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 I-IV CCSS**

Grade: **9-12**

Publisher: **Odysseyware**

Copyright: **2014**

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 criterion because although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement. While texts are arranged around historical themes and support building of knowledge based on philosophical assumptions of the time periods, there is no evidence of the use of anchor texts within each unit.	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 at least 80% of all questions in the materials are not text-dependent questions as required by the indicator; the questions may ask students to display knowledge of concepts of themes, but the assessments do not consistently ask students to make connections with the texts within a unit.	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	Not reviewed	

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 I-IV CCSS** Grade: **9-12**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

Tier 1 ratings received a "Yes" for all Criteria 1-10.
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)

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 I CCSS** Grade: **9**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[2] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of the qualitative or quantitative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course.
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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 are no identifying factors that allow the determination of increased text complexity throughout the grade or across the grade bands to be made.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	The text selections are well crafted and authentic. Although there is a unit on non-fiction (using informational text), students are given the opportunity to explore informational web sites that are "hotlinked" or provided throughout the lessons. Each lesson review does offer students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading selection for that lesson.
	REQUIRED **2b)** Materials provide a coherent sequence or collection of	**No**	Although the units are divided into units of specific genre study, the collection of texts or reading selections do not always build on each other. At times

[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 available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.		the Unit selections seem to provide a coherent sequence of concepts or themes, but this is not provided in a consistent manner.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of an anchor text within each unit. Students are directed to read the short piece of text or specific chapters of the novel within the novel unit. However, there is no anchor text selected for multiple, careful readings.
	2d) 90% of texts are previously published rather than "commissioned."	**Yes**	All of the reading selections are published works of literature or informational text.
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.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
RI.11-12.9). ☐ Yes ☐ No	speeches, biographies, essays).		
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-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 *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, 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.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	REQUIRED **4d)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**	
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**	
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**	
III. Questions and Tasks			
Tier 1 and 2 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.	**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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete the question. Most of the questions check for understanding of literary devices presented in the lesson. Although the course does provide several written opportunities to interact with the text selection, the only opportunity for spoken responses is within some of the "projects" in the units and those do

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
☐ Yes ☒ No			not consistently ask the student to refer to the lesson text selection to support his/her response.
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Some questions ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question. Students are periodically asked to write about the selection's reading passage (e.g., Frederick Douglass writes, "I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems." In 100 words, discuss how this is foreshadowing of the content and the writing style in this chapter).
	REQUIRED **5c)** Questions and tasks 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 type of questions asked do not include language of the standards and do not assess the depth and complexity required by the standards. For example, test questions that attempts to identify student understanding of the lesson ask: 1) What was the outcome of Brown v. Board of Education?; 2) Connotation refers to a word's _____; and, 3) In literary nonfiction, tone conveys obvious feeling. (true or false).
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading	**No**	While the various constructed response questions or essays ask students to revisit concepts or themes of reading passages, students are not given opportunities to use multiple repetitions of words in varied contexts. Once a student passes a lesson quiz, the student then moves on to a new lesson that may support the unit title or theme, but does not build on the previous

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	different texts, completing tasks, engaging in speaking/listening).		lesson. The only time this is evident is during the drama unit when the student must read parts of the Odyssey and while reading To Kill a Mockingbird.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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.	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
☐ Yes ☐ No	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.		
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and	**Not Evaluated**	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	elaborating on remarks of others to develop understanding of complex texts and tasks.		negotiable criteria were not met.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10e)** Materials build in frequent opportunities for connections 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	presentations).		

FINAL EVALUATION
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.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement
	2. Quality of Texts **(Non-Negotiable)**	**No**	Text selections and units do not always build on each other and there is no evidence of the use of anchor text within each unit
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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

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 II CCSS** Grade: **10**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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[3]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[4] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of qualitative or quantiative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course. Texts selected for the first unit begin at a Lexile of 880 with "White Tigers" and progress to 1170L with Orwell's Animal Farm in Unit 2. However, complexity drops again by unit 4 with Things Fall Apart at 890L
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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 are no identifying factors that allow the determination of increase in text complexity. However, based on published Lexile levels of some selections, complexity appears to begin below grade band level and jump sporadically throughout all units.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	The text selections are well crafted and authentic. Each lesson review does offer students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading selection for that lesson.
	REQUIRED **2b)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	**No**	Although the units are divided into units of specific thematic study, the collection of texts or reading selections provided do not always build on each other. At times the Unit selections seem to provide a coherent sequence of concepts or themes, but this is

[3] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[4] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.		not provided in a consistent manner.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of anchor text within each unit. Students are directed to read the short piece of text or specific chapters of the novel within the novel unit. However, there is no anchor text selected for multiple, careful readings.
	2d) 90% of texts are previously published rather than "commissioned."	**Yes**	All of the reading selections are published works of literature or informational text.
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.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
☐ Yes ☐ No	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-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 *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, 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.	**N/A**	
	REQUIRED **4d)** Materials encourage students to use context to confirm	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**	
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**	
III. Questions and Tasks			
Tier 1 and 2 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.	**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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete the question. Most of the questions check for understanding of literary devices presented in the lesson. Although the course does provide several written opportunities to interact with the text selection, the only opportunity for spoken responses is within some of the "projects" in the units and those do not consistently ask the student to refer to the lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
☐ Yes ☒ No			text selection to support his/her response.
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Some questions ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question (e.g., Within the quiz for "Things Fall Apart," students are asked to read a short excerpt and tell if the selected text is an example of folklore, myth, proverbs, or similes).
	REQUIRED **5c)** Questions and tasks 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**	Most questions do not include the language of the standards and do not assess the depth and complexity required by the standards. Some questions for example are: 1) The narrator in Claribel Alegria's "Granny and the Golden Bridge" describes his grandmother as _____.--multiple choice; 2)The speech "Serve the People" was often read during the Cultural Revolution because it promoted ____ for the common good--multiple choice; and, 3) In A Midsummer Night's Dream, the mention of _____ is an allusion to earlier English poetry--multiple choice.
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading	**No**	While the various constructed response questions or essays ask students to revisit concepts or themes of reading passages, students are not given opportunities to use multiple repetitions of words in varied contexts. Once a student passes a lesson quiz, the student then moves on to a new lesson that may support the unit title or theme, but does not build on the previous

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	different texts, completing tasks, engaging in speaking/listening).		lesson. The majority of vocabulary questions within quizzes asks students to identify similes of an underlined word in the text.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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.	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
☐ Yes ☐ No	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.		
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and	**Not Evaluated**	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	elaborating on remarks of others to develop understanding of complex texts and tasks.		negotiable criteria were not met.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10e)** Materials build in frequent opportunities for connections 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	presentations).		

FINAL EVALUATION
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.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement
	2. Quality of Texts **(Non-Negotiable)**	**No**	Text selections and units do not always build on each other and there is no evidence of the use of anchor text within each unit
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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

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 III CCSS** Grade: **11**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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[5]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[6] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of qualitative or quantitative measurement used to determine whether the complexity of the selected texts is appropriate throughout the course. While complexity is not addressed within the materials, a few selected texts in early units were found to be slightly below complexity, such as Jonathan Edwards "Sinners in the Hands of an Angry God" at 1070L. Other selected texts are at the appropriate grade band placement (e.g., William Bradford's "Of Plymouth Plantation" which should be placed at 1360L and Zora Neal Hurston's "Their Eyes Were Watching God" at 1080L).
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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**	The materials do not explain the text complexity rationale; however, even when examined independently there was no progression found across units (e.g., earlier units contain texts written at higher complexity levels.)
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	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**No**	The literature selections are well crafted and authentic. Students read classic literature; however, many of the informational texts in units that are heavily focused around poetry and/or drama contain nonfiction text that is crafted for instruction. Therefore is not authentic in nature and cannot be attributed to experts in the field. Each lesson task offers students the opportunity to complete a written

[5] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[6] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No			response that refers back to the provided text or an event in history, the incusion of the arts, or other genres related to the reading selection for that lesson.
	REQUIRED **2b)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	**Yes**	At the 11th grade level, the arrangement of selections around historical themes and perspectives does provide a coherent sequence that allows students to examine perspectives across a period of time and determine how that culture has changed due to historical events that shape the region (e.g., students begin with a framing of American Literature by reading founding documents such as Ben Franklin's "Remarks Concerning the Savages of North America," then progress to analyzing the rhetorical devices in Lincoln's "House Divided" speech).
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of anchor text within each unit. Students are directed to read the excerpt of longer text or full text of shorter works. There is no anchor text selected for multiple, careful readings.
	2d) 90% of texts are previously published rather than "commissioned."	**No**	While all of the literary selections are previously published works, many of the nonfiction texts are commissioned to serve as prereading for the literary texts. There are not as many essays by experts in the field.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
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.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	as well as across the entire grade level.)		
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-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.	**REQUIRED *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, 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)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**	
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**	
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**	

III. Questions and Tasks			
Tier 1 and 2 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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete the question. Most of the questions check for understanding of literary devices presented in the lesson. Tasks in 11th grade do require the student to revisit the text and express their ideas and opinions through writing. There are some opportunities for students to hear others talk about the text, but there is not opportunity for students to engage in discussion with others about the text.
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Most questions relate to the genre or literary devices present in the text (e.g., A question from "Uncle Tom's Cabin" asks students what traits of the novel classify it as an American Romantic novel). There are a limited number of questions that ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question (e.g., One question asks students to read a few lines from "Ain't I a Woman" and decide which multiple choice answer best describes tone).
	REQUIRED **5c)** Questions and tasks 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 do not often use the language of the standards and are more often focused around literary devices and genre. Some examples are: 1) A novel can be influenced by its historical, social and personal context--true/false; 2) Harriet Beecher Stowe was largely driven to write by the ____ --multiple choice; and 3) The plot of Uncle Tom's Cabin which involves slaves who are sold or run away, is a component of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
			novels____--multiple choice).
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	While there is always at least one question related to vocabulary in each text, such as a question from "The Petrified Man" that asks students to reread several sentences and identify what is the best synonym for the word "soft" as it is used in the text, there is little opportunity provided to guide students in analyzing the structure of the text and the myriad of academic vocabulary that is available within each selection.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.		
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.		
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10e)** Materials build in frequent opportunities for	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	connections 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.		
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 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.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The literature selections are well crafted and authentic; however, many of the informational texts in units that are heavily focused around poetry and/or drama contain nonfiction text that is crafted for instruction and is not authentic in nature.
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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

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 IV CCSS** Grade: **12**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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[7]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[8] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of qualitative or quantitative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course. While complexity is not addressed within the materials, a few randomly selected texts fall below the text complexity for the grade band (e.g., "Excerpt from Chapter 7 of G.K. Chesterton's St. Thomas Aquinas" should be placed at 930L). Other selected texts are at the appropriate grade band placement (e.g., John Locke's "Essay Concerning Human Understanding" which should be placed at 1340L and Charles Darwins "The Origin of the Species" which is placed at 1450L.
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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.	**Yes**	The materials do not explain the text complexity rationale; however, text complexity does appear to progress across units within the grade band. Students begin with texts at 930L (see example given above) and progress to texts at 1480L (see Sartre's "Existentialism").
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	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science,	**Yes**	The text selections are well crafted and authentic. Students read classic literature as well as essays by the well-known philosphers of each time period. Each lesson task offers students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading

[7] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[8] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	technical subjects, and the arts).		selection for that lesson.
	REQUIRED **2b)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	**Yes**	At the 12th grade level, the arrangement of selections around historical themes and perspectives does provide a coherent sequence that allows students to examine perspectives across a period of time and determine how that culture has changed due to historical events that shape the region (e.g., students begin with a framing of Western Civilization by reading the works of St. Augustine and about the influence of St. Thomas Aquinas, then progress to classic literature and analyze the depiction of the religious in Canterbury Tales).
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of anchor text within each unit. Students are directed to read the excerpt of longer text or full text of shorter works. There is no anchor text selected for multiple, careful readings.
	2d) 90% of texts are previously published rather than "commissioned."	**Yes**	All of the reading selections are previoulsy published works of classic literature or philosophical essays.
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	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
(grades 6-12) of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	lengths (e.g. short stories and novels).		
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-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	**REQUIRED *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
scope of the materials is comprehensive and considered a full program)	In grades 3-5, 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)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**	
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**	
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**	
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent questions and	**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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No			the question. Most of the questions check for understanding of literary devices presented in the lesson. Tasks in 12th grade do require the student to revisit the text and express their ideas and opinions through writing. There are some opportunities for students to hear others talk about the text, but there is not opportunity for students to engage in discussion with others about the text.
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Most questions relate to the genre or literary devices present in the text (e.g., A question from "The Rape of the Lock" asks students a true or false question about satire). There are a limited number of questions that ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question (e.g., One question asks students to read a few lines from Faustus and decide which multiple choice idea is characterized through the given lines).
	REQUIRED **5c)** Questions and tasks 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 do not often use the language of the standards and are more often focused around literary devices and genre. Some examples are: 1) The Rape of the Lock is a prime example of parody-true/false; 2) Satire is a literary form in which humor or irony is used to criticize people's foolishness or vices- true/false; and 3) In developing their great satirical works, Pope, Swift, and others drew on literary traditions extending back to ancient___).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	While there is always at least one question related to academic vocabulary in each text, such as a question from Canterbury Tales that asks students to reread four lines and use context clues to determine the best meaning for the word "paragon," there is little opportunity provided to guide students in analyzing the structure of the text and the myriad of academic vocabulary that is available within each selection.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No			
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH 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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and	**Not Evaluated**	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	elaborating on remarks of others to develop understanding of complex texts and tasks.		negotiable criteria were not met.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **10e)** Materials build in frequent opportunities for connections 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	presentations).		

FINAL EVALUATION
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.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement
	2. Quality of Texts **(Non-Negotiable)**	**No**	While texts are arranged around historical themes and support building of knowledge based on philosophical assumptions of the time periods, there is no evidence of the use of anchor text within each unit.
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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

Appendix I.

Publisher Response

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 I-IV CCSS** Grade: **9-12**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

Tier 1 ratings received a "Yes" for all Criteria 1-10.
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)

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 I CCSS** Grade: **9**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[2] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of the qualitative or quantitative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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 are no identifying factors that allow the determination of increased text complexity throughout the grade or across the grade bands to be made.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	The text selections are well crafted and authentic. Although there is a unit on non-fiction (using informational text), students are given the opportunity to explore informational web sites that are "hotlinked" or provided throughout the lessons. Each lesson review does offer students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading selection for that lesson.	
	REQUIRED **2b)** Materials provide a coherent sequence or collection of	**No**	Although the units are divided into units of specific genre study, the collection of texts or reading selections do not always build on each other. At times	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials

[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 available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.		the Unit selections seem to provide a coherent sequence of concepts or themes, but this is not provided in a consistent manner.	for the next review cycle.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of an anchor text within each unit. Students are directed to read the short piece of text or specific chapters of the novel within the novel unit. However, there is no anchor text selected for multiple, careful readings.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2d) 90% of texts are previously published rather than "commissioned."	**Yes**	All of the reading selections are published works of literature or informational text.	
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.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
RI.11-12.9).	speeches, biographies, essays).			
☐ Yes ☐ No	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-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 *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**		
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**		
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, 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.	**N/A**		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED **4d)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**		
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**		
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**		
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**		
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**		
III. Questions and Tasks				
Tier 1 and 2 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.	**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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete the question. Most of the questions check for understanding of literary devices presented in the lesson. Although the course does provide several written opportunities to interact with the text selection, the only opportunity for spoken responses is within some of the "projects" in the units and those do	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☒ No			not consistently ask the student to refer to the lesson text selection to support his/her response.	
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Some questions ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question. Students are periodically asked to write about the selection's reading passage (e.g., Frederick Douglass writes, "I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems." In 100 words, discuss how this is foreshadowing of the content and the writing style in this chapter).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5c)** Questions and tasks 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 type of questions asked do not include language of the standards and do not assess the depth and complexity required by the standards. For example, test questions that attempts to identify student understanding of the lesson ask: 1) What was the outcome of Brown v. Board of Education?; 2) Connotation refers to a word's _____; and, 3) In literary nonfiction, tone conveys obvious feeling. (true or false).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading	**No**	While the various constructed response questions or essays ask students to revisit concepts or themes of reading passages, students are not given opportunities to use multiple repetitions of words in varied contexts. Once a student passes a lesson quiz, the student then moves on to a new lesson that may support the unit title or theme, but does not build on the previous	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	different texts, completing tasks, engaging in speaking/listening).		lesson. The only time this is evident is during the drama unit when the student must read parts of the Odyssey and while reading To Kill a Mockingbird.	
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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.	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☐ No	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.			
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and	**Not Evaluated**	This section was not evaluated because the non-	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	elaborating on remarks of others to develop understanding of complex texts and tasks.		negotiable criteria were not met.	
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10e)** Materials build in frequent opportunities for connections 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	presentations).			
FINAL EVALUATION ***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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2. Quality of Texts **(Non-Negotiable)**	**No**	Text selections and units do not always build on each other and there is no evidence of the use of anchor text within each unit	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

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

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 II CCSS** Grade: **10**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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[3]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[4] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of qualitative or quantiative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course. Texts selected for the first unit begin at a Lexile of 880 with "White Tigers" and progress to 1170L with Orwell's Animal Farm in Unit 2. However, complexity drops again by unit 4 with Things Fall Apart at 890L	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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 are no identifying factors that allow the determination of increase in text complexity. However, based on published Lexile levels of some selections, complexity appears to begin below grade band level and jump sporadically throughout all units.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	The text selections are well crafted and authentic. Each lesson review does offer students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading selection for that lesson.	
	REQUIRED **2b)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	**No**	Although the units are divided into units of specific thematic study, the collection of texts or reading selections provided do not always build on each other. At times the Unit selections seem to provide a coherent sequence of concepts or themes, but this is	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[3] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[4] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.		not provided in a consistent manner.	
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of anchor text within each unit. Students are directed to read the short piece of text or specific chapters of the novel within the novel unit. However, there is no anchor text selected for multiple, careful readings.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2d) 90% of texts are previously published rather than "commissioned."	**Yes**	All of the reading selections are published works of literature or informational text.	
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.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☐ No	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-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 *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**		
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**		
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, 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.	**N/A**		
	REQUIRED **4d)** Materials encourage students to use context to confirm	**N/A**		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.			
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**		
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**		
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**		
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**		
III. Questions and Tasks				
Tier 1 and 2 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.	**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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete the question. Most of the questions check for understanding of literary devices presented in the lesson. Although the course does provide several written opportunities to interact with the text selection, the only opportunity for spoken responses is within some of the "projects" in the units and those do not consistently ask the student to refer to the lesson	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☒ No			text selection to support his/her response.	
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Some questions ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question (e.g., Within the quiz for "Things Fall Apart," students are asked to read a short excerpt and tell if the selected text is an example of folklore, myth, proverbs, or similes).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5c)** Questions and tasks 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**	Most questions do not include the language of the standards and do not assess the depth and complexity required by the standards. Some questions for example are: 1) The narrator in Claribel Alegria's "Granny and the Golden Bridge" describes his grandmother as _____.--multiple choice; 2)The speech "Serve the People" was often read during the Cultural Revolution because it promoted ____ for the common good--multiple choice; and, 3) In A Midsummer Night's Dream, the mention of _____ is an allusion to earlier English poetry--multiple choice.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading	**No**	While the various constructed response questions or essays ask students to revisit concepts or themes of reading passages, students are not given opportunities to use multiple repetitions of words in varied contexts. Once a student passes a lesson quiz, the student then moves on to a new lesson that may support the unit title or theme, but does not build on the previous	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	different texts, completing tasks, engaging in speaking/listening).		lesson. The majority of vocabulary questions within quizzes asks students to identify similes of an underlined word in the text.	
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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.	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☐ No	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.			
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
V. Writing to Sources and Research				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☐ No	**REQUIRED *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and	**Not Evaluated**	This section was not evaluated because the non-	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	elaborating on remarks of others to develop understanding of complex texts and tasks.		negotiable criteria were not met.	
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10e)** Materials build in frequent opportunities for connections 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	presentations).			
FINAL EVALUATION ***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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2. Quality of Texts **(Non-Negotiable)**	**No**	Text selections and units do not always build on each other and there is no evidence of the use of anchor text within each unit	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

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

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 III CCSS** Grade: **11**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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[5]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[6] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of qualitative or quantitative measurement used to determine whether the complexity of the selected texts is appropriate throughout the course. While complexity is not addressed within the materials, a few selected texts in early units were found to be slightly below complexity, such as Jonathan Edwards "Sinners in the Hands of an Angry God" at 1070L. Other selected texts are at the appropriate grade band placement (e.g., William Bradford's "Of Plymouth Plantation" which should be placed at 1360L and Zora Neal Hurston's "Their Eyes Were Watching God" at 1080L).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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**	The materials do not explain the text complexity rationale; however, even when examined independently there was no progression found across units (e.g., earlier units contain texts written at higher complexity levels.)	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
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	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**No**	The literature selections are well crafted and authentic. Students read classic literature; however, many of the informational texts in units that are heavily focused around poetry and/or drama contain nonfiction text that is crafted for instruction. Therefore is not authentic in nature and cannot be attributed to experts in the field. Each lesson task offers students the opportunity to complete a written	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[5] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[6] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No			response that refers back to the provided text or an event in history, the incusion of the arts, or other genres related to the reading selection for that lesson.	
	REQUIRED **2b)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	**Yes**	At the 11th grade level, the arrangement of selections around historical themes and perspectives does provide a coherent sequence that allows students to examine perspectives across a period of time and determine how that culture has changed due to historical events that shape the region (e.g., students begin with a framing of American Literature by reading founding documents such as Ben Franklin's "Remarks Concerning the Savages of North America," then progress to analyzing the rhetorical devices in Lincoln's "House Divided" speech).	
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of anchor text within each unit. Students are directed to read the excerpt of longer text or full text of shorter works. There is no anchor text selected for multiple, careful readings.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2d) 90% of texts are previously published rather than "commissioned."	**No**	While all of the literary selections are previously published works, many of the nonfiction texts are commissioned to serve as prereading for the literary texts. There are not as many essays by experts in the field.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	as well as across the entire grade level.)			
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-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.	**REQUIRED *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**		
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**		
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-	**N/A**		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, 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)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**		
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**		
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**		
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**		
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**		
III. Questions and Tasks				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
Tier 1 and 2 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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete the question. Most of the questions check for understanding of literary devices presented in the lesson. Tasks in 11th grade do require the student to revisit the text and express their ideas and opinions through writing. There are some opportunities for students to hear others talk about the text, but there is not opportunity for students to engage in discussion with others about the text.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Most questions relate to the genre or literary devices present in the text (e.g., A question from "Uncle Tom's Cabin" asks students what traits of the novel classify it as an American Romantic novel). There are a limited number of questions that ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question (e.g., One question asks students to read a few lines from "Ain't I a Woman" and decide which multiple choice answer best describes tone).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5c)** Questions and tasks 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 do not often use the language of the standards and are more often focused around literary devices and genre. Some examples are: 1) A novel can be influenced by its historical, social and personal context--true/false; 2) Harriet Beecher Stowe was largely driven to write by the ____ --multiple choice; and 3) The plot of Uncle Tom's Cabin which involves	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			slaves who are sold or run away, is a component of the novels____--multiple choice).	
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	While there is always at least one question related to vocabulary in each text, such as a question from "The Petrified Man" that asks students to reread several sentences and identify what is the best synonym for the word "soft" as it is used in the text, there is little opportunity provided to guide students in analyzing the structure of the text and the myriad of academic vocabulary that is available within each selection.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.			
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.			
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10e)** Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.			
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The literature selections are well crafted and authentic; however, many of the informational texts in units that are heavily focused around poetry and/or drama contain nonfiction text that is crafted for instruction and is not authentic in nature.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

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

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 IV CCSS** Grade: **12**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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[7]. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☒ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[8] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**No**	Although there is a list of text selections that students will interact with, there is no evidence of qualitative or quantitative measurements used to determine whether the complexity of the selected texts is appropriate throughout the course. While complexity is not addressed within the materials, a few randomly selected texts fall below the text complexity for the grade band (e.g., "Excerpt from Chapter 7 of G.K. Chesterton's St. Thomas Aquinas" should be placed at 930L). Other selected texts are at the appropriate grade band placement (e.g., John Locke's "Essay Concerning Human Understanding" which should be placed at 1340L and Charles Darwins "The Origin of the Species" which is placed at 1450L.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **1b)** Texts increase in complexity as materials progress throughout the grade level and 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.	**Yes**	The materials do not explain the text complexity rationale; however, text complexity does appear to progress across units within the grade band. Students begin with texts at 930L (see example given above) and progress to texts at 1480L (see Sartre's "Existentialism").	
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	**REQUIRED** **2a)** 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science,	**Yes**	The text selections are well crafted and authentic. Students read classic literature as well as essays by the well-known philosphers of each time period. Each lesson task offers students the opportunity to complete a written response that refers back to the provided text or an event in history, the inclusion of the arts, or other genres related to the reading	

[7] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[8] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	technical subjects, and the arts).		selection for that lesson.	
	REQUIRED **2b)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	**Yes**	At the 12th grade level, the arrangement of selections around historical themes and perspectives does provide a coherent sequence that allows students to examine perspectives across a period of time and determine how that culture has changed due to historical events that shape the region (e.g., students begin with a framing of Western Civilization by reading the works of St. Augustine and about the influence of St. Thomas Aquinas, then progress to classic literature and analyze the depiction of the religious in Canterbury Tales).	
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	**No**	There is no evidence of the use of anchor text within each unit. Students are directed to read the excerpt of longer text or full text of shorter works. There is no anchor text selected for multiple, careful readings.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2d) 90% of texts are previously published rather than "commissioned."	**Yes**	All of the reading selections are previoulsy published works of classic literature or philosophical essays.	
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	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
(grades 6-12) of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	lengths (e.g. short stories and novels).			
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-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	**REQUIRED *Indicator for grades K-2 only** **4a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**		
	REQUIRED **4b)** In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**		
	REQUIRED **4c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.	**N/A**		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
scope of the materials is comprehensive and considered a full program)	In grades 3-5, 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)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**		
	REQUIRED **4e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	**N/A**		
	REQUIRED **4f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**N/A**		
	4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**N/A**		
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**N/A**		
III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent questions and	**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**	Each lesson ends with a short multiple choice quiz to check for student understanding. Some of the questions ask the student to refer to a provided excerpt from the lesson reading selection to complete	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No			the question. Most of the questions check for understanding of literary devices presented in the lesson. Tasks in 12th grade do require the student to revisit the text and express their ideas and opinions through writing. There are some opportunities for students to hear others talk about the text, but there is not opportunity for students to engage in discussion with others about the text.	for the next review cycle.
	REQUIRED **5b)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit. Most questions relate to the genre or literary devices present in the text (e.g., A question from "The Rape of the Lock" asks students a true or false question about satire). There are a limited number of questions that ask students to read a small excerpt from the lesson reading selection to complete a multiple choice question (e.g., One question asks students to read a few lines from Faustus and decide which multiple choice idea is characterized through the given lines).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **5c)** Questions and tasks 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 do not often use the language of the standards and are more often focused around literary devices and genre. Some examples are: 1) The Rape of the Lock is a prime example of parody-true/false; 2) Satire is a literary form in which humor or irony is used to criticize people's foolishness or vices- true/false; and 3) In developing their great satirical works, Pope, Swift, and others drew on literary traditions extending back to ancient___).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED **5d)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	While there is always at least one question related to academic vocabulary in each text, such as a question from Canterbury Tales that asks students to reread four lines and use context clues to determine the best meaning for the word "paragon," there is little opportunity provided to guide students in analyzing the structure of the text and the myriad of academic vocabulary that is available within each selection.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No				
	REQUIRED **7b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER 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 *Indicator for grades 3-12 only** **8a)** A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED *Indicator for grades K-2 only **8e)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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)** Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9b)** Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9c)** Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and	**Not Evaluated**	This section was not evaluated because the non-	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	elaborating on remarks of others to develop understanding of complex texts and tasks.		negotiable criteria were not met.	
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10b)** Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10c)** Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10d)** Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **10e)** Materials build in frequent opportunities for connections 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	presentations).			
FINAL EVALUATION ***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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**No**	Although there is a list of text selections, there are no identified text complexity levels for qualitative or quantitative placement	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2. Quality of Texts **(Non-Negotiable)**	**No**	While texts are arranged around historical themes and support building of knowledge based on philosophical assumptions of the time periods, there is no evidence of the use of anchor text within each unit.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The multiple choice questions may ask students to display knowledge of concepts or themes but the assessments do not consistently ask students to make connections with the texts within a unit	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
V: Writing to Sources and Research	8. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

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

Appendix II.

Public Comments

There were no public comments submitted.