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EdReports.org Quality Instructional Materials Tool:

English Language Arts

K-2 Review Tool

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EdReports.org Quality Instructional Materials Tool:

English Language Arts High School Review Tool

The Common Core State Standards (CCSS), informed by three decades of knowledge around learning, create an unprecedented opportunity to improve student achievement nationwide. However, simply adopting the Common Core and working with teachers on the instructional shifts—as over 40-plus states are doing—will not directly translate into student success. Evidence indicates that instructional materials have a significant effect on student outcomes.[1] And as Harvard's Richard Elmore argues, to get inside the instructional core and improve learning at scale, it is essential to get quality content into the hands of teachers and students.[2]

If quality instructional materials (e.g., textbooks, curriculum, digital resources and other instructional content) are as critical as the research suggests, local decisions about what CCSS materials to adopt or purchase are now more significant than ever. Publishers are updating their materials, independent curriculum providers are launching and teachers nationwide are generously publishing their own materials for the benefit of others. States, districts and organizations also have been developing and disseminating Common Core-aligned lessons. With so many new and repackaged instructional products being introduced into a quickly changing marketplace, state and district leaders and educators need independent information about instructional materials in order to make informed purchasing decisions and, over time, to move the needle on student performance.

About EdReports.org

Our Vision: All students and teachers in the United States will have access to the highest-quality instructional materials that will help improve student learning outcomes.

Our Mission: EdReports.org will increase the capacity of teachers, administrators and leaders to seek, identify and demand the highest-quality instructional materials. Drawing upon expert educators, EdReports.org's evidence-based reviews of instructional materials and support of smart adoption processes will equip teachers with excellent materials nationwide.

Our Theory of Action: Credible information against quality criteria in a quickly changing marketplace helps educators make better purchasing decisions and improve student performance. Identifying excellence and improving demand for credible information will improve the supply of quality materials over time, leading to better student achievement outcomes.

About This Tool

EdReports.org convened educators to develop this tool to provide educators, stakeholders, and leaders with independent and useful information about the quality of core English language arts instructional materials (whether digital, traditional textbook, or blended). Expert educators will use the tool to evaluate full sets of instructional materials in English language arts against non-negotiable criteria (see Figure 1). This tool builds on the experience of educators, curriculum experts, state processes, and leading rubric developers and organizations – such as Achieve, Inc., the Council of Great City Schools, and Student Achievement Partners, among others – that have conducted reviews of instructional materials, lessons, and tasks.

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1 G. Whitehurst. "Don't Forget Curriculum." *Brown Center Letters on Education.* (Washington, DC: Brookings Institute, 2009); M. Chingos and G. Whitehurst. *Choosing Blindly: Instructional Materials, Teacher Effectiveness and the Common Core.* (Washington, DC: Brown Center on Education Policy at Brookings, April 2012).

2 Richard Elmore, in his work on the instructional core, asserts that there are three ways to improve student learning at scale: (1) raise the level of content that students are taught; (2) increase the skill and knowledge that teachers bring to the teaching of that content; and (3) increase the level of students' active learning of that content. R. Elmore. *Improving the Instructional Core* (Cambridge, MA: Harvard Graduate School of Education, 2008).

To create the evaluation tool, EdReports.org conducted research into the use of commonly-used rubrics, gathered input from educators and English language arts experts during a nationwide listening tour, interviewed professors of English language arts, developers and publishers of materials, and convened an Anchor Educator Working Group (AEWG). The tool may be refined by the AEWG after the first set of reviews is complete.

The tool has three major gateways (see Figure 1) to guide the evaluation process. Reviewers will apply the three gateways sequentially to ensure EdReports.org reports to the field the extent to which materials are CCSS-aligned and usable by educators. Those materials that **meet** or **partially meet** the expectations for Gateway 1 (Text Quality and Complexity, and Alignment to Standards with Tasks and Questions Grounded in Evidence) will move to Gateway 2 (Building Knowledge with Texts, Vocabulary, and Tasks). Only those materials that meet the expectations for **both** Gateway 1 and Gateway 2 will be reviewed in Gateway 3 (Usability Indicators). To support each indicator rating, reviewers document specific evidence from the materials.

Figure 1: Gateway Evaluation Process for Review of English Language Arts Materials (grades K-2)

Instructions for Conducting High Quality Reviews

Using the Tool and Toolkit: Reference Materials to Support Quality Reviews

In addition to the **EdReports.org Quality Instructional Materials Tool: English Language Arts K-2** reviewers work with the following materials as references:

- *The Common Core State Standards for English Language Arts,* including Appendices (including the Revised Appendix A)
- *Publishers' Criteria for the Common Core State Standards* for English Language Arts, Grades K-2
- Support materials to identify text complexity and rigor appropriate for each grade
- Evidence Guides (technical documentation support indicating how to collect evidence, where to find evidence and reporting information)

How to Apply Ratings Using the Evaluation Tool in 4 Steps

STEP 1: Review the Criteria and Indicators for each Gateway

- Each Gateway consists of a number of Criteria and Indicators. Criteria in Gateways 1 and 2 refer to Alignment and Quality. Criteria in Gateway 3 refers to Usability.
- Reviewers must provide a rating according to the score options provided for each Indicator and must cite multiple examples of specific, concrete evidence to justify the rating. Reviewers document evidence, including page numbers, lesson names, unit topics, etc., in an evidence collection document.

Figure 2: Rating Sheet Structure

Criterion Description and Total Possible Score

Indicator 1 and Description	(Your Rating Score)	(Evidence for Your Chosen Score)
Indicator 2 and Description	(Your Rating Score)	(Evidence for Your Chosen Score)
Indicator 3 and Description	(Your Rating Score)	(Evidence for Your Chosen Score)

...

Tally Section

Earned: _____ of 18 points

- ☐ Meets expectations (14-18 points)
- ☐ Partially meets expectations (8-13 points)
- ☐ Does not meet expectations (<8 points)

STEP 2: Rate each Indicator

- Reviewers will evaluate instructional materials against each Indicator using the appropriate rating scale.
- **Evidence Guides** will provide in-depth "look-fors" for each criterion to guide the expert reviewer. Each Rating is supported with evidence from the materials that specifically aligns with the criteria.

Criterion	**Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade.** **Materials support students' advancing toward independent reading.** Maximum Points: 32

Indicators	Rating	Evidence
1a. Anchor/core texts are of publishable quality and worthy of especially careful reading	0 2 (4)	
1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.	0 2 (4)	
1c. Texts have the appropriate level of complexity for the grade level (according to quantitative analysis and qualitative analysis).	0 2 (4)	
1d. Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).	0 (2) 4	
1e. Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.	0 1 (2)	
1f. Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.	0 (1) 2	

STEP 3: Determine the Criterion Rating

- An overall rating for each Criterion is determined by adding the total points earned from the Criterion's Indicators.
- Once the total from the Indicators is added, select the Rating (e.g., Meets Expectations, Partially Meets, etc.) based on where the point total falls (see sample below).

RATING SHEET

Earned: 17 of 20 points

- [x] Meets expectations: (17-20 points)
- [ ] Partially meets expectations (12-16 points)
- [ ] Does not meet expectations (<12 points)

STEP 4: Determine the Final Gateway Rating

- The scoring from each Criterion is added to determine a final Gateway Score. Gateway Scores are determined using the same rating scale as earlier.

Gateway 1

High-quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the standards of reading, writing, speaking, listening, and language in service to grow literacy skills.
Maximum Points: 42

Indicators	Rating Score	Evidence
1a-1f: Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task)	**Point Total from Rating Sheet(s):** 17	
1g-1n: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts.	**Point Total from Rating Sheet(s):** 14	

Earned: 31 of 32 points

If materaials "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 they may then be reviewed in Gateway 2.

- [x] Meets expectations (28-32 points)
- [ ] Partially meets expectations (16-27 points)
- [ ] Does not meet expectations (<15 points)

Does not meet = does not continue to Gateway 2

NOTE: Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Evaluation Tool

Background Information of Reviewed Materials

Materials Review

Reviewer Name: **Date:**

Title of Instructional Material:

Grade: **Publisher:** **Edition Year:**

Additional References, Notes, Links:

Gateway 1

Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

- Are texts worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task)?
- Is there a range of tasks and questions to develop reading, writing, speaking, listening, and language that are high quality and aligned with the appropriate grade level standards?
- Are questions of high quality and text specific to support opportunities for rich and rigorous evidence-based discussions and writing?
- For grades K-2, do materials support foundational skills development?

Rating Sheet 1.1: Text Complexity and Quality

- For 'Text Complexity and Quality' to attain a score of 'Meets Expectations,' material must earn at least 18 points.
- If materials DO NOT MEET expectations for Rating Sheet 1.1, they do not meet expectations for Gateway 1.

Criterion	**Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade.** **Materials support students' advancing toward independent reading.** Maximum Points: 20

Indicators	Points	Evidence
1a. Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.	**0 2 4**	*This does not include decodable. Those are identified in RS3
1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.	**0 2 4**	*This does not include decodable. Those are identified in RS3
1c. Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.	**0 2 4**	
1d. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).	**0 2 4**	

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1e. Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.	**0 1 2**	
1f. Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.	**0 1 2**	

RATING SHEET 1.1 TALLY

Earned: _____ of 20 points

- ☐ Meets expectations (18-20 points)
- ☐ Partially meets expectations (10-17 points)
- ☐ Does not meet expectations (<10 points)

Rating Sheet 1.2: Alignment to the Standards with Tasks and Questions Grounded in Evidence

For 'Alignment to the Standards with Tasks and Questions Grounded in Evidence' to attain a score of 'Meets Expectations,' material must earn at least 14 points.

Criterion	**Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.** Maximum Points: 16

Indicators	Points	Evidence
1g. Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	**0 1 2**	
1h. Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination)..	**0 1 2**	
1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	**0 1 2**	

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1j. Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.	**0 1 2**	
1k. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	**0 1 2**	
1l. Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.	**0 1 2**	
1m. Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.	**0 1 2**	
1n. Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	**0 1 2**	

RATING SHEET 1.2 TALLY

Earned: _____ of 16 points

- ☐ Meets expectations (14-16 points)
- ☐ Partially meets expectations (8-13 points)
- ☐ Does not meet expectations (<8 points)

Rating Sheet 1.3: Tasks and Questions: Foundational Skills Development K-2

For "Tasks and Questions: Foundational Skills Development (Grades K-2)" to attain a score of 'Meets Expectations,' materials must earn at least 18 points. If materials DO NOT MEET expectations for Rating Sheet 1.3, they do not meet expectations for Gateway 1.

Criterion	**Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.** Maximum Points: 22

Indicators	Points	Evidence
1o. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.	**0 2 4**	

1p. Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).	**0 1 2**	
1q. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2	**0 2 4**	
1r. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.	**0 2 4**	
1s. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.	**0 2 4**	
1t. Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills.	**0 2 4**	

RATING SHEET 1.3 TALLY

Earned: _____ of 22 points

- ☐ Meets expectations (18-22 points)
- ☐ Partially meets expectations (10-17points)
- ☐ Does not meet expectations (<10 points)

Gateway 1 Overall Rating:

Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Reviewers use data recorded in Rating Sheets 1.1 and 1.2 to determine the overall rating for grade k-2 materials.

Gateway 1	**High-quality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the standards of reading, writing, speaking, listening, and language in service to grow literacy skills.** Maximum Points: 58

Indicators	Rating Score	Evidence
1a-1f: Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task)	**Point Total from Rating Sheet(s):**	
1g-1n: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts.	**Point Total from Rating Sheet(s):**	
1o-1t: Materials in reading, writing, speaking,listening, and language targeted to support foundational reading development.	**Point Total from Rating Sheet(s)**	

GATEWAY 1 FINAL SCORE

Earned: _____ of 58 points

- ☐ Meets expectations (52-58 points)
- ☐ Partially meets expectations (25-51-27 points)
- ☐ Does not meet expectations (<28 points)

REMINDER:

- Does not meet = does not continue to Gateway 2
- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 to be reviewed in Gateway 2.
- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Gateway 2

Building Knowledge with Texts, Vocabulary, and Tasks

- Do instructional materials build students' knowledge across topics ***and*** content areas?
- Is academic vocabulary instruction intentionally and coherently sequenced to build vocabulary?
- Do questions and tasks build in rigor and complexity to culminating tasks that demonstrate students' ability to analyze components of texts and topics?
- Are reading, writing, speaking, listening, and language skills taught and practiced in an integrated manner?

Rating Sheet 2.1: Building Knowledge

For "Building Knowledge" to attain a score of 'Meets Expectations,' materials must earn at least 28 points

Criterion	**Materials build knowledge through integrated reading, writing, speaking, listening, and language.** Maximum Points: 32

Indicators	Points	Evidence
2a. Texts are organized around a topic/topics to build students' ability to read and comprehend complex texts independently and proficiently.	**0 2 4**	
2b. Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the language (words/ phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.	**0 2 4**	
2c. Materials contain a coherently sequenced set of text-dependent and text- specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.	**0 2 4**	
2d. The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).	**0 2 4**	
2e. Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.	**0 2 4**	

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2f. Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.	**0 2 4**	
2g. Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthsize knowledge and understanding of a topic using texts and other source materials.	**0 2 4**	
2h. Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.	**0 2 4**	

RATING SHEET 2.1 TALLY

Earned: _____ of 32 points

- ☐ Meets expectations (28-32 points)
- ☐ Partially meets expectations (16-27 points)
- ☐ Does not meet expectations (<16 points)

Gateway 2 Overall Rating:

Building Knowledge with Texts, Vocabulary, and Tasks

Reviewers use data recorded in Rating Sheet 2.1 to determine the Gateway 2 overall rating.

Gateway 2	**Materials build knowledge through integrated reading, writing, speaking, listening, and language.** Maximum Points: 32

Indicators	Rating Score	Evidence
2a-2h: Materials build knowledge through integrated reading, writing, speaking, listening, and language.	**Point Total from Rating Sheet(s):**	

GATEWAY 2 FINAL SCORE

Earned: _____ of 32 points

- ☐ Meets expectations (28-32 points)
- ☐ Partially meets expectations (14-25 points)
- ☐ Does not meet expectations (<14 points)

REMINDER:

- Does not meet = does not continue to Gateway 3
- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 2 to be reviewed in Gateway 3
- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Gateway 3

Instructional Supports and Usability Indicators

- Gateway 3 Rating Sheets include some Indicators that are rated and some that are not rated. In cases where Indicators are not rated, the evidence collected provides valuable information about instructional materials, although the indicator is not scored and does not affect the rating for the Criterion or Gateway.[3]

Rating Sheet 3.1: Use and Design to Facilitate Student Learning

For "Use and design facilitate student learning" to attain a score of "Meets Expectations," material must earn at least 7 points.

Criterion	**Materials are well designed and take into account effective lesson structure and pacing.** Maximum Points: 8

Indicators	Points	Evidence
3a. Materials are well-designed and take into account effective lesson structure and pacing.	**0 1 2**	
3b. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.	**0 1 2**	
3c. The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).	**0 1 2**	
3d. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.	**0 1 2**	
3e. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject. .	**Not Scored**	

RATING SHEET 3.1 TALLY

Earned: _____ of 8 points

- ☐ Meets expectations (7-8 points)
- ☐ Partially meets expectations (5-6 points)
- ☐ Does not meet expectations (<5 points)

3 For indicators that do not currently receive a numerical rating, EdReports.org is providing evidence of the presence of these indicators but we are currently not including them in the ratings until we gather more information from reviewers and the field on their usefulness.

Rating Sheet 3.2: Teacher Planning and Learning for Success with CCSS

For "Teacher Planning and Learning for Success with CCSS" to attain a score of "Meets Expectations," materials must earn at least 7 points.

Criterion	**Materials support teacher learning and understanding of the Standards.** Maximum Points: 8

Indicators	Points	Evidence
3f. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	**0 1 2**	
3g. Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.	**0 1 2**	
3h. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.	**0 1 2**	
3i. Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.	**0 1 2**	
3j. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.	**Not Scored**	

RATING SHEET 3.2 TALLY

Earned: _____ of 8 points

- ☐ Meets expectations (7-8 points)
- ☐ Partially meets expectations (5-6 points)
- ☐ Does not meet expectations (<5 points)

Rating Sheet 3.3: Assessment

For "Assessment" to attain a score of "Meets Expectations," materials must earn at least 7 points.

Criterion	**Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.** Maximum Points: 8

Indicators	Points	Evidence
3k. Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.	**0 1 2**	
3l. The purpose/use of each assessment is clear:		
i. Assessments clearly denote which standards are being emphasized.	**0 1 2**	
ii. Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	**0 1 2**	
3m. Materials should include routines and guidance that point out opportunities to monitor student progress.	**0 1 2**	
3n. Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.	**Not Scored**	

RATING SHEET 3.3 TALLY

Earned: _____ of 8 points

- ☐ Meets expectations (7-8 points)
- ☐ Partially meets expectations (4-6 points)
- ☐ Does not meet expectations (<4 points)

Rating Sheet 3.4: Differentiated Instruction

For "Assessment" to attain a score of "Meets Expectations," materials must earn at least 9 points.

Criterion	**Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.** Maximum Points: 10

Indicators	Points	Evidence
3o. Materials provide teachers with strategies for meeting the needs of range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.	**0 1 2**	
3p. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.	**0 2 4**	
3q. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	**0 1 2**	
3r. Materials provide opportunities for teachers to use a variety of grouping strategies.	**0 1 2**	

RATING SHEET 3.4 TALLY

Earned: _____ of 10 points

- ☐ Meets expectations (9-10 points)
- ☐ Partially meets expectations (6-8 points)
- ☐ Does not meet expectations (<6 points)

Rating Sheet 3.5: Effective Technology Use

For "Effective Technology Use," indicators are not rated but evidence should be collected if included in review materials. EdReports.org considers technology use to be an important element of usability, but since printed and online materials vary widely in their use of technology, we are not scoring these indicators at this time.

Criterion	**Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.** Not Scored

Indicators	Points	Evidence
3s. Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.	**Not Scored**	
3t. Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.	**Not Scored**	
3u. Materials can be easily customized for individual learners.		
i. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.	**Not Scored**	
i. Materials can be easily customized for local use.	**Not Scored**	
3v. Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.)	**Not Scored**	

Gateway 3 Overall Rating:

Instructional Supports and Usability Indicators

Reviewers use data recorded in Rating Sheets 3.1-3.5 to determine the Gateway 3 overall rating.

Gateway 3	**Gateway Gateway 3: Structural Supports and Usability Indicators** Maximum Points: 34

Indicators	Rating Score	Evidence
3a-3e: Use and Design to Facilitate Student Learning	**Point Total from Rating Sheet(s):**	
3f-3j: Teacher Planning and Learning for Success with CCSS	**Point Total from Rating Sheet(s):**	
3k-3n: Assessment	**Point Total from Rating Sheet(s):**	
3o-3r: Differentiated Instruction	**Point Total from Rating Sheet(s):**	
3s-3v: Effective Technology Use	**Not Scored**	

GATEWAY 3 FINAL SCORE

Earned: _____ of 34 points

- ☐ Meets expectations (30-34 points)
- ☐ Partially meets expectations (24-29 points)
- ☐ Does not meet expectations (<24 points)