

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: **6-8**

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:

<b>STRONG</b>	<b>WEAK</b>
	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 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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 6 in Social Studies**

Grade/Course: **6**

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
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>N/A</b></p> <p><b>No</b></p>	<p></p> <p>While the book asks students questions at the end of each chapter (e.g., in chapter 3, students are asked basic questions about world religions), 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. 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. Students are not challenged to form their own conclusions or make their own claims about the content. There is no expectation for comparison or analysis.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>The materials provide individual chapters on content in 6<sup>th</sup> grade social studies. And apart from Chapter 1, where students have to identify a primary source in the opening activity, (see page 24) the text exclusively consists of secondary sources.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> 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.</p>	<p><b>Yes</b></p>	<p>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.</p>
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>The materials have no opportunities for students to interact with sources from differing perspectives. For instance, the pre-test includes an account of a speech by Cicero (p.13), but there are no opportunities for students to source the information or compare and contrast it with differing viewpoints.</p>

<sup>1</sup> 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](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>.

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> 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
	<p><b>2d)</b> 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.<sup>4</sup></p>	<p><b>No</b></p>	<p>The materials have minimal opportunities for students to utilize sources across time periods, instead focusing on review questions that only deal with the information included in the chapter, as seen in Chapter 4's questions about the African empires that only ask students to identify notable empires in West Africa (p.53). The only time students have to work with sources to make connections is across time periods is the pre-test extended task where students are to explain how the US government is influenced by Greek and Roman models (pp. 13-21).</p>
<p><b>Section II. Claims</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  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.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> 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).</p>	<p><b>No</b></p>	<p>By nature of it being standardized test materials, the questions and tasks in the materials focus on discrete, fact-based multiple-choice questions. The pre-test and post-test contain mostly recall-level multiple-choice questions with a single extended task for each. The individual chapters contain sets of four multiple-choice questions and a single short answer for each question set, but opportunities for students to engage in speaking and listening about the content are minimal.</p>

<sup>4</sup> 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
	<b>REQUIRED</b> <b>3b)</b> Coherent sequences of source-dependent questions <sup>5</sup> 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.	<b>No</b>	With the vast majority of questions being multiple-choice, there are few opportunities to build coherent sequences of questions, and the questions do not require students to develop claims backed by evidence. However, in the pre-test and the post-test, there are extended tasks where students are required to utilize sources to build knowledge and skills in social studies.
	<b>REQUIRED</b> <b>3c)</b> 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).	<b>No</b>	The materials have minimal instances of students completing tasks where students make claims supported by evidence, instead relying on multiple-choice questions that assess knowledge of social studies content. Short answers where students are asked to write instead focus on knowledge of content than analysis, as seen in the Chapter 7 review where student have to answer a question where they differentiate between direct and indirect democracies (p. 118).
	<b>FULL CURRICULUM ONLY</b> <b>3d)</b> 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.	<b>N/A</b>	
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	<b>N/A</b>	

<sup>5</sup> 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
<p><b>4. RESPONSE TO SOURCES:</b> 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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>4a)</b> 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.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>4c)</b> 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>FULL CURRICULUM ONLY</b> <b>4d)</b> 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>4e)</b> 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section III. Scaffolding and Support</b>			
<p><b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p>	<p><b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	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
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> 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.	<b>Not Evaluated</b>	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 <b>(Non-Negotiable)</b>	<b>No</b>	The materials do not build knowledge and skills with social studies content due to the nature of the text being a summary of relevant content to support the review questions.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Primary and secondary sources are present, but they are not the main focus of the materials.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The materials are based on discrete, fact-based multiple-choice question structure; as a result the questions and tasks are mainly based on content knowledge. It should be noted that the pre-test and post-test do contain extended tasks where students do interact with sources.
	4. Response to Sources	<b>Not Evaluated</b>	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
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

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- They explore meaningful questions about sources and content to build understanding.

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- 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 7 in Social Studies

Grade/Course: 7

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
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>N/A</b></p>	
<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>No</b></p>	<p>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. One exception to this in the extended response portions of the pre-test (see pp. 15-19) and post-test (found on pp. 204-208). These allow for students to build on their knowledge of content by writing essays. 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 the content. Chapter 5 is focused on geography skills whereas those skills should be employed throughout each chapter to provide students a manner in which to delve into the content rather than being taught and assessed in</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			isolation.
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>6</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<b>No</b>	The review book's focus is on the general social studies content. As a result of this, the review book is almost entirely composed of a generalized narrative of American history. Students use primary and secondary sources in the text as part of the extended tasks in pre-test and post-test and Chapter 1's section on primary and secondary sources (pp. 26-28).
	<p><b>REQUIRED</b></p> <p><b>2b)</b> 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.</p>	<b>Yes</b>	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.
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>7</sup> and corroboration.<sup>8</sup></p>	<b>No</b>	The review book has no opportunities for students to interact with sources from different perspectives or for corroboration

<sup>6</sup> 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](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>.

<sup>7</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>purposes. For instance, in the post-test (p. 21), students are to utilize the primary and secondary sources to write a diary account of a fictional person in the American Revolution. Instead of this activity, the extended response would have been better served through the use of sources that contrasted the views of people from different sides through diary entries, such as Patriots and Loyalists.</p>
	<p><b>2d)</b> 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.<sup>9</sup></p>	<p><b>No</b></p>	<p>The review book does not use sources from different time periods to make connections or contextualize. For example, in Chapter 6, the narrative describes different waves of immigration in US history as well as the characteristics of different immigrant groups (pp.135-138), but in the text and review questions there are no instances where students are asked to make connections or look for similarities between immigrant groups in US history (pp. 140-142).</p>
<p><b>Section II. Claims</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  Materials offer opportunities to elicit direct, observable evidence of the degree to which students</p>	<p><b>REQUIRED</b>  <b>3a)</b> 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).</p>	<p><b>No</b></p>	<p>By nature of it being standardized test materials, the questions and tasks in the materials focus on discrete, fact-based multiple-choice questions. The pre-test and post-test contain mostly recall-level</p>

<sup>8</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

<sup>9</sup> 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
<p>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.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>multiple-choice questions with a single extended task for each. The individual chapters contain sets of four multiple-choice questions and a single short answer for each question set, but opportunities for students to engage in speaking and listening about the content are minimal.</p>
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>10</sup> 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.</p>	<p><b>No</b></p>	<p>The review book offers too few sources for students to utilize to support this indicator. The pre-test and post-test have the only examples of source-dependent questions in the review book, and these questions generally do not require students to build knowledge of social studies content, but instead use the sources as stimulus material to recall social studies content to answer the question. However, the writing prompts for the extended tasks do require the student to synthesize information found in the sources, as the prompt asks for students to explain the process of reforms to child labor laws in the 19th century (p. 21).</p>
	<p><b>REQUIRED</b>  <b>3c)</b> 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,</p>	<p><b>No</b></p>	<p>The review book does not require students to make any claims with source dependent questions, instead asking students to answer closed-ended essay prompts such as in the post-test's prompt asking students to write fictional diary entries during the American</p>

<sup>10</sup> 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
	and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		Revolution (p. 210). There are few opportunities for students to make claims, such as in Chapter 4 where students are to choose a Civil War battle they thought was important (p. 97), but the question does not require students to support their claim with any evidence or explain how the battle affected the outcome of the Civil War.
	<b>FULL CURRICULUM ONLY</b> <b>3d)</b> 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	
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	N/A	
<p><b>4. RESPONSE TO SOURCES:</b> 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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<b>REQUIRED</b> <b>4a)</b> 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.
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> 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.
	<b>REQUIRED</b> <b>4c)</b> 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
	<b>FULL CURRICULUM ONLY</b> <b>4d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>4e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section III. Scaffolding and Support</b>			
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> 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.	<b>Not Evaluated</b>	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
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>No</b>	The materials ask basic questions at the end of each chapter.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Primary and secondary sources are present but they are not the main focus of the materials.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The materials are based on discrete, fact-based multiple-choice question structure; as a result the questions and tasks are mainly based on content knowledge. It should be noted that the pre-test and post-test do contain extended tasks where students do interact with sources.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

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 8 in Social Studies**

Grade/Course: **8**

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
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>N/A</b></p> <p><b>No</b></p>	<p>While students engage in a few tasks in which they are expected to explore key topics of historical research and Louisiana history, such as map reading (pp. 73-80) and interpreting and evaluating sources (pp 27-43), 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. The historical thinking skills addressed in the examples above 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. Another exception is the extended response portions of the pre-test (pp. 17-24) and post-test (pp. 185-192), which allow for students to build on their knowledge of the content through the use of historical thinking skills in writing extended essays. But, this is not consistent across the materials. For example, in chapter 7, students are asked only basic questions about government. The foundation of this resource is having students read about content and then answer basic questions</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			related to the content. Students are not challenged to form their own conclusions or make their own claims about the content.
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. RANGE AND VOLUME OF SOURCES:</b> Materials include varied types of primary and secondary sources that support students' understanding of social studies content.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> The main focus of the materials is on primary and secondary sources <sup>11</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.	<b>No</b>	The review book's focus is on providing a general account of the relevant social studies content to review for the state standardized test and not engaging students with sources to develop content knowledge. There are, however individual activities that require students to develop knowledge and make claims using sources, as seen in Chapter 2 where students read and make claims about the poem Evangeline (p. 56).
	<b>REQUIRED</b> <b>2b)</b> 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.	<b>Yes</b>	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.

<sup>11</sup> 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](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
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>12</sup> and corroboration.<sup>13</sup></p>	<p><b>No</b></p>	<p>There are some instances of drawing comparisons or contrasts, like the extended task portion of the post-test that asks students to explain how the Civil Rights movement in Louisiana differed from what happened in other states (pp. 185-192). However, students are not asked to source or corroborate the sources in the task. In fact, the majority of the sources that students utilize are single graphs, maps, and charts where the answer is determined from analyzing only that source, instead of comparing two maps or two graphs.</p>
	<p><b>2d)</b> 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.<sup>14</sup></p>	<p><b>No</b></p>	<p>The review book has no opportunities for students to interact with sources from different perspectives or for corroboration purposes. For instance, in the pre-test, students are to utilize the primary and secondary sources to write a diary account of a fictional person in the Acadian exile (pp.19-24). Instead of this activity, the extended response would have been better served through the use of sources that contrasted the culture of Acadian and Cajuns throughout Louisiana history from the initial exile in Nova Scotia to today.</p>
<p><b>Section II. Claims</b></p>			

<sup>12</sup> Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

<sup>13</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

<sup>14</sup> 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
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b></p> <p>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.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> 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).</p>	<p><b>No</b></p>	<p>By nature of it being standardized test materials, the questions and tasks in the materials focus on discrete, fact-based multiple-choice questions. The pre-test and post-test contain mostly recall-level multiple-choice questions with a single extended task for each. The individual chapters contain sets of four multiple-choice questions and a single short answer for each question set, but opportunities for students to engage in speaking and listening about the content are minimal.</p>
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>15</sup> 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.</p>	<p><b>No</b></p>	<p>The 8th grade review book has more instances of source-dependent questions than in other grades in the series, but they are not built into coherent series within the chapters, and more importantly, not all of the source-dependent questions actually require the source to complete the question. Notably, in the pre-test, students are required to write fictional journal entries of the Acadian exile to Louisiana (p. 22). Based on the sources given and the task itself, students with a moderate command of Louisiana history can satisfactorily complete the task without ever using any of the supplied sources.</p>

<sup>15</sup> 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
	<p><b>REQUIRED</b>  <b>3c)</b> 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).</p>	<b>No</b>	<p>The review book offers too few sources for students to utilize to support this indicator. The pre-test and post-test have the only examples of source-dependent questions in the review book where students utilize multiple sources to complete a coherent set of tasks, and even then these questions generally do not require students to build knowledge of social studies content, but instead use the sources as stimulus material to recall social studies content to answer the questions and prompts. The extended task in the post-test asks students to compare and contrast the Civil Rights movement in Louisiana with other states (p. 190), but the source provided (pp. 185-189) to represent the Civil Rights movement outside of Louisiana is not specific enough for students to understand the differences between the movement in the individual states in the American South or elsewhere in the country.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> 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.</p>	<b>N/A</b>	
	<p><b>FULL CURRICULUM ONLY</b>  <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	<b>N/A</b>	
<p><b>4. RESPONSE TO SOURCES:</b>  Materials provide frequent opportunities for students to</p>	<p><b>REQUIRED</b>  <b>4a)</b> Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes,</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>		
	<p><b>REQUIRED (GRADES 3-12 ONLY)</b>  <b>4b)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>4d)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>4e)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>Section III. Scaffolding and Support</b></p>			
<p><b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p>	<p><b>REQUIRED</b>  <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>No</b>	The materials ask basic questions about content. While there are few exceptions that incorporate the use of historical thinking skills, this is not consistent across the materials.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Primary and secondary sources are present but are not the main focus of the materials.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The materials are based on discrete, fact-based multiple-choice question structure; as a result the questions and tasks are mainly based on content knowledge. It should be noted that the pre-test and post-test do contain extended tasks where students do interact with sources.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	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: <b><u>Tier III, Not representing quality</u></b>			

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: 6-8

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 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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 6 in Social Studies

Grade/Course: 6

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
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>N/A</b></p>		
<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>No</b></p>	<p>While the book asks students questions at the end of each chapter (e.g., in chapter 3, students are asked basic questions about world religions), 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. 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. Students are not challenged to form their own conclusions or make their own claims about the content. There is no expectation for comparison or analysis.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>However, each test does provide opportunities for students to extend knowledge and make their own claims.</p> <p>Our resources can easily be used in conjunction with full-curriculum textbooks in the classroom.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>The materials provide individual chapters on content in 6<sup>th</sup> grade social studies. And apart from Chapter 1, where students have to identify a primary source in the opening activity, (see page 24) the text exclusively consists of secondary sources.</p>	<p>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.</p> <p>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.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> 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.</p>	<p><b>Yes</b></p>	<p>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.</p>	
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>The materials have no opportunities for students to interact with sources from differing perspectives. For instance, the pre-test includes an account of a speech by Cicero (p.13), but there are no opportunities for students to source the information or compare and contrast it with differing</p>	<p>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.</p> <p>Other practices throughout the materials ask students to extend their knowledge of a</p>

<sup>1</sup> 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](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>.

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> 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
	<p><b>2d)</b> 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.<sup>4</sup></p>	<b>No</b>	<p>viewpoints.</p> <p>The materials have minimal opportunities for students to utilize sources across time periods, instead focusing on review questions that only deal with the information included in the chapter, as seen in Chapter 4's questions about the African empires that only ask students to identify notable empires in West Africa (p.53). The only time students have to work with sources to make connections is across time periods is the pre-test extended task where students are to explain how the US government is influenced by Greek and Roman models (pp. 13-21).</p>	<p>concept to create responses (for example, pg. 30-32, 65, 94, and so on, to name a few.)</p> <p>There are many time periods represented in each grade's books, especially relating to the time periods covered in the GLEs. LA 6 focuses on the Middle Ages so the book includes timelines from those eras as well as excerpts from Cicero (p. 13), etc.</p> <p>As a supplemental guide to the standards, our materials mainly focus on covering the standards so that students have a greater understanding of what they will most likely be tested on. The suggestions given by the evaluators in this document are very good ones, but they are better suited for materials that cover extensive amounts of history in one textbook, rather than a supplemental guide such as ours.</p>
<b>Section II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  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</p>	<p><b>REQUIRED</b>  <b>3a)</b> 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).</p>	<b>No</b>	<p>By nature of it being standardized test materials, the questions and tasks in the materials focus on discrete, fact-based multiple-choice questions. The pre-test and post-test contain mostly recall-level multiple-choice questions with a single extended task for each. The individual</p>	<p>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.</p> <p>However, each test does provide</p>

<sup>4</sup> 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
<p>and genuinely measure how well students are able to understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>chapters contain sets of four multiple-choice questions and a single short answer for each question set, but opportunities for students to engage in speaking and listening about the content are minimal.</p>	<p>opportunities for students to extend knowledge and make their own claims.</p>
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> 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.</p>	<p><b>No</b></p>	<p>With the vast majority of questions being multiple-choice, there are few opportunities to build coherent sequences of questions, and the questions do not require students to develop claims backed by evidence. However, in the pre-test and the post-test, there are extended tasks where students are required to utilize sources to build knowledge and skills in social studies.</p>	<p>As stated above, 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.</p> <p>Each pre and post test contain a 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.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> 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</p>	<p><b>No</b></p>	<p>The materials have minimal instances of students completing tasks where students make claims supported by evidence, instead relying on multiple-choice questions that assess knowledge of social studies content. Short answers where students are asked to write instead focus on knowledge of content</p>	<p>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. A few examples of this include pgs. 33-54.</p>

<sup>5</sup> 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
	and developments; recognize recurring themes across time and place).		than analysis, as seen in the Chapter 7 review where student have to answer a question where they differentiate between direct and indirect democracies (p. 118).	
	<b>FULL CURRICULUM ONLY</b> <b>3d)</b> 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		
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	N/A		
<b>4. RESPONSE TO SOURCES:</b> 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> 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.	
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> 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.	
	<b>REQUIRED</b> <b>4c)</b> 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.	
	<b>FULL CURRICULUM ONLY</b> <b>4d)</b> 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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>4e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Section III. Scaffolding and Support</b>				
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a "Yes" in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>No</b>	The materials do not build knowledge and skills with social studies content due to the nature of the text being a summary of	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			relevant content to support the review questions.	
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Primary and secondary sources are present, but they are not the main focus of the materials.	
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The materials are based on discrete, fact-based multiple-choice question structure; as a result the questions and tasks are mainly based on content knowledge. It should be noted that the pre-test and post-test do contain extended tasks where students do interact with sources.	
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

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 7 in Social Studies**

Grade/Course: **7**

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
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>  Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>N/A</b></p>		
<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>No</b></p>	<p>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. One exception to this in the extended response portions of the pre-test (see pp. 15-19) and post-test (found on pp. 204-208). These allow for students to build on their knowledge of content by writing essays. 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 the content. Chapter 5 is focused on geography skills whereas those skills should be employed throughout each chapter to provide students a manner in which to delve into the content rather than being taught and assessed in</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>6</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>isolation.</p> <p>The review book's focus is on the general social studies content. As a result of this, the review book is almost entirely composed of a generalized narrative of American history. Students use primary and secondary sources in the text as part of the extended tasks in pre-test and post-test and Chapter 1's section on primary and secondary sources (pp. 26-28).</p>	<p>classroom when covering other topics.</p> <p>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.</p> <p>Our materials mainly focus on covering the standards so that students have a greater understanding of what they will most likely be tested on.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> 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.</p>	<p><b>Yes</b></p>	<p>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.</p>	
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>7</sup> and corroboration.<sup>8</sup></p>	<p><b>No</b></p>	<p>The review book has no opportunities for students to interact with sources from different perspectives or for corroboration purposes. For instance, in the post-test (p. 21), students are to utilize the primary and</p>	<p>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.</p>

<sup>6</sup> 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](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>.

<sup>7</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>8</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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	<p>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.<sup>9</sup></p>	<p><b>No</b></p>	<p>secondary sources to write a diary account of a fictional person in the American Revolution. Instead of this activity, the extended response would have been better served through the use of sources that contrasted the views of people from different sides through diary entries, such as Patriots and Loyalists.</p> <p>The review book does not use sources from different time periods to make connections or contextualize. For example, in Chapter 6, the narrative describes different waves of immigration in US history as well as the characteristics of different immigrant groups (pp.135-138), but in the text and review questions there are no instances where students are asked to make connections or look for similarities between immigrant groups in US history (pp. 140-142).</p>	<p>Other practices throughout the chapters ask students to extend their knowledge beyond the text, including pgs. 30, 35-36, 74, 80-82, to name a few examples.</p> <p>There are many time periods represented in each grade's books, especially relating to the time periods covered in the GLEs.</p> <p>As a supplemental guide to the standards, our materials mainly focus on covering the standards so that students have a greater understanding of what they will most likely be tested on. The suggestions given by the evaluators are very good ones, but they are better suited for materials that cover extensive amounts of history in one textbook, rather than a supplemental guide such as ours.</p>
<b>Section II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUESTIONS AND TASKS:</b>  Materials offer opportunities to elicit direct, observable evidence of the degree to which students</p>	<p><b>REQUIRED</b>  <b>3a)</b> 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).</p>	<p><b>No</b></p>	<p>By nature of it being standardized test materials, the questions and tasks in the materials focus on discrete, fact-based multiple-choice questions. The pre-test and post-test contain mostly recall-level</p>	<p>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.</p>

<sup>9</sup> 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
<p>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.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			multiple-choice questions with a single extended task for each. The individual chapters contain sets of four multiple-choice questions and a single short answer for each question set, but opportunities for students to engage in speaking and listening about the content are minimal.	However, each test does provide opportunities for students to extend knowledge and make their own claims.
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>10</sup> 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.</p>	<b>No</b>	The review book offers too few sources for students to utilize to support this indicator. The pre-test and post-test have the only examples of source-dependent questions in the review book, and these questions generally do not require students to build knowledge of social studies content, but instead use the sources as stimulus material to recall social studies content to answer the question. However, the writing prompts for the extended tasks do require the student to synthesize information found in the sources, as the prompt asks for students to explain the process of reforms to child labor laws in the 19th century (p. 21).	
	<p><b>REQUIRED</b>  <b>3c)</b> 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,</p>	<b>No</b>	The review book does not require students to make any claims with source dependent questions, instead asking students to answer closed-ended essay prompts such as in the post-test’s prompt asking students to write fictional diary entries during the American	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. A few examples of this include LA 7

<sup>10</sup> 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
	and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		Revolution (p. 210). There are few opportunities for students to make claims, such as in Chapter 4 where students are to choose a Civil War battle they thought was important (p. 97), but the question does not require students to support their claim with any evidence or explain how the battle affected the outcome of the Civil War.	p. 32-38.
	<b>FULL CURRICULUM ONLY</b> <b>3d)</b> 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		
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	N/A		
<b>4. RESPONSE TO SOURCES:</b> 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> 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.	
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> 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.	
	<b>REQUIRED</b> <b>4c)</b> 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
	<b>FULL CURRICULUM ONLY</b> <b>4d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Section III. Scaffolding and Support</b>				
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> 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
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>No</b>	The materials ask basic questions at the end of each chapter.	
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>No</b>	Primary and secondary sources are present but they are not the main focus of the materials.	
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The materials are based on discrete, fact-based multiple-choice question structure; as a result the questions and tasks are mainly based on content knowledge. It should be noted that the pre-test and post-test do contain extended tasks where students do interact with sources.	
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

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 8 in Social Studies**

Grade/Course: **8**

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
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>            Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>N/A</b></p>	<p></p>	<p></p>
		<p><b>No</b></p>	<p>While students engage in a few tasks in which they are expected to explore key topics of historical research and Louisiana history, such as map reading (pp. 73-80) and interpreting and evaluating sources (pp 27-43), 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. The historical thinking skills addressed in the examples above 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. Another exception is the extended response portions of the pre-test (pp. 17-24) and post-test (pp. 185-192), which allow for students to build on their knowledge of the content through the use of historical thinking skills in writing extended essays. But, this is not consistent across the materials. For example, in chapter 7, students are asked only basic questions about government. The foundation of this resource is having students read about content and then answer basic questions</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			related to the content. Students are not challenged to form their own conclusions or make their own claims about the content.	classroom when covering other topics.
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>11</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>No</b></p>	<p>The review book's focus is on providing a general account of the relevant social studies content to review for the state standardized test and not engaging students with sources to develop content knowledge. There are, however individual activities that require students to develop knowledge and make claims using sources, as seen in Chapter 2 where students read and make claims about the poem <i>Evangeline</i> (p. 56).</p>	<p>As a supplemental guide to the standards, our materials mainly focus on covering the standards so that students have a greater understanding of what they will most likely be tested on. The suggestions given by the evaluators are very good ones, but they are better suited for materials that cover extensive amounts of history in one textbook, rather than a supplemental guide such as ours.</p> <p>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.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> 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.</p>	<p><b>Yes</b></p>	<p>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.</p>	

<sup>11</sup> 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](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
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>12</sup> and corroboration.<sup>13</sup></p>	<p><b>No</b></p>	<p>There are some instances of drawing comparisons or contrasts, like the extended task portion of the post-test that asks students to explain how the Civil Rights movement in Louisiana differed from what happened in other states (pp. 185-192). However, students are not asked to source or corroborate the sources in the task. In fact, the majority of the sources that students utilize are single graphs, maps, and charts where the answer is determined from analyzing only that source, instead of comparing two maps or two graphs.</p>	
	<p><b>2d)</b> 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.<sup>14</sup></p>	<p><b>No</b></p>	<p>The review book has no opportunities for students to interact with sources from different perspectives or for corroboration purposes. For instance, in the pre-test, students are to utilize the primary and secondary sources to write a diary account of a fictional person in the Acadian exile (pp.19-24). Instead of this activity, the extended response would have been better served through the use of sources that contrasted the culture of Acadian and Cajuns throughout Louisiana history from the initial exile in Nova Scotia to today.</p>	
<p><b>Section II. Claims</b></p>				

<sup>12</sup> Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

<sup>13</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

<sup>14</sup> 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
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b> 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.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> 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).</p>	<p><b>No</b></p>	<p>By nature of it being standardized test materials, the questions and tasks in the materials focus on discrete, fact-based multiple-choice questions. The pre-test and post-test contain mostly recall-level multiple-choice questions with a single extended task for each. The individual chapters contain sets of four multiple-choice questions and a single short answer for each question set, but opportunities for students to engage in speaking and listening about the content are minimal.</p>	<p>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.</p> <p>However, each test does provide opportunities for students to extend knowledge and make their own claims.</p> <p>Each pre and post test contain a 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.</p>
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Coherent sequences of source-dependent questions<sup>15</sup> 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.</p>	<p><b>No</b></p>	<p>The 8th grade review book has more instances of source-dependent questions than in other grades in the series, but they are not built into coherent series within the chapters, and more importantly, not all of the source-dependent questions actually require the source to complete the question. Notably, in the pre-test, students are required to write fictional journal entries of</p>	

<sup>15</sup> 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
			the Acadian exile to Louisiana (p. 22). Based on the sources given and the task itself, students with a moderate command of Louisiana history can satisfactorily complete the task without ever using any of the supplied sources.	
	<p><b>REQUIRED</b>  <b>3c)</b> 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).</p>	<b>No</b>	The review book offers too few sources for students to utilize to support this indicator. The pre-test and post-test have the only examples of source-dependent questions in the review book where students utilize multiple sources to complete a coherent set of tasks, and even then these questions generally do not require students to build knowledge of social studies content, but instead use the sources as stimulus material to recall social studies content to answer the questions and prompts. The extended task in the post-test asks students to compare and contrast the Civil Rights movement in Louisiana with other states (p. 190), but the source provided (pp. 185-189) to represent the Civil Rights movement outside of Louisiana is not specific enough for students to understand the differences between the movement in the individual states in the American South or elsewhere in the country.	
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> 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.</p>	<b>N/A</b>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	N/A		
<b>4. RESPONSE TO SOURCES:</b> 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> 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.	
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> 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.	
	<b>REQUIRED</b> <b>4c)</b> 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.	
	<b>FULL CURRICULUM ONLY</b> <b>4d)</b> 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.	
	<b>4e)</b> 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.	
	<b>4f)</b> 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.	
<b>Section III. Scaffolding and Support</b>				
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions	<b>REQUIRED</b> <b>5a)</b> 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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>No</b>	The materials ask basic questions about content. While there are few exceptions that incorporate the use of historical thinking skills, this is not consistent across the materials.	
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>No</b>	Primary and secondary sources are present but are not the main focus of the materials.	
II: Claims	3. Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	The materials are based on discrete, fact-based multiple-choice question structure; as a result the questions and tasks are mainly based on content knowledge. It should be noted that the pre-test and post-test do contain extended tasks where students do interact with sources.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.