Instructional Materials Evaluation Review for Alignment in Social Studies Grades K – 12

SUPPLEMENTAL Instructional Materials

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana iLEAP/LEAP in Social Studies** Grade/Course: **3-5**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards, beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a "Yes" for all Criteria 1 – 5.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 3 (Tier 3) Grade 4 (Tier 3) Grade 5 (Tier 3)

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana iLEAP Grade 3 in Social Studies** Grade/Course: **3**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**	
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content. Opportunities are infrequent within chapters, for example, Chapters 1-2 feature one activity (page 25) where students are exploring key questions. This is also seen in Chapters 7-8. However, Chapters 3-6, there are a few opportunities. For example, page 69, describes rules and laws and how they are important which correlates to Standard 3.5.1. Again, on page 75, the activity outlines the responsibilities of citizens, which correlates to Standard 3.6.1.
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build

[1] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
that support students' understanding of social studies content. ☐ Yes ☒ No			students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. The foundation of this resource is having students read about content and then answer basic questions related to the content. Students are not challenged to form their own conclusions or make their own claims about any of the content. For example, the chapter 4 review asks only basic questions about the content.
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	Materials mostly focus on secondary sources from similar perspectives. Opportunities for comparison and contrast, sourcing and corroboration are scarce. The sources are pictures to clarify vocabulary explained in the text. For example on page 96 in Chapter 8, the definition of a consumer is defined and accompanied by a photograph that does not contribute to sourcing or corroboration.

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Chapters 3-4 feature only a snapshot of that time period and most of the information present only has one view point which is that of the author. Chapter 1 does feature two primary source activities; however, the material doesn't lend itself for corroboration or different perspectives.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[4]	**No**	Materials focus on primary and secondary sources from the same time period. In Chapter 6, there are examples of citizens helping one another. All of the exemplars use current-day examples. This is also seen in Chapters 7-8, all of the photos are recent depictions of vocabulary terms, e.g., factory production on page 95, scarcity on page 94, money on page 91, and putting money into savings on page 88. Chapter 1 does highlight two activities where students are able to examine different time periods; however, contextualization doesn't occur.
Section II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**No**	The majority of questions and tasks do not focus on engaging students within various contexts. Task variance is inconsistent throughout chapters. This is shown in Chapters 1-4 and 7-8. All of the short answer/multiple choice questions in subsequent chapters require specific

[4] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
and genuinely measure how well students are able to understand social studies content. ☐ Yes ☒ No			answers; however, these chapters do not present tasks that require students to engage in speaking and listening activities. Chapter 1 does have students examining different sources; however, this activity is isolated and is overshadowed by the large amount of multiple choice questions located in this chapter. Chapter 3 does have students creating a map; however, Chapter 4 simply asks the students to answer questions about the readings.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.	**No**	There is not a coherent sequence of source-dependent questions and tasks that focus on building, applying, and synthesizing knowledge and skills. In Chapter 5, practice 1, the questions are source-dependent, but students are only asked to regurgitate information. They are asked to identify the difference between rules and laws and to identify 3 rules of government. This does not build student's knowledge base and does not provide room for collaboration or conversation. In chapters seven and eight, there are twenty-two recall questions; which comprises sixty-four percent of the questions.
	REQUIRED **3c)** Source-dependent written and oral tasks require	**No**	Source dependent written and oral tasks are infrequent among the chapters. The task at

[5] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		the end of Chapter 6 on page 81 requires students to apply and demonstrate their knowledge of "good citizenship" to solve a real world problem of their choice and present to the class. This activity doesn't require students to make a claim or connection relating to social studies themes. Chapter 4 asks students to answer questions based on the readings, students are not asked to make claims about the content featured in this chapter. This is also seen in Chapter 2, students are asked to answer short answer questions based on material previously read, no claims are made.
	FULL CURRICULUM ONLY **3d)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**N/A**	
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**	
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.	**REQUIRED** **4a)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED (GRADES 3-12 ONLY) **4b)** A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**REQUIRED** **4c)** Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	FULL CURRICULUM ONLY **4d)** Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 5. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Range and volume of sources do not meet outlined criteria. Materials present do not include a wider variety of primary and secondary sources.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks do not meet outlined criteria. Materials do not offer opportunities for students to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s).
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana LEAP Grade 4 in Social Studies** Grade/Course: **4**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**	
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. For example, in chapters 2-3, students are presented information and asked to answer questions at the recall level using the above text. Materials for chapters 7-8 are lacking in content as well as opportunities for students to explore key questions. The foundation of this resource is having students read about content and then answer basic questions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources that support students' understanding of social studies content. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[6] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	While Chapters 1 and 6 do contain one example of a primary source, which requires students to develop a claim, the remainder of the chapter(s) feature secondary sources and no claims are asked to be made. Chapters 2-5 also focus mainly on secondary sources (maps and information gathered about regions and explorers), which do not ask students to make claims. Chapters 7-8 feature sources to develop content knowledge, e.g., a picture of an assembly line on page one hundred six or the capital resource on page one hundred one support student learning for vocabulary. However, the resources on subsequent pages do not aid in gathering an understanding of the content. The budget graphic on page one hundred five is the only source in which a student can express a claim concerning the content in Chapter 7.
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.

[6] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[7] and corroboration.[8]	**No**	Materials mostly focus on secondary sources from similar perspectives. Opportunities for comparison and contrast, sourcing and corroboration are scarce. Chapter 1 does feature two short answer questions/ timeline question, which asks for comparison and contrast as well as sourcing; however, these two encompass the few materials that ask students to examine different perspectives. Chapters 2-8 do not provide materials from different perspectives that will allow students to compare, address sourcing or corroboration. For example on page 109, each of the three photographs provide an example of the definitions provided and in Chapters 5 and 6, the author describes the documents or the role in government without contemplating the various other implications.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[9]	**No**	Materials focus on primary and secondary sources from the same time period, while Chapters 1 and 2 do provide two opportunities for students to make connections across time periods (pages 27-28 and 41, 45); however, the other chapters do not contain materials which focus on both primary and secondary sources from

[7] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[8] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.
[9] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			different time periods. For example, in Chapter 6, the section on Traits of Good citizens describes traits that are not specific to any time frame and does not allow connections within and about time. Also, in Chapters 7-8, all of the photos are recent depictions of vocabulary terms, e.g., household on page 109, market on page 111, money on page 112, and credit cards on page 113.
Section II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**No**	The majority of questions and tasks do not focus on engaging students within various contexts. Task variance is inconsistent throughout chapters. This is shown in Chapters 1-4 and 7-8. All of the short answer/multiple choice questions in subsequent chapters require specific answers; however, these chapters do not present tasks that require students to engage in speaking and listening activities. Only Chapters 5-6 contain one activity where students are engaged in a speaking activity in addition to the multiple choice and short answer questions.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[10] and tasks focus students on building, applying, and	**No**	There is not a coherent sequence of source-dependent questions and tasks that focus on

[10] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.		building, applying, and synthesizing knowledge and skills. Chapters 1-2 and 5-6 contain one activity where students are applying knowledge through one source. Neither Chapter 5 nor 6 requires students to research or extend their knowledge beyond the given text. Also Chapter 7 contains twenty-two recall questions; which comprises sixty-nine percent of the questions.
	REQUIRED **3c)** Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).	**No**	Source dependent written and oral tasks are infrequent among the chapters. Chapter 1 asks students to make a written claim to demonstrate understanding of social studies content and Chapter 6 (page 99) requires students to apply and demonstrate their knowledge of "good citizenship" to solve a real-world problem of their choice and present to the class. Chapters 3,5,7 and 8 do not contain any tasks, which require students to make claims.
	FULL CURRICULUM ONLY **3d)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**N/A**	
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**	
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to	**REQUIRED** **4a)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).		
	REQUIRED (GRADES 3-12 ONLY) **4b)** A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **4c)** Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	FULL CURRICULUM ONLY **4d)** Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**5c)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Range and volume of sources do not meet outlined criteria. Materials present do not include a wider variety of primary and secondary sources
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks do not meet outlined criteria. Materials do not offer opportunities for students to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s).
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana iLEAP Grade 5 in Social Studies** Grade/Course: **5**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**	
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. The foundation of this resource is having students read about content and then answer basic questions related to the content. The chapter 5 review, for example, has students look at simple maps to answer basic questions. The majority of student questions are recall, and not key content questions that build knowledge and skill across the program.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources that support students' understanding of social studies content. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[11] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	Students are only asked to draw conclusions from primary sources in the first chapter of the materials. The remaining primary sources are illustrations, photographs, and maps that illustrate content. Students are not asked to use these sources to develop claims.
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[12] and corroboration.[13]	**No**	Materials mostly focus on secondary sources from similar perspectives. Opportunities for comparison and contrast, sourcing and corroboration are scarce. Chapter 1 does feature an extension question focusing on two different perspectives which ask for comparison and contrast as well as sourcing, and Chapter 5 (pg. 72), shows a national and state map of the same area to allow for comparison and contrasting; however, these two activities are the only materials that ask

[11] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

[12] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

[13] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to examine different perspectives. Chapters 3-4 and 7-8 do not provide materials from different perspectives that will allow students to compare, address sourcing or corroboration. For example the chart on page ninety-five explicitly outlines a comparison, but the materials do not provide an opportunity for sourcing or corroboration among students.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[14]	**No**	Materials focus on primary and secondary sources from the same time period, while Chapters 1, 7, and 8 do provide opportunities for students to make connections across time periods with the research activity and the paintings and photographs are from different time periods, e.g., House of Burgesses on page 94, signing of the Mayflower Compact on page 95, and the cotton plantation on page 99; however, the other chapters do not contain materials which focus on both primary and secondary sources from different time periods. For example, Chapters 4, 5, and 6, feature information from the same time period of the Colonies and Chapter 3 features materials only from the time period of exploration.
Section II. Claims			

[14] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**No**	The majority of questions in these materials are multiple choice identification items that require no examination of sources or completing of a task. In terms of examining different sources, this is done on a limited basis during the diagnostic and posttests. There are only two instances where students are asked to engage in research about the content they are learning. This is in Chapters 3 and 4 where they research on the effects of innovations on Age of Exploration and Colonization, but sources for this research are not provided. Students are not prompted to have discussions throughout the materials.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[15] and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.	**No**	There is not a coherent sequence of source-dependent questions and tasks that focus on building, applying, and synthesizing knowledge and skills. While Chapters 1,2,3,4 and 5 do feature tasks, which help students build knowledge the coherent sequence of source dependent, questions are lacking. Questions in Chapters 3-4 rely mostly on recall information gathered from the chapter and Chapters 5-6 feature questions that are source dependent, but do not focus on building, applying and synthesizing knowledge. In Chapter 5, students are

[15] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			required to regurgitate answers from the text, but no opportunities for class research and conversations. This is also seen in Chapters 7-8, the short answer questions require students to provide answers explicitly stated in the text. For example, on page ninety-six, the question states: Explain how the Iroquois Confederacy ensured that each tribe held the same amount of power. The text states One member from each tribe was elected to be on the tribal council. This ensured no one tribe would be too powerful. These questions do not require students to synthesize knowledge.
	REQUIRED **3c)** Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).	**No**	Source dependent written and oral tasks are infrequent among the chapters. Chapter 1 asks students to make a written claim to demonstrate understanding of social studies content pertaining to a period or event in World History and in Chapters 3-4 students are asked to complete research on exploration and colonization. Chapters 2,5,7 and 8 do not contain any tasks, which require students to make claims.
	FULL CURRICULUM ONLY **3d)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**N/A**	
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**REQUIRED** **4a)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED (GRADES 3-12 ONLY) **4b)** A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **4c)** Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	FULL CURRICULUM ONLY **4d)** Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**5c)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Range and volume of sources do not meet outlined criteria. Materials present do not include a wider variety of primary and secondary source
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks do not meet outlined criteria. Materials do not offer opportunities for students to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s)
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Appendix I.

Publisher Response

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana iLEAP/LEAP in Social Studies** Grade/Course: **3-5**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards, beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a "Yes" for all Criteria 1 – 5.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 3 (Tier 3) Grade 4 (Tier 3) Grade 5 (Tier 3)

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana iLEAP Grade 3 in Social Studies** Grade/Course: **3**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Content				
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**		
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content. Opportunities are infrequent within chapters, for example, Chapters 1-2 feature one activity (page 25) where students are exploring key questions. This is also seen in Chapters 7-8. However, Chapters 3-6, there are a few opportunities. For example, page 69, describes rules and laws and how they are important which correlates to Standard 3.5.1. Again, on page 75, the activity outlines the responsibilities of citizens, which correlates to Standard 3.6.1.	As a high-quality educational curriculum provider, we make every effort to provide detailed, robust, and exacting content based upon those standards set forth by the individual state curriculum mandates. Each chapter in each grade's book contains practice questions that correspond to the GLEs taught in that chapter. Many of these questions require students to use their knowledge of social studies to extend their reasoning in answering questions, such as #3 on pg. 65, #1-2 on pg. 79, and #2 on pg. 98, to name a few. In addition, each test question clearly states the GLE covered as seen in each grade's pretest and post test.
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build	As a supplemental material to be used in conjunction with a full textbook, this is our reasoning behind covering standards and concepts in isolation. This provides teachers with pinpoint accuracy on how to explain

[1] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
that support students' understanding of social studies content. ☐ Yes ☒ No			students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. The foundation of this resource is having students read about content and then answer basic questions related to the content. Students are not challenged to form their own conclusions or make their own claims about any of the content. For example, the chapter 4 review asks only basic questions about the content.	certain skills and concepts, while they can have students use that knowledge in the classroom when covering other topics.
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.	
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	Materials mostly focus on secondary sources from similar perspectives. Opportunities for comparison and contrast, sourcing and corroboration are scarce. The sources are pictures to clarify vocabulary explained in the text. For example on page 96 in Chapter 8, the definition of a consumer is defined and accompanied by a photograph that does not contribute to sourcing or corroboration.	Each primary and secondary source was found and used with care and concern for students' learning and reading abilities for the 3rd grade. Every map and image created has a specific purpose for the student to use and answer questions. We only use sources that are in public domain, so sometimes finding appropriate

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Chapters 3-4 feature only a snapshot of that time period and most of the information present only has one view point which is that of the author. Chapter 1 does feature two primary source activities; however, the material doesn't lend itself for corroboration or different perspectives.	primary sources can be challenging. However, we take special care in the sources we do choose to use.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[4]	**No**	Materials focus on primary and secondary sources from the same time period. In Chapter 6, there are examples of citizens helping one another. All of the exemplars use current-day examples. This is also seen in Chapters 7-8, all of the photos are recent depictions of vocabulary terms, e.g., factory production on page 95, scarcity on page 94, money on page 91, and putting money into savings on page 88. Chapter 1 does highlight two activities where students are able to examine different time periods; however, contextualization doesn't occur.	There are many time periods represented in each grade's books, especially relating to the time periods covered in the GLEs. Many of the GLEs do not specifcially require connection between time periods, and as such, our materials tend to focus on the time periods as separate entities. This way, teachers can pinpoint where students need the most focus and can give their students the best attention.
Section II. Claims				
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**No**	The majority of questions and tasks do not focus on engaging students within various contexts. Task variance is inconsistent throughout chapters. This is shown in Chapters 1-4 and 7-8. All of the short answer/multiple choice questions in subsequent chapters require specific	Seeing as the new LEAP test blueprints were not available at the time of submission, many questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials. However, each test does provide

[4] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
and genuinely measure how well students are able to understand social studies content. ☐ Yes ☒ No			answers; however, these chapters do not present tasks that require students to engage in speaking and listening activities. Chapter 1 does have students examining different sources; however, this activity is isolated and is overshadowed by the large amount of multiple choice questions located in this chapter. Chapter 3 does have students creating a map; however, Chapter 4 simply asks the students to answer questions about the readings.	opportunities for students to extend knowledge and make their own claims.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.	**No**	There is not a coherent sequence of source-dependent questions and tasks that focus on building, applying, and synthesizing knowledge and skills. In Chapter 5, practice 1, the questions are source-dependent, but students are only asked to regurgitate information. They are asked to identify the difference between rules and laws and to identify 3 rules of government. This does not build student's knowledge base and does not provide room for collaboration or conversation. In chapters seven and eight, there are twenty-two recall questions; which comprises sixty-four percent of the questions.	
	REQUIRED **3c)** Source-dependent written and oral tasks require	**No**	Source dependent written and oral tasks are infrequent among the chapters. The task at	

[5] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		the end of Chapter 6 on page 81 requires students to apply and demonstrate their knowledge of "good citizenship" to solve a real world problem of their choice and present to the class. This activity doesn't require students to make a claim or connection relating to social studies themes. Chapter 4 asks students to answer questions based on the readings, students are not asked to make claims about the content featured in this chapter. This is also seen in Chapter 2, students are asked to answer short answer questions based on material previously read, no claims are made.	
	FULL CURRICULUM ONLY **3d)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**N/A**		
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**		
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.	**REQUIRED** **4a)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED (GRADES 3-12 ONLY) **4b)** A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	**REQUIRED** **4c)** Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	FULL CURRICULUM ONLY **4d)** Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 5. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.	
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Range and volume of sources do not meet outlined criteria. Materials present do not include a wider variety of primary and secondary sources.	
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks do not meet outlined criteria. Materials do not offer opportunities for students to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s).	
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana LEAP Grade 4 in Social Studies** Grade/Course: **4**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Content				
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**		
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. For example, in chapters 2-3, students are presented information and asked to answer questions at the recall level using the above text. Materials for chapters 7-8 are lacking in content as well as opportunities for students to explore key questions. The foundation of this resource is having students read about content and then answer basic questions.	As a high-quality educational curriculum provider, we make every effort to provide detailed, robust, and exacting content based upon those standards set forth by the individual state curriculum mandates. Each chapter in each grade's book contains practice questions that correspond to the GLEs taught in that chapter. In addition, each test question clearly states the GLE covered as seen in each grade's pretest and post test. Seeing as the new LEAP test blueprints were not available at the time of submission, many questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials. However, each test does provide opportunities for students to extend knowledge and make their own claims.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources that support students' understanding of social studies content. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[6] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	While Chapters 1 and 6 do contain one example of a primary source, which requires students to develop a claim, the remainder of the chapter(s) feature secondary sources and no claims are asked to be made. Chapters 2-5 also focus mainly on secondary sources (maps and information gathered about regions and explorers), which do not ask students to make claims. Chapters 7-8 feature sources to develop content knowledge, e.g., a picture of an assembly line on page one hundred six or the capital resource on page one hundred one support student learning for vocabulary. However, the resources on subsequent pages do not aid in gathering an understanding of the content. The budget graphic on page one hundred five is the only source in which a student can express a claim concerning the content in Chapter 7.	We only use sources that are in public domain, so sometimes finding appropriate primary sources can be challenging. However, we take special care in the sources we do choose to use.
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.	

[6] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[7] and corroboration.[8]	**No**	Materials mostly focus on secondary sources from similar perspectives. Opportunities for comparison and contrast, sourcing and corroboration are scarce. Chapter 1 does feature two short answer questions/ timeline question, which asks for comparison and contrast as well as sourcing; however, these two encompass the few materials that ask students to examine different perspectives. Chapters 2-8 do not provide materials from different perspectives that will allow students to compare, address sourcing or corroboration. For example on page 109, each of the three photographs provide an example of the definitions provided and in Chapters 5 and 6, the author describes the documents or the role in government without contemplating the various other implications.	The tasks in each test require students to write an essay that ties in opinions and evidence from multiple sources, which allows for sourcing and corroboration. Other practices throughout the materials ask students to extend their knowledge of a concept to create responses.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[9]	**No**	Materials focus on primary and secondary sources from the same time period, while Chapters 1 and 2 do provide two opportunities for students to make connections across time periods (pages 27-28 and 41, 45); however, the other chapters do not contain materials which focus on both primary and secondary sources from	There are many time periods represented in each grade's books, especially relating to the time periods covered in the GLEs. Many of the GLEs do not specifcially require connection between time periods, and as such, our materials tend to focus on the time periods as separate entities. This way,

[7] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[8] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.
[9] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			different time periods. For example, in Chapter 6, the section on Traits of Good citizens describes traits that are not specific to any time frame and does not allow connections within and about time. Also, in Chapters 7-8, all of the photos are recent depictions of vocabulary terms, e.g., household on page 109, market on page 111, money on page 112, and credit cards on page 113.	teachers can pinpoint where students need the most focus and can give their students the best attention.
Section II. Claims				
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**No**	The majority of questions and tasks do not focus on engaging students within various contexts. Task variance is inconsistent throughout chapters. This is shown in Chapters 1-4 and 7-8. All of the short answer/multiple choice questions in subsequent chapters require specific answers; however, these chapters do not present tasks that require students to engage in speaking and listening activities. Only Chapters 5-6 contain one activity where students are engaged in a speaking activity in addition to the multiple choice and short answer questions.	Seeing as the new LEAP test blueprints were not available at the time of submission, many test questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials. However, each test does provide opportunities for students to extend knowledge and make their own claims.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[10] and tasks focus students on building, applying, and	**No**	There is not a coherent sequence of source-dependent questions and tasks that focus on	The task-based questions are mainly seen in the tests. Each pre and post test contain a

[10] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.		building, applying, and synthesizing knowledge and skills. Chapters 1-2 and 5-6 contain one activity where students are applying knowledge through one source. Neither Chapter 5 nor 6 requires students to research or extend their knowledge beyond the given text. Also Chapter 7 contains twenty-two recall questions; which comprises sixty-nine percent of the questions.	documents-based task. This task includes 2-3 primary and secondary sources and asks students to answer multiple-choice questions as well as write an essay based on the documents. In addition, each chapter contains practices and reviews that ask a variety of text-based questions that require extension and not just recall.
	REQUIRED **3c)** Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).	**No**	Source dependent written and oral tasks are infrequent among the chapters. Chapter 1 asks students to make a written claim to demonstrate understanding of social studies content and Chapter 6 (page 99) requires students to apply and demonstrate their knowledge of "good citizenship" to solve a real-world problem of their choice and present to the class. Chapters 3,5,7 and 8 do not contain any tasks, which require students to make claims.	There are specific sections in each social studies book that relates to understanding historical points of view and evaluating causes and effects as well as explaining how cultures and society have shaped history in general.
	FULL CURRICULUM ONLY **3d)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**N/A**		
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**		
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to	**REQUIRED** **4a)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).			
	REQUIRED (GRADES 3-12 ONLY) **4b)** A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **4c)** Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	FULL CURRICULUM ONLY **4d)** Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	**5c)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 5. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.	
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Range and volume of sources do not meet outlined criteria. Materials present do not include a wider variety of primary and secondary sources	
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks do not meet outlined criteria. Materials do not offer opportunities for students to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s).	
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Louisiana iLEAP Grade 5 in Social Studies** Grade/Course: **5**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Content				
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**		
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. The foundation of this resource is having students read about content and then answer basic questions related to the content. The chapter 5 review, for example, has students look at simple maps to answer basic questions. The majority of student questions are recall, and not key content questions that build knowledge and skill across the program.	As a high-quality educational curriculum provider, we make every effort to provide detailed, robust, and exacting content based upon those standards set forth by the individual state curriculum mandates. Each chapter in each grade's book contains practice questions that correspond to the GLEs taught in that chapter. In addition, each test question clearly states the GLE covered as seen in each grade's pretest and post test. Seeing as the new LEAP test blueprints were not available at the time of submission, many questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials. However, each test does provide opportunities for students to extend knowledge and make their own claims.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources that support students' understanding of social studies content. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[11] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	Students are only asked to draw conclusions from primary sources in the first chapter of the materials. The remaining primary sources are illustrations, photographs, and maps that illustrate content. Students are not asked to use these sources to develop claims.	As a supplemental material to be used in conjunction with a full textbook, this is our reasoning behind covering standards and concepts in isolation. This provides teachers with pinpoint accuracy on how to explain certain skills and concepts, while they can have students use that knowledge in the classroom when covering other topics. Throughout each grade's book, there are primary sources in other forms of media, such as photos from the time periods as well as maps and charts. There are political cartoons used to cover concepts as well. We only use sources that are in public domain, so sometimes finding appropriate primary sources can be challenging. However, we take special care in the sources we do choose to use.
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.	

[11] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[12] and corroboration.[13]	**No**	Materials mostly focus on secondary sources from similar perspectives. Opportunities for comparison and contrast, sourcing and corroboration are scarce. Chapter 1 does feature an extension question focusing on two different perspectives which ask for comparison and contrast as well as sourcing, and Chapter 5 (pg. 72), shows a national and state map of the same area to allow for comparison and contrasting; however, these two activities are the only materials that ask students to examine different perspectives. Chapters 3-4 and 7-8 do not provide materials from different perspectives that will allow students to compare, address sourcing or corroboration. For example the chart on page ninety-five explicitly outlines a comparison, but the materials do not provide an opportunity for sourcing or corroboration among students.	As stated above, we provide supplemental materials to be used in conjunction with a full textbook. This provides teachers with pinpoint accuracy on how to explain certain skills and concepts, while they can have students use that knowledge in the classroom when covering other topics. Our materials mainly focus on covering the standards so that students have a greater understanding of what they will most likely be tested on. Teachers appreciate the thoroughness of the content as well as the succinctness it does provide. Not every standard requires or specifically acknowledges comparison/contrast of topics, points of view, and so on.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[14]	**No**	Materials focus on primary and secondary sources from the same time period, while Chapters 1, 7, and 8 do provide opportunities for students to make connections across time periods with the research activity and the paintings and photographs are from different time periods,	

[12] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[13] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.
[14] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			e.g., House of Burgesses on page 94, signing of the Mayflower Compact on page 95, and the cotton plantation on page 99; however, the other chapters do not contain materials which focus on both primary and secondary sources from different time periods. For example, Chapters 4, 5, and 6, feature information from the same time period of the Colonies and Chapter 3 features materials only from the time period of exploration.	
Section II. Claims				
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**No**	The majority of questions in these materials are multiple choice identification items that require no examination of sources or completing of a task. In terms of examining different sources, this is done on a limited basis during the diagnostic and posttests. There are only two instances where students are asked to engage in research about the content they are learning. This is in Chapters 3 and 4 where they research on the effects of innovations on Age of Exploration and Colonization, but sources for this research are not provided. Students are not prompted to have discussions throughout the materials.	Seeing as the new LEAP test blueprints were not available at the time of submission, many questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials. However, each test does provide opportunities for students to extend knowledge and make their own claims.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **3b)** Coherent sequences of source-dependent questions[15] and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.	**No**	There is not a coherent sequence of source-dependent questions and tasks that focus on building, applying, and synthesizing knowledge and skills. While Chapters 1,2,3,4 and 5 do feature tasks, which help students build knowledge the coherent sequence of source dependent, questions are lacking. Questions in Chapters 3-4 rely mostly on recall information gathered from the chapter and Chapters 5-6 feature questions that are source dependent, but do not focus on building, applying and synthesizing knowledge. In Chapter 5, students are required to regurgitate answers from the text, but no opportunities for class research and conversations. This is also seen in Chapters 7-8, the short answer questions require students to provide answers explicitly stated in the text. For example, on page ninety-six, the question states: Explain how the Iroquois Confederacy ensured that each tribe held the same amount of power. The text states One member from each tribe was elected to be on the tribal council. This ensured no one tribe would be too powerful. These questions do not require students to synthesize knowledge.	

[15] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **3c)** Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).	**No**	Source dependent written and oral tasks are infrequent among the chapters. Chapter 1 asks students to make a written claim to demonstrate understanding of social studies content pertaining to a period or event in World History and in Chapters 3-4 students are asked to complete research on exploration and colonization. Chapters 2,5,7 and 8 do not contain any tasks, which require students to make claims.	
	FULL CURRICULUM ONLY **3d)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**N/A**		
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**		
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**REQUIRED** **4a)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED (GRADES 3-12 ONLY) **4b)** A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **4c)** Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	FULL CURRICULUM ONLY **4d)** Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 5. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.	
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Range and volume of sources do not meet outlined criteria. Materials present do not include a wider variety of primary and secondary source	
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks do not meet outlined criteria. Materials do not offer opportunities for students to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s)	
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.