

# MIRA Scoring Rubric

## How MIRA Scores Programs:

Each category is scored from 1 to 4. Gold Stars are a visual shorthand for the same score:

- ★ = 1 Weak
- ★★ = 2 Limited
- ★★★ = 3 Moderate
- ★★★★ = 4 Strong

Add all four category scores for a total out of 16.

## Overall MIRA Fit Scale

The total score out of 16 determines the overall MIRA Fit, shown with dark blue stars:

- 14–16 = ★★★★★ Strong Fit
- 10–13 = ★★★ Moderate Fit
- 6–9 = ★★ Limited Fit
- 4–5 = ★ Weak Fit

	1 - WEAK	2 - LIMITED	3 - MODERATE	4 - STRONG
<b>M - MULTISENSORY</b> Instruction should reinforce learning through seeing, hearing, saying, doing & moving. Look for direct modeling, oral practice, guided repetition, letter tiles, tapping, movement, review. <sup>1,2,3</sup>	Instruction is mostly passive, worksheet-based, or relies on memorization & guessing.	Some multisensory elements are present, but they are inconsistent or superficial.	Instruction is explicit and systematic with regular visual, auditory, and movement-based support.	Instruction is consistently explicit, systematic, sequential, and truly multisensory across lessons. <sup>1,2,3</sup>
<b>I - INTEGRATED INSTRUCTION</b> Reading, Spelling, Writing, & Language Skills should work together across lessons & curriculum. <sup>1,2,3</sup>	Reading, spelling, writing, and language skills are taught separately with little connection.	Some skills areas connect, but the program feels fragmented.	Reading, writing, and writing are regularly linked through structured instruction.	Phonology, spelling, writing, and language are intentionally connected and reinforced throughout the program. <sup>1,2</sup>
<b>R - RIGOR &amp; REMEDIATION</b> Program is appropriately challenging while also offering real support, flexibility, & useful assessment. Look for clear sequence, pacing, review, intervention, & practice. <sup>1,2,3</sup>	Instruction is either too weak or too overwhelming, with little targeted support, flexibility, or useful assessment.	Some intervention support is present, but pacing, assessment, or remediation is limited.	The program offers solid skill-building, some flexibility, and useful progress checks.	The program combines strong academic rigor with clear remediation, flexible pacing, meaningful assessment, and confidence-building support. <sup>1,2,3</sup>
<b>A - ACCESSIBILITY</b> Materials are readable, useable, & supportive for struggling readers & families. Look for readability, low clutter, decodable support, multiple formats, audio, & assistive technology. <sup>3</sup>	Materials are hard to access, visually cluttered, or lack decodable text and support tools.	Some accessible features are included, but they are limited or hard to use consistently.	Materials are generally clean, readable, and accessible, with some support tools available.	Materials are highly accessible: clean design, decodable support, multiple formats, and strong assistive technology/audio support. <sup>3</sup>

1. Birsh, J. R., & Carreker, S. (Eds.). (2018). Multisensory teaching of basic language skills (4th ed.). Brookes Publishing

2. Earle, G. A., & Sayeski, K. L. (2017). Systematic instruction in phoneme-grapheme correspondence for students with reading disabilities. *Intervention in School and Clinic*, 52(5), 262-269.

3. Shaywitz, S. (2005). *Overcoming Dyslexia* (2020 Edition): Completely Revised and Updated. Vintage.