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EdReports.org Quality Instructional Materials Tool:

English Language Arts Foundational Skills Review Tool

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EdReports.org Quality Instructional Materials Tool:

English Language Arts Foundational Skills 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 English language arts foundational skills instructional materials (whether digital, print, or blended). Expert educators will use the tool to evaluate supplemental foundational skills instructional programs 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

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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).

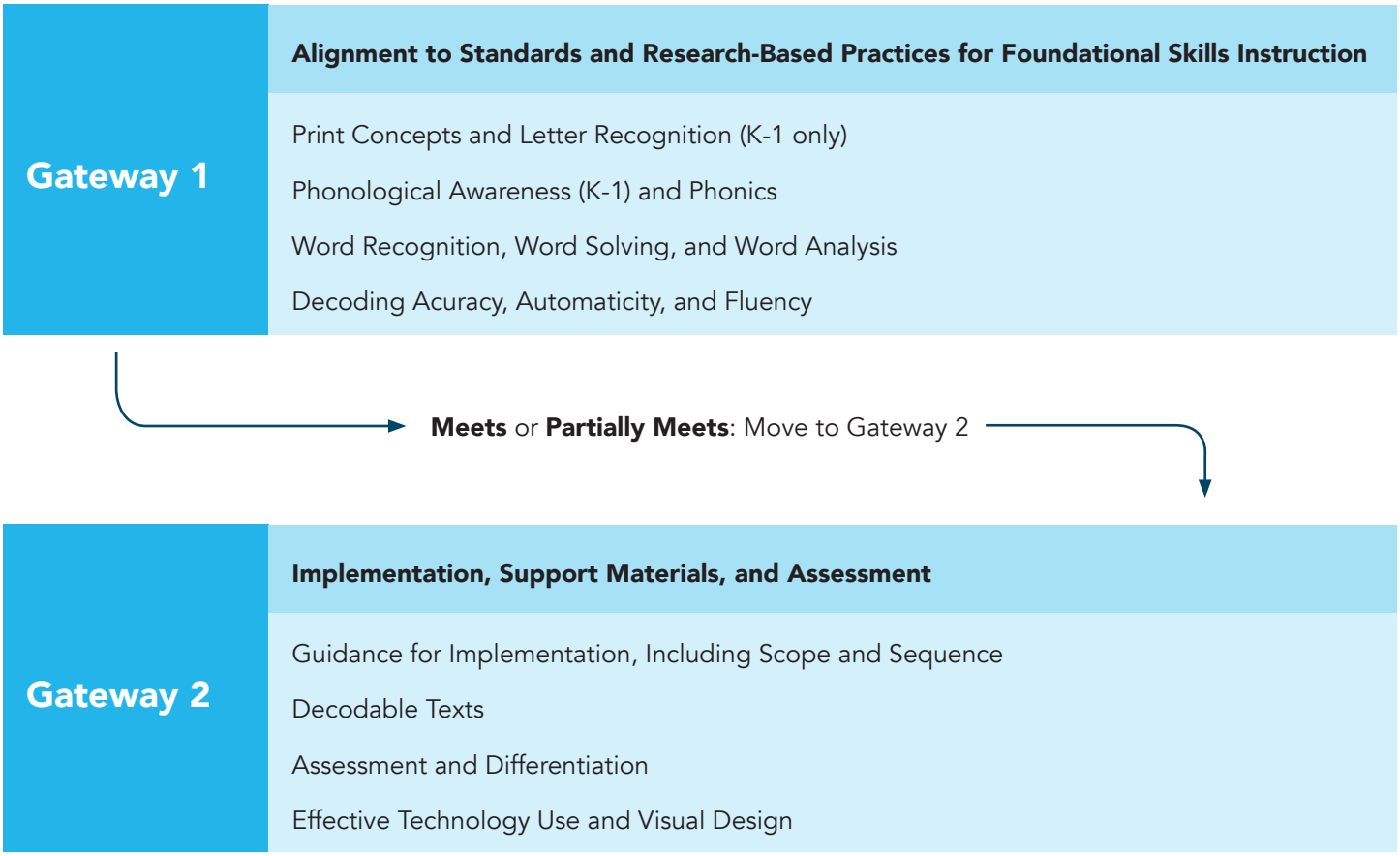
2 Richard Elmore, in his work on the instructional core, asserts that there are three ways to improve student learning at scale: (1) raise the level of content that students are taught; (2) increase the skill and knowledge that teachers bring to the teaching of that content; and (3) increase the level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

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.

To create the evaluation tool, EdReports.org conducted research into the use of commonly-used rubrics, gathered input from educators and English language arts and early learning experts during a nationwide listening tour, interviewed professors of English language arts, early literacy researchers, developers and publishers of materials, and convened an Advisory Panel. The tool may be refined by the Advisory Panel after the first set of reviews is complete.

The tool has two major gateways (see Figure 1) to guide the evaluation process. Reviewers will apply the two 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 (Alignment to Standards and Research-Based Practices for Foundational Skills Instruction) will move to Gateway 2 (Implementation, Support Materials, and Assessment). Only those materials that meet or partially meet the expectations in Gateway 1 will be reviewed in Gateway 2. To support each indicator rating, reviewers document specific evidence from the materials.

Figure 1: Gateway Evaluation Process for Review of English Language Arts Foundational Skills Materials



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 Foundational Skills** reviewers work with the following materials as references:

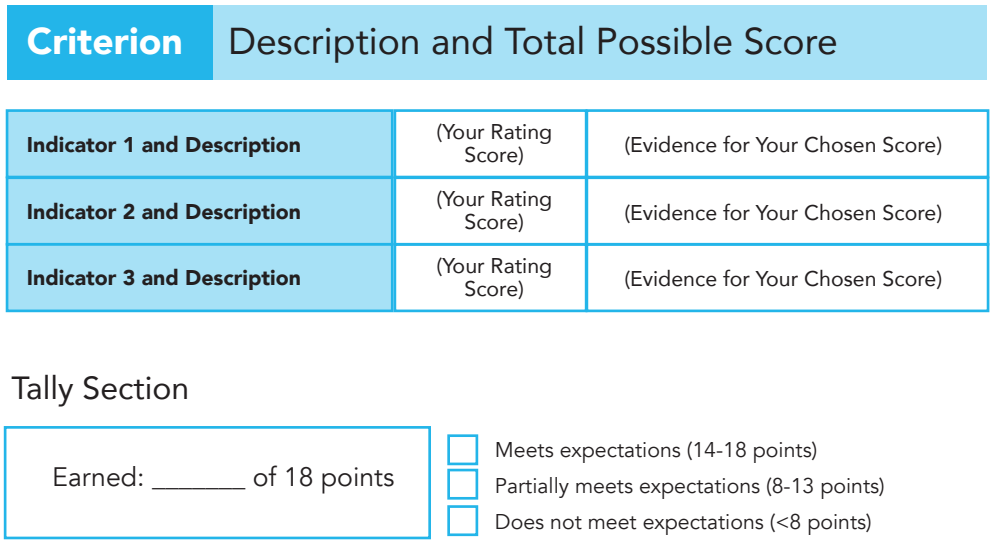
- *The Common Core State Standards for English Language Arts,* including Appendices (including the Revised Appendix A)
- *Revised Publishers' Criteria for the Common Core State Standards* for English Language Arts, Grades K-2
- Evidence Guides (technical documentation support indicating how to collect 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 Implementation.
- 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	**Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition.** Maximum Points (K): 10; Maximum Points (Grade 1): 4

Indicators	Points	Notes
1a. Letter Identification.		
i. Materials provide explicit instruction for letter indentification of all 26 letters (uppercase and lowercase). (K)	0 (1) 2 **(Not Scored for Grades 1-2)**	
ii. Materials engage students in sufficient practice of letter identification. (K)	0 (1) 2 **(Not Scored for Grades 1-2)**	
iii. Materials embed letter identification practice in meaningful print use. (K)	0 (1) 2 **(Not Scored for Grades 1-2**	
iv. Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)	0 (1) 2 **(Not Scored for Grade 2)**	
1b. Materials provide instructional support for general concepts of print and connect learning of print concepts to books (K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)	(0) 1 2 **(Not Scored for Grade 2)**	

SAMPLE SAMPLE SAMPLE

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

KINDERGARTEN

Earned: 8 of 10 points

- [x] Meets expectations (8-10 points)
- [ ] Partially meets expectations (6-7 points)
- [ ] Does not meet expectations (<6 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 — Maximum Points (K): 58; Maximum Points (Grade 1): 60; Maximum Points (Grade 2): 40

Indicators	Rating Score	Notes
1a-1b: Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten.	**K:** 8 /10 **1:** /4 **2: Not Rated**	
1c-1e: Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonological awareness (K-1)	**K:** 10 /12 **1:** /12	

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GATEWAY 1 FINAL SCORE

Earned: 52 of 58 points

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

- [x] Meets expectations (50-58 points)
- [ ] Partially meets expectations (29-49 points)
- [ ] Does not meet expectations (<29 points)

Does not meet = does not continue to Gateway 2

SAMPLE

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

Alignment to Standards and Research-Based Practices for Foundational Skills Instruction

Rating Sheet 1.1: Print Concepts and Letter Recognition (Alphabet Knowledge) (K-1 only)

- For 'Print Concepts and Letter Recognition' to attain a score of 'Meets Expectations,' material must earn at least 8 points for Kindergarten and 2 points for Grade 1.
- Rating Sheet 1 is not included in the Grade 2 Score.

Criterion	**Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition.** Maximum Points (K): 10; Maximum Points (Grade 1): 4

Indicators	Points	Notes
1a. Letter Identification		
i. Materials provide explicit instruction for letter indentification of all 26 letters (uppercase and lowercase). (K)	**0 1 2** **(Not Scored for Grades 1- 2)**	
ii. Materials engage students in sufficient practice of letter identification. (K)	**0 1 2** **(Not Scored for Grades 1-2)**	
iii. Materials embed letter identification practice in meaningful print use. (K)	**0 1 2** **(Not Scored for Grades 1- 2)**	
iv. Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)	**0 1 2** **(Not Scored for Grade 2)**	
1b. Materials provide instructional support for general concepts of print and connect learning of print concepts to books (K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)	**0 1 2** **(Not Scored for Grade 2)**	

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RATING SHEET 1.1 TALLY

KINDERGARTEN

Earned: _____ of 10 points

- ☐ Meets expectations (8-10 points)
- ☐ Partially meets expectations (6-7 points)
- ☐ Does not meet expectations (<6 points)

GRADE 1

Earned: _____ of 4 points

- ☐ Meets expectations (3-4 points)
- ☐ Partially meets expectations (2 points)
- ☐ Does not meet expectations (<2 points)

Rating Sheet 1.2: Phonological Awareness (K-1)

For 'Phonological Awareness (K-1)' to attain a score of 'Meets Expectations,' material must earn at least 8 points in Kindergarten and Grade 1.

Criterion	**Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonological awareness (K-1).** Maximum Points: 12

Indicators	Points	Notes
1c. Materials have frequent opportunities for students to engage in phonological awareness activities during Kindergarten and early Grade 1.	**0 2 4** **(Not Scored for Grade 2)**	
1d. Materials provide explicit instruction in phonological awareness through systematic modeling across the K-1 grade band.	**0 2 4** **(Not Scored for Grade 2)**	
1e. Materials provide practice of each newly taught sound (phoneme) and sound pattern across the K-1 band.	**0 2 4** **(Not Scored for Grade 2)**	

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RATING SHEET 1.2 TALLY

Earned: _____ of 12 points	☐ Meets expectations (8-12 points) ☐ Partially meets expectations (6-7 points) ☐ Does not meet expectations (<6 points)

Rating Sheet 1.3: Phonics (K-2)

For 'Phonics (K-2)' to attain a score of 'Meets Expectations,' material must earn at least 16 points.

Criterion	**Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics (K-2).** Maximum Points: 20

Indicators	Points	Notes
1f. Materials emphasize explicit phonics instruction through systematic and repeated modeling.	**0 2 4**	
1g. Materials include frequent practice opportunities for students to decode words that consist of common and newly-taught sound and spelling patterns and provide opportunities for students to review previously taught phonics skills.	**0 2 4**	
1h. Materials provide frequent opportunities for students to practice decoding phonetically regular words in a sentence.	**0 2 4**	
1i. Materials include frequent practice opportunities for students to build/manipulate/spell and encode grade-level phonics, including common and newly-taught sound and sound patterns.	**0 2 4**	
1j. Materials provide application and encoding of phonics in activities and tasks. (mid K-Grade 2)	**0 2 4**	

RATING SHEET 1.3 TALLY

Earned: _____ of 20 points	☐ Meets expectations (16-20 points) ☐ Partially meets expectations (10-15 points) ☐ Does not meet expectations (<10 points)

Rating Sheet 1.4: Word Recognition and Word Analysis

For 'Word Recognition and Word Analysis' to attain a score of 'Meets Expectations,' material must earn at least 6 points.

Criterion	**Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.** Maximum Points: 8

Indicators	Points	Notes
1k. Materials include systematic instruction of high-frequency words and opportunities to practice reading of high-frequency words to develop automaticity.	**0 1 2**	
1l. Materials provide frequent practice opportunities to read and write high-frequency words in context (sentences).	**0 1 2**	
1m. Materials explicitly teach word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis) based based on the requirements of the standards and provide students with frequent practice opportunities to apply word analysis strategies.	**0 2 4**	

RATING SHEET 1.4 TALLY

Earned: _____ of 8 points

- ☐ Meets expectations (6-8 points)
- ☐ Partially meets expectations (4-5 points)
- ☐ Does not meet expectations (<4 points)

Rating Sheet 1.5: Decoding Accuracy, Decoding Automaticity, and Fluency

For 'Decoding Accuracy, Decoding Automaticity, and Fluency' to attain a score of 'Meets Expectations,' material must earn at least 6 points in Kindergarten, 12 points in Grade 1, and 8 points in Grade 2.

Criterion	**Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).** Maximum Points (K): 8; Maximum Points (Grade 1): 16; Maximum Points (Grade 2): 12

Indicators	Points	Notes
1n. Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1.	**0 2 4** **(Not Scored for Grade 2)**	
1o. Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency. (Grades 1-2)	**0 2 4** **(Not Scored for K)**	
1p. Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).	**0 2 4** **(Not Scored for K and early Grade 1)**	
1q. Materials provide teacher guidance to support students as they confirm or self-correct errors (Grades 1-2) and emphasize reading for purpose and understanding.	**0 2 4**	

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RATING SHEET 1.5 TALLY

KINDERGARTEN

Earned: _____ of 8 points

- [ ] Meets expectations (6-8 points)
- [ ] Partially meets expectations (4-5 points)
- [ ] Does not meet expectations (<4 points)

GRADE 1

Earned: _____ of 16 points

- [ ] Meets expectations (12-16 points)
- [ ] Partially meets expectations (8-11 points)
- [ ] Does not meet expectations (<8 points)

GRADE 2

Earned: _____ of 12 points

- [ ] Meets expectations (8-12 points)
- [ ] Partially meets expectations (6-7 points)
- [ ] Does not meet expectations (<6 points)

Gateway 1 Overall Rating:

Alignment to Standards and Research-Based Practices for Foundational Skills Instruction

Reviewers use data recorded in Rating Sheets 1.1-1.4 for K-Grade 1 materials. Reviewers use data recording in Rating Sheets 1.2-1.5 for Grade 2 materials.

Gateway 1	Maximum Points (K): 58; Maximum Points (Grade 1): 60; Maximum Points (Grade 2): 40

Indicators	Rating Score	Notes
1a-1b: Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten.	**K: /10** **1: /4** **2: Not Rated**	
1c-1e: Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonological awareness (K-1).	**K: /12** **1: /12**	
1f-1j: Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics (K-2).	**K: /20** **1: /20** **2: /20**	
1k-1m: Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words (K-2).	**K: /8** **1: /8** **2: /8**	
1n-1q: Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts). (K-2).	**K: /8** **1: /16** **2: /12**	

GATEWAY 1 FINAL SCORE

KINDERGARTEN

Earned: _____ of 58 points

- ☐ Meets expectations (50-58 points)
- ☐ Partially meets expectations (29-49 points)
- ☐ Does not meet expectations (0-28 points)

GRADE 1

Earned: _____ of 60 points

- ☐ Meets expectations (52-60 points)
- ☐ Partially meets expectations (30-51 points)
- ☐ Does not meet expectations (0-29 points)

GRADE 2

Earned: _____ of 40 points

- ☐ Meets expectations (32-40 points)
- ☐ Partially meets expectations (20-31 points)
- ☐ Does not meet expectations (0-19 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.

Gateway 2

Implementation, Support Materials, and Assessment

Rating Sheet 2.1: Guidance for Implementation, Including Scope and Sequence

For 'Guidance for Implementation, Including Scope and Sequence' to attain a score of 'Meets Expectations,' material must earn at least 16 points.

Criterion	**Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts.** Maximum Points (K): 20; Maximum Points (Grade 1): 20; Maximum Points (Grade 2): 16

Indicators	Points	Notes
2a. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	0 2 4	
2b. Materials contain full, adult-level explanations and examples of the foundational skills concepts included in the program so teachers can improve their own knowledge of the subject, as necessary.	0 2 4	
2c. Foundational skills lessons are well-designed and take into account effective lesson structure and pacing. Content can reasonably be completed within a regular school year, and the pacing allows for maximum student understanding.	0 2 4	
2d. Order of Skills		
i. Scope and sequence clearly delineate the sequence in which phonological awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence. (K-1)	0 2 4	
ii. Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence.	0 2 4	

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2e. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the Foundational Skills program and suggestions for how they can help support student progress and achievement.	**(Not Scored)**	

RATING SHEET 2.1 TALLY

KINDERGARTEN

Earned: _____ of 20 points

- ☐ Meets expectations (16-20 points)
- ☐ Partially meets expectations (10-15 points)
- ☐ Does not meet expectations (<10 points)

GRADE 1

Earned: _____ of 20 points

- ☐ Meets expectations (16-20 points)
- ☐ Partially meets expectations (10-15 points)
- ☐ Does not meet expectations (<10 points)

GRADE 2

Earned: _____ of 16 points

- ☐ Meets expectations (12-16 points)
- ☐ Partially meets expectations (8-11 points)
- ☐ Does not meet expectations (<8 points)

Rating Sheet 2.2: Decodable Texts

For 'Decodable Texts' to attain a score of 'Meets Expectations,' material must earn at least 6 points.

Criterion	**Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics.** Maximum Points: 8

Indicators	Points	Notes
2f. Aligned Decodable Texts		
i. Materials include decodable texts with phonics aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.	**0 2 4**	
ii. Materials include decodable texts with high-frequency words aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.	**0 2 4**	

RATING SHEET 2.2 TALLY

Earned: _____ of 8 points

- ☐ Meets expectations (6-8 points)
- ☐ Partially meets expectations (4-5 points)
- ☐ Does not meet expectations (<4 points)

Rating Sheet 2.3: Assessment and Differentation

For 'Assessment and Differentiation' to attain a score of 'Meets Expectations,' material must earn at least 20 points

Criterion	**Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also 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 (22): 8; Maximum Points (Grade 1): 24; Maximum Points (Grade 2): 20

Indicators	Points	Notes
2g. Regular and Systematic Opportunities for Assessment		
i. Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K only), and printing letters (as indicated by the program scope and sequence) (K-1).	**0 1 2**	
ii. Materials regularly and systematically offer assessment opportunities that measure student progress of phonological awareness (as indicated by the program scope and sequence). (K-1)	**0 1 2**	
iii. Materials regularly and systematically offer assessment opportunities that measure student progress of phonics in- and out-of-context (as indicated by the program scope and sequence). (K-2)	**0 1 2**	
iv. Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence). (K-2)	**0 1 2**	
v. Materials regularly and systematically offer assessment opportunities that measure student progress in fluency (as indicated by the program scope and sequence). (1-2)	**0 1 2**	
2h. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessments and assessment materials clearly denote which standards are being emphasized.	**0 1 2**	
2i. Differentiation for Instruction: Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding grade-level standards.		

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i. Materials regularly provide all students, including those who read, write, speak, or listen in a language other than English with extensive opportunities for reteaching to meet or exceed grade-level standards.	**0 2 4**	
ii. Materials regularly provide all students, including those who read, write, speak, or listen below grade-level with extensive opportunities for reteaching to meet or exceed grade-level standards.	**0 2 4**	
iii. Materials regularly provide extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade-level.	**0 2 4**	

RATING SHEET 2.2 TALLY

KINDERGARTEN

Earned: _____ of 22 points

- ☐ Meets expectations (18-22 points)
- ☐ Partially meets expectations (11-17 points)
- ☐ Does not meet expectations (<11 points)

GRADE 1

Earned: _____ of 24 points

- ☐ Meets expectations (20-24 points)
- ☐ Partially meets expectations (12-19 points)
- ☐ Does not meet expectations (<12 points)

GRADE 2

Earned: _____ of 20 points

- ☐ Meets expectations (16-20 points)
- ☐ Partially meets expectations (10-15 points)
- ☐ Does not meet expectations (<10 points)

Rating Sheet 2.4: Effective Technology Use and Visual Design

This rating sheet is not scored, but is included to provide information about the technological aspects and visual design of the materials.

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

Indicators	Points	Notes
2j. Digital materials (either included as a supplement 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)**	
2k. Materials support effective use of technology to enhance student learning.	**(Not Scored)**	
2l. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.	**(Not Scored)**	
2m. Materials can be easily customized for local use.	**(Not Scored)**	
2n. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.	**(Not Scored)**	

Gateway 2 Overall Rating:

Implementation, Support Materials, and Assessment

Note: Rating Sheet 2.4 is not scored.

Materials must meet expectations in Gateway 1 and Gateway 2 to be rated as "Meets Expectations" for the overall program rating.

Gateway 2	Maximum Points (K): 50; Maximum Points (Grade 1): 52; Maximum Points (Grade 2): 44

Indicators	Rating Score	Notes
2a.-2e. Guidance for Implementation, Including Scope and Sequence: Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts.	**K: /20** **1: /20** **2: /16**	
2f. Decodable Texts: Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics.	**K: /8** **1: /8** **2: /8**	
2g.-2i. Assessment and Differentiation: Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also offer teachers with strategies for meeting the needs of a range of learners so that students demonstrate independent ability with grade-level standards.	**K: /22** **1: /24** **2: /20**	
2j.-2n. Effective Technology Use and Visual Design: Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.	**K: Not Scored** **1: Not Scored** **2: Not Scored**	

GATEWAY 2 FINAL SCORE

KINDERGARTEN

Earned: _____ of 50 points

- [ ] Meets expectations (44-50 points)
- [ ] Partially meets expectations (25-43 points)
- [ ] Does not meet expectations (<25 points)

GRADE 1

Earned: _____ of 52 points

- [ ] Meets expectations (46-52 points)
- [ ] Partially meets expectations (26-45 points)
- [ ] Does not meet expectations (<26 points)

GRADE 2

Earned: _____ of 44 points

- [ ] Meets expectations (37-44 points)
- [ ] Partially meets expectations (22-37 points)
- [ ] Does not meet expectations (<22 points)