

Early Literacy Success School District Grant

Criteria for High-Dosage Tutoring and Qualified Tutors

The High-Dosage Tutoring and Qualified Tutor Criteria are guidelines for schools and districts using funding from the Early Literacy Success School District Grant (ELSSDG) to run tutoring programs. These criteria help to ensure that tutoring improves literacy achievement and provides meaningful, research-based, culturally responsive experiences for students. In order for a tutoring program to have the maximum impact, both of the following criteria must be met. This document includes the following:

- [High-Dosage Tutoring Program Criteria](#)
- [Qualified Tutor Criteria](#)

These criteria provide grantees a tool to evaluate and continuously improve the quality of:

- District-developed High-Dosage Tutoring programming, including tutor training; and
- High-Dosage Tutoring provided by an ODE-Approved High-Dosage Tutoring Provider.*

ODE may use these criteria when monitoring the use of ELSSDG funds. These criteria include requirements and research-based practices from [ORS 327.825 - 327.845](#) and additional criteria determined by ODE, per OAR [581-017-0811](#).

**Contracted High-Dosage Tutoring services are delivered by an external provider and are implemented in partnership with the school or district. Contracted partners must be chosen from the [ODE-Approved High-Dosage Tutoring Provider List](#).*

High-Dosage Tutoring Program Criteria

Category	Our High-Dosage Tutoring Program:
Schedule	<ul style="list-style-type: none"> Is provided during the school year¹ (occurring during the school day or before/after school). Is provided outside of regular core instruction.²
Frequency & Duration	<ul style="list-style-type: none"> Ensures each student receives tutoring 2 or more times per week over a 10-week period.
Student Groupings	<p>Includes 4 or fewer students per group. Strategically groups students to allow the tutor to deliver consistent relevant instruction to the same students. Prioritizes participation of students not yet reading at grade level and student groups that have historically experienced academic disparities.</p>
Science of Reading & Writing	<ul style="list-style-type: none"> Is based on the science of reading and writing, which means: <ul style="list-style-type: none"> The convergence of findings from research on reading and writing processes, development and instruction;³ The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated and responsive to meet the needs of individual learners; and The integration of reading and writing.
High-Quality Instructional Materials ⁴	<p>Uses materials aligned to Oregon's English Language Arts Standards and connected to the core adopted high-quality instructional materials of the school that help accelerate student learning toward grade-level standards.</p>
Reaching All Learners	<ul style="list-style-type: none"> Uses culturally-responsive practices for all students, particularly supporting student groups that have historically experienced disparities.⁵

¹High-Dosage Tutoring may also be provided during school breaks, including summer.

² Regular core instruction is defined as instruction in the general education setting that is part of a student's regular schedule, aligned to grade-level standards, and inclusive of every student in the classroom.

³ For more information on the science of reading and writing, please see [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#).

⁴ For the purposes of High-Dosage Tutoring, high-quality instructional materials are educational resources that ensure equitable access to grade-level standards, promote inclusive practices that reflect diverse perspectives and needs, provide robust support for both teachers and students, and include embedded assessment opportunities to guide and inform instruction. These materials are designed to be engaging, evidence-based, and aligned with research-proven educational practices. ***Updated November 2025.**

⁵ For more information on culturally responsive practices, please see Section 1 of [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#).

Category	Our High-Dosage Tutoring Program:
	<ul style="list-style-type: none"> • Uses strategies that are specifically designed for students experiencing disabilities, including Dyslexia. • Uses strategies that are specifically designed for students who are multilingual.
Developmentally Appropriate	<p>Is developmentally appropriate, which means designing and implementing learning environments to help all children achieve their full potential in literacy through:</p> <ul style="list-style-type: none"> • Building on each student's strengths; • Connecting to students' lives and cultural contexts; and • Supporting each student's physical, cognitive, social, or emotional well-being.
Data-Informed	Uses multiple measures to understand students' needs and adjust teaching accordingly.
Maximize Student Learning	Uses routines, procedures, and lesson structures to maximize learning and use time effectively.
Consistency in Tutors	Ensures students receive tutoring from the same tutor(s), building stronger relationships and consistent instruction.
Communication	Effectively and efficiently communicates student progress with classroom teachers, staff, and families.
Continuous Improvement	Uses systems and tools to monitor and improve program effectiveness.

Qualified Tutor Criteria

Category	Our High-Dosage Tutoring Program Tutors:
Qualified Tutors	<ul style="list-style-type: none"> Are licensed teachers, classified staff, volunteers, or others who meet the following criteria in order to effectively deliver High-Dosage Tutoring. <p><i>(Note: Districts are responsible for ensuring compliance with state and local background check laws for both internal and contracted providers.)</i></p>
Research-Aligned	<p>Receive training that includes:</p> <ul style="list-style-type: none"> Research-aligned practices based on the science of reading and writing; Specific knowledge and skills relevant to the literacy concepts, skills, instructional practices of the tutoring program and needs of students who it is serving; Culturally responsive instructional practices to effectively implement High-Dosage Tutoring; and Practices relevant to effectively use data to ensure the methods used are responsive to student needs.
Reaching All Learners	<p>Receive training on equity-centered and strengths-based practices that anchor in the belief that all students can achieve their full potential in literacy.</p> <p>Receive training on strategies that are specifically designed for students with disabilities, including Dyslexia.</p> <p>Receive training on strategies that are specifically designed for students who are multilingual.</p>
Content Standards	<p>Receive training on how to understand Oregon's English Language Arts Content Standards.</p>
Developmentally Appropriate	<p>Receive training on developmentally appropriate practices, which means designing and implementing learning environments to help all children achieve their full potential in literacy through:</p> <ul style="list-style-type: none"> Building on each student's strengths; Connecting to students' lives and cultural contexts; and Supporting each student's physical, cognitive, social, or emotional well-being.
Relationships	<p>Receive training on building rapport and relationships with students, including how to create safe learning environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>