Instructional Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **English 6 A/B** Grade: **6**

Publisher: **Edmentum, Inc.** Copyright: **2013**

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

This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as "No" for this criteria because minimal texts were found in grade 6 – there is not a sequence or collection of texts that work to build student knowledge through reading, writing, listening, and speaking.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as "No" for these criteria because there are not coherent sequences of text dependent questions that elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Speaking and Listening	The program currently is reviewed as "No" for these criteria because there is no evidence that speaking and listening is used in conjunction with texts, other than students responding to discussions. This does not meet the criteria for complexity, range, and quality.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.

Title: **English 6 A/B**

Grade: **6**

Publisher: **Edmentum, Inc.**

Copyright: **2013**

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

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

STRONG	WEAK
	Complexity of Texts (Non-Negotiable)
	Quality of Texts (Non-Negotiable)
	Range and Volume of Texts
	Text-Dependent Questions (Non-Negotiable)
	Assessment
	Scaffolding and Support
	Writing to Sources
	Speaking and Listening
	Language

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 1-10.
Tier 2 ratings received a "Yes" for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), 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)

Instructional Materials Evaluation Tool for Alignment in ELA Grades 3 -12 (IMET)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.

Title: **English 6 A/B** **Grade:** **6**

Publisher: **Edmentum, Inc.** **Copyright:** **2013**

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

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

STRONG	WEAK
	Complexity of Texts (Non-Negotiable)
	Quality of Texts (Non-Negotiable)
	Range and Volume of Texts
	Text-Dependent Questions (Non-Negotiable)
	Assessment
	Scaffolding and Support
	Writing to Sources
	Speaking and Listening
	Language

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 1-10 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), 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 (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[1]. ☐ Yes ☐ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	The materials do not indicate that quantitative or qualitative analysis was used in selection of texts.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**No**	The few anchor texts that were commissioned seemed to fall in the 850-1000 text difficulty range.
	REQUIRED **1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Even within this grade band, texts do not increase in complexity. The anchor texts in Semester B are mostly student models that are not content rich or authentic.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various	**REQUIRED** **2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	**No**	There were only some texts in the grade 6 materials found at the time of the review that were "worth reading" – examples include Roald Dahl's short story "The Landlady," two myths, "Persephone" and "Narcissus," and Carl Sandburg's poem "Fog." Although there are several poems within the tutorials, not all are content rich or well crafted, such as "Hippopotamus." Overall, there are enough "content rich"

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No			texts. Within Semester B, some of the texts, several of the texts were student written and not representing the quality produced by authorities in the discipline.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	**No**	As aforementioned, minimal texts were found in grade 6 – there is not a sequence or collection of texts that work to build student knowledge through reading, writing, listening, and speaking.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade--level complexity are selected for multiple, careful readings.	**No**	Again, there is not enough evidence of texts selected for multiple, careful readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**Yes**	Texts in Semester A (such as "The Landlady," "Persephone", etc.) are published, authentic texts. In Semester B, not all texts are authentic, however.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☒ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**No**	Appears that the two "semesters" in the materials are separated into reading/responding (to literature/fiction) and writing (nonfiction). Although based on the materials being read, there is more of a focus on literature than informational texts.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	Materials include clip-art, pictures, and short videos in each 'tutorial' – these non-print texts are part of instruction. However, print texts are not plentiful.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	Materials do not include many informational texts or any literary nonfiction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**No**	There are no additional materials that increase the opportunity for regular, accountable independent reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.		
	REQUIRED **4b)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		
	REQUIRED **4c)** Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	REQUIRED **4d)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.		
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No	**REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	**Yes**	Questions related to the texts under study are often text-dependent. For instance, after reading Dahl's short story "The Landlady," students are asked the following questions: "What drives Billy to ring the doorbell of the bed and breakfast as if he is not in control of himself?" and "Which descriptions give you the impression that there is something odd about the landlady?"
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	**No**	There are not coherent sequences of text-dependent questions that elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**No**	Not all questions include the language of the standards and do not assess the depth and complexity required by the standards. For example, while reading Part One of "The Landlady," students are asked to think about: What do you think might happen at the end of the story? Moreover, after reading "Ballad of a Boneless Chicken," students are asked "what did you notice first? What words stood out to you?"
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**No**	Most of the questions deal with comprehension rather than focusing on interpretation or evaluation. For example, in the poetry tutorial, students are asked: Write down your first impression of the poem: what did you notice first? What words, sounds, or details stood out for you?

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	**No**	Students are asked to unpack the vocabulary and syntax of isolated sentences or small passages (used as practice or assessments) but not the texts used for reading purposes.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ■ No	**REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**No**	Most assessments are computer-based, multiple-choice in format. There is a student 'submission' at the end of each lesson 'tutorial' where students respond to short-answer questions. There is not enough teacher support *during* instruction to determine whether students will truly be able to measure their independent abilities.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	These were not found at the time of the review.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	There is a mastery test for each module. Every Pretest, Posttest, and End-of-Semester Test contains varying types of questions: multiple choice, essay, and grid response. Once students have attempted all the questions, the test is locked, and they will not be able to open that assessment again.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**No**	Only students with computer access could use this series.
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the	**REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**No**	The 'tutorial' section of each unit appears to engage students only in the 'tutorial' itself. They do not engage students with understanding of the text itself. Nor do these lessons engage the students with the teacher or their classmates.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
standards. ☐ Yes ■ No	**REQUIRED** **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**No**	The lessons in the materials appear to function as platforms to practice discrete strategies and isolated literary terms/elements.
	REQUIRED **7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**No**	Students are directed back to direct sections of the text which are highlighted for them. Yet, the interpretation of that portion of the text seems to be given to them, rather than allowing students to reread, discuss, and write about the information found there.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The lessons/activities within each course are hyperlinked and cleanly laid out for students.
	7e) 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, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**No**	The online classroom does not appear differentiated to provide materials for supporting varying needs at the unit and lesson level.
	7f) 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.	**Yes**	The content can be completed within the semester time frames, as the syllabus lays out how many days can be spent on each section of the semester.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ■ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	While writing opportunities and activities are plentiful (particularly in Semester B), there is not enough evidence that students are analyzing and synthesizing sources throughout both semesters.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**Yes**	In Semester A, students write: a short descriptive character sketch, a personal narrative, a myth, and two poems. In Semester B, students write expository texts, a letter, a persuasive essay, and a research report. These, however, are not always based on text.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	**Yes**	There are many writing opportunities throughout the materials – especially in Semester B. Each unit in Semester A ends with a short-answer response activity.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Based on what students are reading and the language skills they are learning, they then apply that understanding within their own writings. There is peer review embedded as well.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	There is only one research project at the end of Semester B. Students do not engage in research throughout the materials.

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VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ☐ Yes ■ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	There is no evidence that speaking and listening is used in conjunction with texts, other than students responding to discussions. This does not meet the criteria for complexity, range, and quality.
	REQUIRED **9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	**No**	Discussion activities ask open-ended questions. Students are asked to reflect on concepts and respond to the views of others. There are section discussions or threaded discussions. Section discussions are non-graded discussions. Students can reply to an open-ended question or respond to other students' thoughts. Threaded discussions, on the other hand, are graded. The instructor can grade students on the replies they submit to a discussion topic.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**No**	Students must participate in discussions online. There is even a rubric to grade the online discussion which consists of: relevance of response, content of response, and participation. Yet, there is no face-to-face communication.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**No**	The only interaction with a teacher appears to be in messaging and discussions via a thread to receive answers to questions. If an instructor is not immediately available, the only other options according to the company are: to access the 24/7 self-service support link. Clicking the help button will take them to the Edmentum Support Center, which contains general information and answers to many common questions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			There is a Reader Support tool, though. Clicking the Reader Support button gives students the option of listening to, translating, or defining any text they enter into the text area of the tool. They can choose from four different voices to read the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**Yes**	There are grammar lessons early on in the semester focused around different types of sentences, subjects and predicates, parts of speech and how to correct sentence fragments. There is also an emphasis on figuring out vocabulary in context. Students are asked to identify roots, suffixes, and affixes. The students do apply what they are learning into their writing pieces, such as using dialogue in a short character sketch.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**Yes**	Materials do expect students to confront their own error patterns in usage and conventions and correct them. For example, students must use irregular verbs correctly in their writings.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	**No**	The language lessons are mostly in isolation. Even though students are learning language, the examples are isolated and then the students are asked to apply in their writings or to practice with multiple choice skills. Yet, the students are not always examining the language of the text to apply to their own writings.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	**No**	There are not opportunities for connections between the language standards, writing, reading, and speaking and listening. There is not direct modeling that then encourages students to use language conventions when speaking. There are grammar lessons in isolation in which students practice and are encouraged to use the new learning in their writings, for example, using types of adjectives (comparative or superlative) in their compare/contrast essays in Semester B, yet

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			there is not a connection with reading and speaking.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**No**	There are limited real-world activities. There is no evidence of presentations as this is via an online classroom.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.

Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), 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.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	There are not enough texts in the materials the increase in complexity.
	2. Quality of Texts **(Non-Negotiable)**	**No**	While there are some content-rich, authentic, quality texts, there are simply not enough texts to study throughout the materials.
	3. Range and Volume of Texts	**No**	There is not a balance of text types and time spent using them.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**NA**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	While many questions are text-dependent, there is not enough attention given to text itself throughout the two semesters. Most activities/lessons are skill-based, rather than text-based.
	6. Assessment	**No**	Assessment opportunities are primarily summative in nature.
IV: Scaffolding and Support	7. Scaffolding and Support	**No**	Without a computer or internet access, these materials are not student-centered or supportive of all learners.
V: Writing to Sources and Research	8. Writing to Sources	**No**	Writing opportunities are present but are not always based in text. Students are not synthesizing sources within their writings.
VI: Speaking and Listening	9. Speaking and Listening	**No**	Face-to-face, peer and/or teacher interaction is not evident throughout the materials.
VII: Language	10. Language	**No**	The language lessons are isolated and do not allow for connection between reading, writing, speaking, and listening.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)