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 9-12 A/B** Grade: **9-12**

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 while all literary texts included are worth reading and are rich in content and craft, informational texts from other disciplines are lacking. The collection is not sequenced to build knowledge; rather skills are covered in isolation.	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 questions are not arranged in a manner that sequences instruction or relates texts to other texts. For written response questions, the student is often basing answers off emotional response to a text or understanding of a skill, rather than true analysis of complex text.	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 are no speaking and listening components to the curriculum.	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.

Instructional Materials Review for CCSS Alignment in ELA Grades 9-12

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 9-12 A/B** **Grade:** **9-12**

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
	Foundational Skills (Non-Negotiable)
	Text-Dependent Questions (Non-Negotiable)
	Assessment
	Scaffolding and Support
	Writing to Sources
	Speaking and Listening

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 9 (Tier 3) Grade 10 (Tier 3)
Grade 11 (Tier 3) Grade 12 (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 9 A/B** **Grade:** **9**

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
	Foundational Skills (Non-Negotiable)
	Text-Dependent Questions (Non-Negotiable)
	Assessment
	Scaffolding and Support
	Writing to Sources
	Speaking and Listening

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 exhibit concrete evidence that research-based quantitative measures as well as qualitative analysis[2] have been used in selection of texts. Rare exceptions (in which the qualitative measure trumps the quantitative measure and places the text outside the grade band) are usually reserved for literary texts in the upper grades. Poetry and drama are analyzed only using qualitative measures.	**No**	There is no evidence that any measures were used in text selection. No indicators are provided and there is no rubric.
	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**	Very few of the texts align with 9-10 exemplars of Appendix B. There is and excerpt from *The Iliad.* There are short excerpts from Willa Cather and Thomas Hardy, but these are typically 11-12 texts.
	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**	There is no apparent staircase of complexity. The organization of the texts does not appear methodical: the texts move from literary excerpts to commissioned expository pieces.
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,	**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**	While all literary texts included are worth reading and are rich in content and craft, informational texts from other disciplines are lacking.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build	**No**	The collection is not sequenced to build knowledge; rather skills are covered in

[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			
science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.		isolation. There are no speaking and listening opportunities.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	There are no identified anchor texts and no evidence that texts are selected for multiple readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**No**	The expository/non-fiction selections all appear to be commissioned.
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**	There is no balance between literary and informational texts because there is too little text to establish a balance of any kind.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**No**	There is no variety of format.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	The included informational texts are narrative in structure, and students have no engagement with complex informational text.
	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 suggestions for 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.	**No**	There are no text dependent questions to review. The questions are predominantly recall and literal. There are no spoken responses.
	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**	The included questions are not sequenced to sustain attention to the texts. There are no connections 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**	The questions do not utilize the language of the standards. They are weak and lack depth and analysis.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**No**	The questions included do not move from comprehension to analysis. There are no evaluation 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**	The questions included do not focus on academic vocabulary.
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**	Assessments occur throughout the units, but there is no evidence that they become less scaffolded.
	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**	There are some rubrics provided within the lesson activities but they are not aligned with the rigor of the standards. There is no guidance for interpreting student performance.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	There are pre, formative, and posttests within each unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The assessments appear unbiased.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 standards. ☐ Yes ■ No	**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**	There are no suggested approaches for the teacher at all.
	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**	Full comprehension of the texts is not assessed. Strategies are the only focus of the units of study. There is no building of knowledge or insight. There is no evidence of the methodology used to select texts.
	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**	In most lessons, students engage with the text only once. Occasionally, there is a writing assignment but most of those are not text-dependent.
	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.	**No**	The materials contain dated graphics and are difficult to navigate. The reading selections are extremely difficult to find. They are not the center of focus.
	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**	This program appears to be highly individualized. Teachers may choose different assignments for a variety of ability levels. However, there are no suggestions or guides for making these decisions. There are no teacher-specific materials.
	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**	There are two semesters of study; depending on the pace of each individual student, this content may not take an entire year to complete. It might be necessary to use supplemental materials to fill the remainder of the instructional year.

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**	There are few tasks that require students to analyze and synthesize sources. There is no mention of claims and textual evidence in any of the prompts.
	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.	**No**	Writing addresses multiple modes but prompts do not meet the rigor of the standards. For example, there is a unit on letter writing. Writings do not require textual evidence or literary analysis.
	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.).	**No**	There are few opportunities for writing, but those that exist are varied. There are summaries and formal essays.
	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.	**No**	Alignment between writing, speaking, listening, reading and language standards does not exist.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	Only one unit is related to “conducting research.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 are no speaking and listening components to the curriculum.
	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**	There are no speaking and listening components to the curriculum.
	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**	There are no speaking and listening components to the curriculum.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**Yes**	

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.	**No**	There are many language lessons but they do not directly address the language standards and they don't build on the standards from the previous grade levels.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	There aren't any expectations for students to review their own writing.
	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**	Students do not use texts to model their own writing. The language lessons are taught in isolation and do not drive students back to the text.
	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**	Alignment between writing, speaking, listening, reading, and language standards does not exist.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**No**	There are limited real-world activities.

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 is no evidence of methodology used to select texts.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The texts are limited, commissioned, and do not build knowledge.
	3. Range and Volume of Texts	**No**	There is no balance between literary and informational sources.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	There are no text dependent questions embedded in the text resources.
	6. Assessment	**No**	Assessments do not become less scaffolded and no guidance on interpretation is provided.
IV: Scaffolding and Support	7. Scaffolding and Support	**No**	There are no supports, scaffolds, or instructional suggestions provided.
V: Writing to Sources and Research	8. Writing to Sources	**No**	Writing prompts are not text-based and do not require students to analyze sources or claims.
VI: Speaking and Listening	9. Speaking and Listening	**No**	There are no speaking and listening components to the curriculum.
VII: Language	10. Language	**No**	Language lessons are not text-based and do not align to the standards for the grade band.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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 10 A/B** **Grade:** **10**

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
	Foundational Skills (Non-Negotiable)
	Text-Dependent Questions (Non-Negotiable)
	Assessment
	Scaffolding and Support
	Writing to Sources
	Speaking and Listening

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 exhibit concrete evidence that research-based quantitative measures as well as qualitative analysis[2] have been used in selection of texts. Rare exceptions (in which the qualitative measure trumps the quantitative measure and places the text outside the grade band) are usually reserved for literary texts in the upper grades. Poetry and drama are analyzed only using qualitative measures.	**No**	There is no evidence that any measures were used in text selection. No indicators are provided and there is no rubric.
	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**	Very few of the texts align with 9-10 exemplars of Appendix B.
	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**	There is no apparent staircase of complexity. The organization of the texts does not appear methodical: the texts move from literary excerpts to commissioned expository pieces.
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	**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**	While all literary texts included are worth reading and are rich in content and craft, informational texts from other disciplines are lacking.
	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**	The collection is not sequenced to build knowledge; rather skills are covered in isolation. There are no speaking and listening

[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			
multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No			opportunities.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	There are no identified anchor texts and no evidence that texts are selected for multiple readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**No**	The expository/non-fiction selections all appear to be commissioned.
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**	There is no balance between literary and informational texts because there is too little text to establish a balance of any kind.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**No**	There is no variety of text formats.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	The included informational texts are narrative in structure, and students have no engagement with complex informational text.
	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 suggestions for 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.	**No**	There are no text dependent questions to review. The questions are predominantly recall and comprehension based. There are no spoken responses.
	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**	The included questions are not sequenced to sustain attention to the texts. There are no connections 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**	The questions do not utilize the language of the standards. They are weak and lack depth and analysis.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**No**	The questions included do not move from comprehension to analysis. There are no evaluation 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**	The questions included do not focus on academic vocabulary.
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**	Assessments occur throughout the units, but there is no evidence that they become less scaffolded.
	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**	There are some rubrics provided within the lesson activities, but they are not aligned with the rigor of the standards. There is no guidance for interpreting student performance.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	There are pre, formative and posttests within each unit.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The assessments appear unbiased.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 standards. ☐ Yes ■ No	**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**	There are no suggested approaches for the teacher at all. The program seems to be designed for a completely independent student study.
	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**	Full comprehension of text is not assessed. Strategies are the only focus of the units of study. There is no building of knowledge or insight. There is no evidence of the methodology used to select texts.
	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**	In most lessons, students engage with the text only once. Occasionally, there is a writing assignment but most of those are not text-dependent.
	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.	**No**	The materials contain dated graphics and are difficult to navigate. The reading selections are extremely difficult to find. They are not the center of focus.
	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**	This program appears to be highly individualized. Teachers may choose different assignments for a variety of ability levels. However, there are no suggestions or guides for making these decisions. There are no teacher-specific materials.
	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**	There are two semesters of study; depending on the pace of each individual student, this content may not take an entire year to complete. It might be necessary to use supplemental materials to fill the remainder of the instructional year.

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**	There are few tasks that require students to analyze and synthesize sources. There is no mention of claims and textual evidence in any of the prompts.
	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.	**No**	Writing addresses multiple modes but prompts do not meet the rigor of the standards. For example, there is a unit on letter writing. Writings do not require textual evidence or literary analysis.
	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.).	**No**	There are few opportunities for writing, but those that exist are varied. There are summaries and formal essays.
	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.	**No**	Alignment between writing, speaking, listening, reading and language standards does not exist.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	Only one unit is related to “conducting research.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 are no speaking and listening components to the curriculum.
	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**	There are no speaking and listening components to the curriculum.
	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**	There are no speaking and listening components to the curriculum.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**Yes**	

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.	**No**	There are many language lessons, but they do not directly address the language standards and they don't build on the standards from the previous grade level.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	There aren't any expectations for students to review their own writing.
	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**	Students do not use texts to model their own writing. The language lessons are taught in isolation and do not drive students back to the text.
	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**	Alignment between writing, speaking, listening, reading, and language standards does not exist.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**No**	There are limited real-world activities.

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 is no evidence of methodology used to select texts.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The texts are limited, commissioned, and do not build knowledge.
	3. Range and Volume of Texts	**No**	There is no balance between literary and informational sources.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	There are no text dependent questions embedded in the text resources.
	6. Assessment	**No**	Assessments do not become less scaffold and there is no guidance on interpretation that is provided.
IV: Scaffolding and Support	7. Scaffolding and Support	**No**	There are no supports, scaffolds, or instructional suggestions provided.
V: Writing to Sources and Research	8. Writing to Sources	**No**	Writing prompts are not text-based and do not require students to analyze sources or claims.
VI: Speaking and Listening	9. Speaking and Listening	**No**	There are no speaking and listening components to the curriculum.
VII: Language	10. Language	**No**	Language lessons are not text-based and do not align to the standards for the grade band.
FINAL DECISION FOR THIS MATERIAL: Tier III, Approaching quality			

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

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 11 A/B** **Grade:** **11**

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
	Foundational Skills (Non-Negotiable)
	Text-Dependent Questions (Non-Negotiable)
	Assessment
	Scaffolding and Support
	Writing to Sources
	Speaking and Listening

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 exhibit concrete evidence that research-based quantitative measures as well as qualitative analysis[2] have been used in selection of texts. Rare exceptions (in which the qualitative measure trumps the quantitative measure and places the text outside the grade band) are usually reserved for literary texts in the upper grades. Poetry and drama are analyzed only using qualitative measures.	**No**	There is no evidence that any measures were used in text selection. No indicators are provided and there is no rubric.
	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**	Very few of the texts align with 11-12 grade texts. Texts do not provide alignments or indicate when they are taken from Appendix B.
	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**	There is no apparent staircase of complexity. The organization of the texts does not appear. No reasoning for text selection is offered by the publisher in resources provided.
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).	**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**	While all literary texts included are worth reading and are rich in content and craft, informational texts from other disciplines are lacking.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and	**No**	The collection is not sequenced to build knowledge; rather skills are covered in isolation. There are no speaking and listening

[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			
The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	speaking about topics or ideas under study.		opportunities.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	There are no identified anchor texts and no evidence that texts are selected for multiple readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**No**	Several of the informational texts seem to be commissioned texts, as there is no clear resource identified.
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**	Because there is very little text, any balance is difficult to establish.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**No**	There is no variety of text formats. Only print text is provided.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	Most of the informational materials are narrative in structure.
	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**	No additional materials are suggested for 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.	**No**	There are no text dependent questions are less than 25% on the culminating assessment at the end of the semester. No opportunities for spoken response are offered to students.
	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**	The included questions are not sequenced to sustain attention to the texts. There are no connections 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**	The questions do not utilize the language of the standards. They lack depth and analysis of text.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**No**	Questions are not designed in this manner.
	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**	Academic vocabulary and syntax are not a focus of questioning.
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**	Assessments occur throughout the units, but there is no evidence of scaffolding.
	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**	There are some rubrics provided within the lesson activities but they are not aligned with the rigor of the standards. There is no guidance for interpreting student performance.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	There are pre, formative, and posttests within each unit.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The assessments appear unbiased.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 standards. ☐ Yes ■ No	**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**	There are no suggested approaches for the teacher at all. The program offers independent student study and provides little, if any, guidance for instructors.
	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**	Full comprehension of text is not assessed. Strategies are the only focus of the units of study. There is no building of knowledge or insight. There is no evidence of the methodology used to select texts.
	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**	In most lessons, students engage with the text only once. Most writing assignments are not text dependent.
	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.	**No**	Reading selections are difficult to locate and would present problems for both teacher and student in locating them.
	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**	There are no materials for supporting various needs.
	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.	**No**	The material does not provide enough content for a year's study in a course, and does not accurately meet the standards of instruction for the identified grade level. This curriculum is often used as "replacement" or "grade-recovery" curriculum, but it does not contain enough standards-driven instruction to replace regular classroom instruction using a standards-aligned curriculum.

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**	There are few tasks that require students to analyze and synthesize sources. There is no mention of claims and textual evidence in any of the prompts.
	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.	**No**	Writing tasks are minimal and offer no variety.
	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.).	**No**	There are few opportunities for writing.
	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.	**No**	Alignment between writing, speaking, listening, reading and language standards does not exist.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	There is one unit based on research writing, but it is not connected to text under study.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 are no speaking and listening components.
	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**	There are no speaking and listening components.
	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**	There are no speaking and listening components.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**No**	There are no speaking and listening components.

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.	**No**	There are many language lessons but they do not directly address the language standards and they do not build on the standards from the previous grade levels.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	There are not any expectations for students to review their own writing.
	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**	Students do not use texts to model their own writing.
	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**	Alignment between writing, speaking, listening, reading, and language standards does not exist.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**No**	There are no opportunities for practice with language.

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 is no evidence of methodology used to select texts.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The texts are limited, commissioned, and do not build knowledge.
	3. Range and Volume of Texts	**No**	There is no balance between literary and informational sources.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	There are no text dependent questions embedded in the text resources.
	6. Assessment	**No**	Assessments do not become less scaffolded and no guidance on interpretation is provided.
IV: Scaffolding and Support	7. Scaffolding and Support	**No**	There are no supports, scaffolds, or instructional suggestions provided.
V: Writing to Sources and Research	8. Writing to Sources	**No**	Writing prompts are not text-based and do not require students to analyze sources or claims.
VI: Speaking and Listening	9. Speaking and Listening	**No**	There are no speaking and listening components to the curriculum.
VII: Language	10. Language	**No**	Language lessons are not text-based and do not align to the standards for the grade band.
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)

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 12 A/B **Grade: 12**

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
	Foundational Skills (Non-Negotiable*)
	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**	Some texts do seem to fall in the correct grade band, but there is no analysis or teacher support offered to explain the alignment. Passages with qualitative ratings below grade band occur throughout and there is no explanation for their use.
	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**	Texts are all short passage excerpts of larger works. They do not provide opportunity for endurance with longer, complex text.
	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**	Some texts are excerpts of novels that fall within the complexity band; however, many other texts do not meet complexity levels and do not always identify the source of the text.
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).	**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**	Less than 90% of texts are worth reading and exhibit the author's craft and quality. There are informational pieces from the disciplines of science and social studies, but most of these are short excerpts of one or two paragraphs and appear to be crafted solely for this resource.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or	**No**	Materials are not arranged in a manner that would build knowledge around a key theme or idea. Texts are centered solely on

[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			
The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	ideas under study.		building skills and not centered on allowing students to prove mastery of the standards.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade--level complexity are selected for multiple, careful readings.	**No**	No anchor texts are identified. Opportunities for multiple rereads of complex sections of text are not provided.
	2d) Nearly all texts are previously published rather than "commissioned."	**No**	Several of the informational texts seem to be commissioned texts, as there is no clear resource identified.
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**	There seems to be a balance between literary and informational texts; however, there is no table of contents to clearly measure this. Since the lessons are designed around skills rather than texts, the amount of reading complex text is not balanced with instructional time around skills development.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**No**	There are limited poems provided, but not opportunities to engage with other formats of text.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	Most of the informational materials are narrative in structure.
	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**	No additional materials are suggested for 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.	**No**	Less than 80% of questions are text dependent. (In a unit pre-test, only 4 out of 27 questions were standards-aligned text-dependent questions). Many of the text-dependent questions do not measure the full scope of the identified standard.
	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**	Questions are not arranged in a manner that sequences instruction or relates texts to other texts. For written response questions, the student is often basing answers off emotional response to a text or understanding of a skill, rather than true analysis of complex text.
	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**	Questions sometimes use the language of the standard, but often are not to the complexity of the standard and only brush the outside surface.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**No**	Questions are not designed in this manner.
	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**	Academic vocabulary and syntax are not a focus of questioning.
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**	The only identified scaffold is that students can retake the test if they do not score the minimum 60%. No other scaffolds are provided.
	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**	There are aligned rubrics for written responses; however, the question prompts do not align fully to the standards.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**No**	There are no varied assessments.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The materials are accessible with an Internet connection and also provide some materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
			that can be accessed offline.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 standards. ☐ Yes ☒ No	**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.	**Yes**	Pre-reading activities for each unit introduce the skill that is being addressed; however, the language of the standards is seldom used.
	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**	90% of the curriculum is skill based and relies on strategies. There is not a focus on building knowledge and insight.
	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**	There is no direction for students to return to difficult parts of text for re-reading.
	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.	**No**	It appears that teachers may view all units at once, but it is unclear if students are limited in their viewing and progression through materials. Many units do not have reading selections as the center of instruction for the unit. (i.e. units designed around analogy, commonly misspelled words, identifying main ideas in paragraphs).
	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**	There are no materials for supporting various needs.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	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.	**No**	The material does not provide enough content for a year's study in a course, and does not accurately meet the standards of instruction for the identified grade level. This curriculum is often used as "replacement" or "grade-recovery" curriculum, but it does not contain enough standards-driven instruction to replace regular classroom instruction using a standards-aligned curriculum.

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**	There are no writing tasks. The unit on writing standards provides students with opportunity to analyze case scenarios about writing tasks and the proper steps to take in planning, revising, and editing, but students do not complete full writing tasks related to the text they have read.
	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.	**No**	There are no writing tasks.
	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.).	**No**	There are no writing tasks.
	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.	**No**	There are no writing tasks.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	There is one unit based on research writing, but it is not connected to text under study.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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 are no speaking/listening components. Students are asked to engage in "discussions" but it is unclear how this would take place in an online forum.
	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**	There is only one discussion prompt per unit, and it is often focused on the overall skills of the unit rather than text under consideration.
	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**	There is no connection between other standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**No**	There are no speaking/listening components that support listening. Students may be able to view each other's written responses, but it is unclear how this would take place in the forum.

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.	**No**	Lessons and questions do not align to the CCSS language standards. They appear to be written for alignment to previous state standards. Grammar and language questions are not embedded in the literary and informational text selections.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	Students do not review their own errors in usage and conventions.
	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**	Students do not examine texts to model their language. All grammar and language instruction seems to be “stand alone” sentences and phrases.
	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 no opportunities for alignment across standards.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**No**	There are no opportunities for practice with language.

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**	Complexity rational is not provided, and only limited texts clearly fall within the grade band.
	2. Quality of Texts **(Non-Negotiable)**	**No**	Many texts appear to be commissioned pieces, and quality texts that are included are too short to allow students to adequately meet the standards.
	3. Range and Volume of Texts	**No**	The limited length of texts does not meet requirements for range and volume that would promote student endurance with complex text.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	Questions do not measure the full scope of the standard, and many questions are centered around skill development.
	6. Assessment	**No**	Clear guidance on how mastery of a standard would be measured is not provided. It is unclear how students could prove mastery with short excerpts and limited questions.
IV: Scaffolding and Support	7. Scaffolding and Support	**No**	There are no embedded supports for struggling learners.
V: Writing to Sources and Research	8. Writing to Sources	**No**	The writing unit allows students to look at case scenarios but not formulate their own writing; few writing tasks focus on the literary or informational text under consideration.
VI: Speaking and Listening	9. Speaking and Listening	**No**	There are no speaking/listening components; online forums appear to be the communication device.
VII: Language	10. Language	**No**	The materials provided for language standards do not align to current standards and seem to be relics of previous state standards.
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)