clues or pictures to determine unknown words. <i>Voyager Passport</i> provides both explicit instruction (as well as feedback to remind students) to look at all letters of unknown words by sounding out the word.
10. Students do NOT practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).	4	<i>Voyager Passport</i> lessons teach students the relationship between spoken sounds and printed letters for use in both decoding and encoding (spelling). <i>Voyager Passport</i> Levels B, C, & D (grades 1, 2, 3) provide numerous opportunities for practice reading and spelling both phonemically regular and irregular words. The instruction builds in difficulty incorporating letter combinations, affixes and strategies for decoding multisyllabic words.

Section 9: Florida Statutes & State Board Education Rules Subtotal		
SECTION 10: Areas of Intervention	Check all that apply	Comments

<p>1. Oral Language –spoken words to express knowledge, ideas, and feelings</p> <ol style="list-style-type: none"> 1. The program provides opportunities for the teacher to facilitate oral language skills. 2. The program uses appropriate collaborative language techniques and active listening skills when engaging in discussion in various situations (ELA.K12.EE.4.1). 3. The program uses appropriate voice and tone when speaking or writing(ELA.K12.EE.6.1). 	4	<ol style="list-style-type: none"> 1. <i>Voyager Passport</i> systematically integrates an instructional routine that fosters and develops oral language proficiency. At the beginning of every Adventure (unit), discussion and probing questions allow students to express their ideas and feelings regarding the Adventure topic. During the Word Works portion of the lesson, teachers elicit oral responses to direct instruction questions/prompts. In the Read to Understand portion of the lesson, students orally respond to comprehension and retell questions in response to the passage. 2. A number of elements within <i>Voyager Passport</i> provide a solid foundation for success as students apply oral language skills. Oral language development is supported by frequent teacher-student interaction. Students verbally respond to the teacher’s frequent questions and prompts, allowing increased comfort with academic language and questioning. Students are encouraged to respond specific to their thoughts and mental models they are building as they are learning about new ideas, topics, and engaging in text. 3. Teachers and students engage in discussions and discourse during <i>Voyager Passport</i> lessons. As students are taught vocabulary specific to the text, teachers encourage students to use the text in discussions, moving the students to more formal language as they gain vocabulary knowledge.
<p>2. Phonological Awareness - the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)</p> <ol style="list-style-type: none"> 1. Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of airflow, tongue, and lip placements, vocal chord voicing occur). 	4	<p><i>Voyager Passport</i> provides daily phonological awareness activities in Levels A and B which allow students to hone their ability to hear sounds in language and words. Activities include environmental sound recognition, rhymes, poems, and songs. Students learn to manipulate individual sounds in words. They also count, identify, or isolate phonemes, learning to isolate beginning, middle and ending sounds in words. In Levels C and D, these skills and activities are frequently reviewed and reinforced.</p> <p>In addition, teachers have access to an online Sound Library that includes video</p>

		<p>and audio of all 42 speech sounds of the English language. The Sound Library can be used as an instructional resource for practicing accurate pronunciation of phonemes.</p>
<p>3. Phonics – the knowledge of letter-sound relationships and high-frequency words and how they are used in reading and writing</p> <ol style="list-style-type: none"> 1. Letter-sound correspondences are taught to automaticity in an explicit manner. 2. Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants). 3. Segmenting and blending are taught explicitly and practiced regularly in both decoding and encoding. 4. Instruction directs students' attention to the structure of the word; emphasis is on phonic decoding. 5. Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught. 6. Opportunities to practice decoding regular and irregular words in isolation are provided. 7. Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading, and spelling). 	4	<ol style="list-style-type: none"> 1. The <i>Voyager Passport</i> reading intervention program addresses phonemic awareness and phonics explicitly in kindergarten and early first grade. Phonemic awareness is presented logically and systematically, with specific instructions for explicit teaching. Students learn to manipulate individual sounds in words in a carefully sequenced series of lessons. Students count, identify, or isolate phonemes, learning to isolate beginning, middle, and ending sounds in words. This prepares students for the key skills of segmenting and blending words and sounds (e.g., Stretch and Slide activities). As students gain facility with manipulating sounds orally, print is integrated with the phonemic awareness activities (e.g., Stretch and Slide with Letters). Students are taught the critical elements of segmenting and blending sounds orally and then they are able to master the skill of matching sounds to letters. These critical phonemic awareness skills are well integrated within each lesson so that students learn to segment and blend the sounds of language, match sounds to letters, and have ample time to practice and demonstrate their learning. Additionally, these integrated activities transition to phonics and spelling activities so students can apply what they have mastered in phonemic awareness. 2. See the <i>Voyager Passport Scope and Sequence</i> to review the systematic and sequential delivery of phonics instruction and how skills move from simple to complex. 3. Students are taught the critical elements of segmenting and blending sounds orally and then they are able to master the skill of matching sounds to letters. These critical phonemic awareness skills are well integrated within each lesson so that students learn to segment and blend the sounds of language, match

sounds to letters, and have ample time to practice and demonstrate their learning. Additionally, these integrated activities transition to phonics and spelling activities so students can apply what they have mastered in phonemic awareness.

4. *Voyager Passport* utilizes the extensive research base in phonics to develop systematic and explicit phonics and spelling lessons beginning in kindergarten. The phonics sections provide multiple exposures to specific patterns and words. Consonant and vowel patterns represent all the productive patterns that need to be taught. In addition, word families are presented as well as non-phonetic sight words. *Voyager Passport* Levels B, C & D (Grades 1, 2, and 3) provide numerous opportunities for practice reading and spelling both phonemically regular and irregular words. The instruction builds in difficulty through third grade, incorporating letter combinations, affixes, and strategies for decoding multisyllabic words. Words with irregular spelling patterns are also taught explicitly and incorporated in review. Most prominently, the phonics and spelling instruction in *Voyager Passport* is directly linked to word, sentence, and passage reading.

5. *Voyager Passport* Levels B, C and D provide numerous opportunities for practice reading and spelling sight words.

6. *Voyager Passport* Levels B, C & D (Grades 1, 2, and 3) provide numerous opportunities for practice reading and spelling both phonemically regular and irregular words. The instruction builds in difficulty through third grade, incorporating letter combinations, affixes, and strategies for decoding multisyllabic words.

7. Students receive immediate practice applying newly learned phonics skills in text. The text in *Voyager Passport* has been carefully constructed to correspond with the phonics skills students are learning while engaging them in interesting topics. The progressive sequence allows learning in which students can be 100% successful with word and passage reading. In addition to reading words, students apply their phonics skills to spelling and writing. The frequent application of phonics to both reading and

		the reciprocal skill of spelling strengthen the knowledge students have about the sound-symbol system.
4. Fluency <ol style="list-style-type: none"> 1. Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity. 2. Instruction includes teacher-led modeling, oral reading by students, and immediate feedback. 3. Reading accuracy and automaticity are emphasized as the indication of a fluent reader. 4. Word-level fluency practice is provided. 5. Connected text fluency practice is provided encouraging students to read with prosody (e.g., decodable texts, poetry, reader's theater, paired reading). 	4	<ol style="list-style-type: none"> 1. <i>Voyager Passport</i> begins fluency instruction in kindergarten linking it with early reading tasks including naming letters, naming sounds, and reading words. As students develop more advanced reading skills, fluency instruction and practice focuses on text-level reading. 2. As students develop more advanced reading skills, fluency instruction and practice focuses on text-level reading. Teachers model appropriate reading rates and expressions. Students repeatedly read passages aloud with feedback and support to improve their reading rate. 3. <i>Voyager Passport</i> incorporates timed readings, including paired reading in Extra Practice, motivating and challenging students to improve their fluency while monitoring their own progress. The use of these practices improves accuracy and automaticity. 4. Before students have the necessary skills to read connected text, fluency instruction should include the building blocks of reading, including letters or sounds and reading regular and sight words automatically. <i>Voyager Passport</i> Levels B, C & D (Grades 1, 2, and 3) provide numerous opportunities for practice reading and spelling both phonemically regular and irregular words. The instruction builds in difficulty through third grade, incorporating letter combinations, affixes, and strategies for decoding multisyllabic words. 5. <i>Voyager Passport</i> students engage in timed readings, paired readings and can practice reading fluently. In addition, students can log in to Passport to hear and practice fluent reading.
5. Vocabulary <ol style="list-style-type: none"> 1. Vocabulary words are taught deeply using concept maps or other devices that help students understand multiple layers of the word. 2. Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words). 3. The program appropriately reflects grade-level academic vocabulary in speaking and writing (ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1). 	4	<i>Voyager Passport</i> addresses vocabulary through direct and indirect experiences with oral and printed language. All vocabulary words are taught in isolation and then embedded in engaging print and online formats. Discussion points and questions allow students to examine new words in a variety of contexts while

		<p>connecting words and concepts to their prior knowledge. Teachers use a concept map for vocabulary instruction which is found in the Resources section of the Teacher Edition and online platform. <i>Voyager Passport</i> provides multiple exposures and opportunities to recontextualize vocabulary and increase each student's lexicon. There is specific instruction in morphology that provides students with insight to word meaning. <i>Voyager Passport</i> reflects grade level academic vocabulary in speaking and writing.</p>
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<p>6. Comprehension - the ability to understand within (literal), beyond (inferential), and about (analytical) the text</p> <ol style="list-style-type: none"> 1. Elements of language comprehension, reading comprehension, and writing are interwoven and are taught explicitly. 2. The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently. 3. Comprehension strategies are taught using appropriate instructional text that students can accurately decode. 4. Instruction includes developing and practicing comprehension-monitoring strategies (i.e., metacognitive strategies). 5. Inferencing is explicitly taught, and students are instructed on how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation. 	4	<ol style="list-style-type: none"> 1. <i>Voyager Passport's</i> carefully planned sequence of word introduction is skillfully meshed with read alouds, student passage reading, comprehension activities, and text discussions. This design allows repeated exposure to new vocabulary in a variety of contexts using oral and written language and builds students' capacity to understand the text they are reading. 2. The combination of read alouds and accessible text provides an appropriate blended format for teaching comprehension instruction. Teachers emphasize both listening and reading comprehension. Students often choral read with their teacher, and then retell the story in their own words. As students gain facility with listening comprehension and begin reading more difficult text, reading comprehension becomes the main focus. 3. <i>Voyager Passport</i> provides both listening and reading comprehension skills that are taught explicitly in small, sequential steps and modeled by teachers. Passages used for Read to Understand instruction in Levels A and B include both decodable and controlled text. This allows students both instructional and independent practice in the application of sound and spelling patterns and high frequency words as taught in the Word Works component of <i>Voyager Passport</i>. 4. <i>Voyager Passport</i> provides key comprehension strategies that are carefully scaffolded by modeling, guided practice,
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		<p>and independent application in a Before Reading, During Reading, and After Reading format. Comprehension-Monitoring strategies are developed and practiced with Activating Prior Knowledge and Probing Question activities.</p> <p>5. <i>Voyager Passport</i> explicitly teaches students comprehension strategies to monitor their understanding of text through inferencing, questioning, summarizing, generating main ideas, predicting, and examining various text structures using graphic organizers.</p>
Section 10: Areas of Intervention Subtotal		

Course:	Grade Level:
Publisher:	

Category	Subtotal Multiplied By	Total
1. Science of Reading		
2. Content	x3	
3. Teacher Support Materials	x2	
4. Evidence-Based Instruction	x2	
5. Student Instructional Support Materials	x2	
6. Accessibility Features	x1	
7. Assessment	x2	
8. Community Resources	x1	
9. Florida Statutes & State Board Education Rules	x1	
10. Areas of Intervention	x1	
Grand Total:		

Name of Evaluator: _____ (print) Initials _____