



Quality Instructional Materials Tool: English Language Arts K-2 Review Tool (without Foundational Skills Scores)

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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 and Foundational Skills

- 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	INDICATORS	RATING	EVIDENCE
<p>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.</p> <p>Earned: _____ of 20 points</p> <p><input type="checkbox"/> Meets expectations (18-20 points)</p> <p><input type="checkbox"/> Partially meets expectations (10-17 points)</p> <p><input type="checkbox"/> Does not meet expectations (<10 points)</p>	<p>1a. Anchor texts (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.</p>	<p>0 2 4</p>	<p>*This does not include decodables. Those are identified in RS3</p>
	<p>1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.</p>	<p>0 2 4</p>	<p>*This does not include decodables. Those are identified in RS3</p>
	<p>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.</p>	<p>0 2 4</p>	

	Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.		
	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	
	1e. Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.	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	

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	INDICATORS	RATING	EVIDENCE
<p>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p>Earned: ____ of 16 points</p> <p><input type="checkbox"/> Meets expectations (14-16 points)</p> <p><input type="checkbox"/> Partially meets expectations (8-13 points)</p> <p><input type="checkbox"/> Does not meet expectations (<8 points)</p>	<p>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).</p>	<p>0 1 2</p>	
	<p>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).</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>0 1 2</p>	
	<p>1k. Materials include a mix of on-demand and process writing grade-appropriate</p>	<p>0 1 2</p>	

	writing (e.g., grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.		
	1l. Materials provide opportunities for students to address different text types of writing (year long) that reflect the distribution required by the standards.	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/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	0 1 2	

Overall Gateway 1 Rating: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Reviewers use data recorded in Rating Sheets 1.1-1.3 to determine the overall rating for Gateway 1.

	CRITERIA	RATING SCORE	EVIDENCE
<p>Gateway 1: Text Quality and Complexity and Alignment to the CCSS-ELA</p> <p>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.</p> <p><input type="checkbox"/> Meets expectations (32-36 points)</p> <p><input type="checkbox"/> Partially meets expectations (18-31 points)</p> <p><input type="checkbox"/> Does not meet expectations (<18 points)</p> <p><input type="checkbox"/> Does not meet = does not continue to Gateway 2</p>	<p>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)</p>	<p>Point Totals from Rating Sheet(s):</p> <p>18-20</p> <p>10-17</p> <p><10</p>	
	<p>1g-1n: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts.</p>	<p>Point Totals from Rating Sheet(s):</p> <p>14-16</p> <p>8-13</p> <p><8</p>	

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	INDICATORS	RATING	EVIDENCE
<p>Materials build knowledge through integrated reading, writing, speaking, listening, and language.</p> <p>Earned: ____ of 32 points</p> <p><input type="checkbox"/> Meets expectations: (28-32 points)</p> <p><input type="checkbox"/> Partially meets expectations: (16-27 points)</p> <p><input type="checkbox"/> Does not meet expectations: (<15 points)</p>	<p>2a. Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.</p>	<p>0 2 4</p>	
	<p>2b. Materials contain sets of coherently sequenced 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.</p>	<p>0 2 4</p>	
	<p>2c. Materials contain a coherently sequenced set of text-based questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.</p>	<p>0 2 4</p>	

	<p>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).</p>	<p>0 2 4</p>	
	<p>2e. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.</p>	<p>0 2 4</p>	
	<p>2f. Materials contain a year long, cohesive plan of writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.</p>	<p>0 2 4</p>	
	<p>2g. Materials include a progression of focused, shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.</p>	<p>0 2 4</p>	
	<p>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.</p>	<p>0 2 4</p>	<p>.</p>

Overall Gateway 2 Rating: Building Knowledge with Texts, Vocabulary, and Tasks

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

CRITERION	INDICATORS	RATING SCORE	EVIDENCE
<p>Gateway 2: Strategy and Purpose Materials build knowledge through integrated reading, writing, speaking, listening, and language.</p> <p><input type="checkbox"/> Meets expectations (28-32 points)</p> <p><input type="checkbox"/> Partially meets expectations (16-27 points)</p> <p><input type="checkbox"/> Does not meet expectations (<16 points)</p>	<p>2a-2h: Materials build knowledge through integrated reading, writing, speaking, listening, and language.</p>	<p>Point Totals from Ratings Sheet:</p> <p>28-32</p> <p>16-27</p> <p>0-16</p>	

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”, materials must earn at least 7 points.

CRITERION	INDICATORS	RATING	EVIDENCE
<p>Use and design facilitate student learning: Materials are well-designed and take into account effective lesson structure and pacing.</p> <p>Earned: ____ of 8 points</p> <p><input type="checkbox"/> Meets expectations (7-8 points)</p> <p><input type="checkbox"/> Partially meets expectations (5-6 points)</p> <p><input type="checkbox"/> Does not meet expectations (<5 points)</p>	<p>3a. Materials are well-designed and take into account effective lesson structure and pacing.</p>	<p>0 1 2</p>	
	<p>3b. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.</p>	<p>0 1 2</p>	
	<p>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.).</p>	<p>0 1 2</p>	
	<p>3d. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.</p>	<p>0 1 2</p>	
	<p>3e. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.</p>	<p>Not scored</p>	

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	INDICATORS	RATING	EVIDENCE
<p>Teacher planning and learning for success with CCSS: Materials support teacher learning and understanding of the Standards.</p> <p>Earned: _____ of 8 points</p> <p><input type="checkbox"/> Meets expectations (7-8 points)</p> <p><input type="checkbox"/> Partially meets expectations (5-6 points)</p> <p><input type="checkbox"/> Does not meet expectations (<5 points)</p>	<p>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.</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>0 1 2</p>	
	<p>3h. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.</p>	<p>0 1 2</p>	
	<p>3i. Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>Not scored</p>	

Rating Sheet 3.3: Assessment

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

CRITERION	INDICATORS	RATING	EVIDENCE	
<p>Assessment: Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.</p> <p>Earned: ____ of 8 points</p> <p><input type="checkbox"/> Meets expectations (7-8 points)</p> <p><input type="checkbox"/> Partially meets expectations (5-6 points)</p> <p><input type="checkbox"/> Does not meet expectations (<5 points)</p>	<p>3k. Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.</p>	<p>0 1 2</p>		
	<p>3l. The purpose/use of each assessment is clear:</p>			
	<p>i. Assessments clearly denote which standards are being emphasized.</p>	<p>0 1 2</p>		
	<p>ii. Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</p>	<p>0 1 2</p>		
	<p>3m. Materials include routines and guidance that point out opportunities to monitor student progress</p>	<p>0 1 2</p>		
<p>3n. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.</p>	<p>Not scored</p>			

Rating Sheet 3.4: Differentiated Instruction

- For “Differentiated Instruction” to attain a score of “Meets Expectations,” materials must earn at least 9 points.

CRITERION	INDICATORS	RATING	EVIDENCE
<p>Differentiated instruction: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.</p> <p>Earned: ____ of 10 points</p> <p><input type="checkbox"/> Meets expectations (9-10 points)</p> <p><input type="checkbox"/> Partially meets expectations (6-8 points)</p> <p><input type="checkbox"/> Does not meet expectations (<6 points)</p>	<p>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.</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>0 2 4</p>	
	<p>3q. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p>0 1 2</p>	
	<p>3r. Materials provide opportunities for teachers to use a variety of grouping strategies.</p>	<p>0 1 2</p>	

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	INDICATORS	RATING	EVIDENCE	
<p>Effective technology use: Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>	<p>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.</p>	<p>Not scored</p>		
	<p>3t. Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.</p>	<p>Not scored</p>		
	<p>3u. Materials can be easily customized for individual learners.</p>			
	<p>i. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.</p>	<p>Not scored</p>		
	<p>ii. Materials can be easily customized for local use.</p>			
	<p>3v. Materials provide opportunities for teachers to use a variety of grouping strategies.</p>	<p>Not scored</p>		

Overall Gateway 3 Rating: Instructional Supports and Usability Indicators

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

CRITERION	INDICATORS	RATING SCORE	EVIDENCE
<p>Gateway Gateway 3: Structural Supports and Usability Indicators</p> <p> Meets expectations (30-34 points)</p> <p> Partially meets expectations (24-29 points)</p> <p> Does not meet expectations (<24 points)</p>	<p>3a-e: Use and Design to Facilitate Student Learning</p>	<p>Point totals from ratings sheets:</p>	
	<p>3f-j: Teacher Planning and Learning for Success with CCSS</p>	<p>Point totals from ratings sheets:</p>	
	<p>3k-n: Assessment</p>	<p>Point totals from ratings sheets:</p>	
	<p>3o-r: Differentiated Instruction</p>	<p>Point totals from ratings sheets:</p>	
	<p>3s-v: Effective Technology Use</p>		