



Example Fidelity Rubric

In the context of literacy instruction, *fidelity* is how closely aligned implementation of a literacy intervention is to the way the intervention was designed. Implementing an intervention with fidelity makes obtaining the results you are looking to achieve much more likely. A lot of work goes into designing an evidence-based intervention, and fidelity helps make sure the aspects that make the intervention effective are not lost due to modifications or deviations by educators using it.

When measuring fidelity, it is important to track two different types. **Structural fidelity** measures if a teacher has adhered to an intervention by using the materials for the recommended time per session (e.g., 30 minutes), number of sessions (e.g., 15 sessions), or intervention duration (e.g., entire academic year). It also measures to what extent students have been exposed to specific intervention components (e.g., 30 minutes of small group, and 60 minutes of whole class). **Procedural fidelity** measures the manner in which the teacher delivers the intervention using the techniques, processes, or methods prescribed by the intervention. It also measures the quality of the intervention delivery and student responsiveness or engagement during those lessons.

Additionally, the differences between global and lesson-specific fidelity are important to understand in order to fully grasp the overall concept of fidelity (National Center on Early Childhood Development, Teaching, and Learning, 2016). **Global fidelity** addresses the intervention big picture and is tied to the guiding principles or learning theories that drive the intervention. **Lesson-specific fidelity** addresses the smaller chunks of the intervention such as specific activities or lesson components.

The following pages show a sample fidelity rubric. The rubric addresses both structural and procedural fidelity at the global and lesson-specific level. Note that this example fidelity rubric does not correspond with a specific intervention, curriculum, or practice. Rather, we have created example items that may correspond with a range of reading interventions. It is NOT intended for use because it does not correspond with a specific intervention.

The **green** section includes examples of global structural fidelity components that someone checking fidelity may look for related to the lesson in the intervention the teacher should be delivering. This is determined by the school's guidelines and by the intervention's guidelines for how much of the time should be allocated to specific activities. In addition, the green section includes global structural fidelity components for how closely intervention recommendations were met across the entire observation. The





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blue section includes examples of global procedural fidelity components that someone checking fidelity may look for related to the guiding principles of how instruction should be delivered across all intervention components. Finally, the **yellow** section includes examples of lesson-specific fidelity components which can be tailored to specific intervention components or lesson activities.

For more information on fidelity, see our blog post "[Defining Fidelity When Implementing Reading Interventions](#)" by Iowa Reading Research Center Assistant Research Scientist Dr. Jessica Sidler Folsom, the Iowa Department of Education's Dr. Sandy A. Schmitz, and Iowa Reading Research Center Director Dr. Deborah K. Reed.

References

National Center on Early Childhood Development, Teaching, and Learning (2016). *Curriculum implementation fidelity*. Washington, DC: U.S. Department of Health & Human Services, Administration for Children & Families, Head Start Early Childhood Learning & Knowledge Center. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/1025-curriculum-fidelity-handout.pdf>

Global Procedural Fidelity: Keep these questions about the entire observation in mind when completing the section below: *What was the nature of delivery and teacher-student interactions? Did the teacher provide the instruction in the manner expected? Did the students follow the directions and complete the activities as expected?*

DURING OBSERVATION: Considering the entire observation and the guiding questions above, complete the following sections based on what was observed in today's lesson.

As indicated in the teacher's manual, across the entire observation, the teacher...	Select one	Explain any NA or no responses
<ul style="list-style-type: none"> - Began with clear goals and expectations - Connected with and reviewed prior skills and knowledge - Used unambiguous language for instruction (e.g., clear, not vague descriptions of the skill or strategy) - Provided direct instruction <ul style="list-style-type: none"> o Modeled instruction or "I do" o Guided practice or "We do" o Independent practice or "You do" - Scaffolded instruction - Broke down complex skills - Moved at a brisk pace - Ensured students were on task - Provided positive feedback - Used the corrective feedback procedures recommended within the intervention 	NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	

Lesson-Specific Fidelity: Keep these questions for each specific lesson component in mind when completing the section below: *What was the nature of delivery and teacher-student interactions? Did the teacher provide the instruction in the manner expected? Did the students follow the directions and complete the activities as expected?*

DURING OBSERVATION: Considering the specific lesson component and the guiding questions above, complete the following sections based on what was observed today.

If the criteria do not apply, circle NA. If the criteria are met, circle 1. If the criteria are not met, circle 0.

As indicated in the teacher's manual, the teacher...	Whole group						Small group rotation		
	Phonological awareness & phonics	Word work & spelling	Sight words & fluency	Vocabulary & oral language	Listening & reading comprehension	Language arts	1	2	3
Check this row if component skipped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed all lessons and activities	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0
Followed the instructional routines	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0
Used the suggested language	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0
Used the suggested examples	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0	NA 1 0
Explain any NA or no responses									