

CLASSIFICATION OF PROGRAM

Program Name: Super QAR

Date of Publication: 2002

Publisher: Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:
(One program rating will be assigned for each relevant item)
- Grade Specific:
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$
 $\frac{2}{(1.5 \text{ pts})}$ +
 $\frac{\quad}{(1 \text{ pts})}$
 $\frac{2}{(.5 \text{ pts})}$ +
 $\frac{1}{(0 \text{ pts})}$

Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

<input checked="" type="radio"/>	<input checked="" type="radio"/> +	<input type="radio"/>	<input type="radio"/> +	<input type="radio"/>
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

●	<i>1</i> ●+	●	<i>3</i> ○+	<i>5</i> ○
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)