

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: SpringBoard® English Language Arts

Grade: 9

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Overall Rating: Tier II, Approaching quality

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

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10 ¹ . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis ² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	The materials exhibit concrete evidence that research-based quantitative and qualitative measures were used. A text complexity rubric is provided for selected pieces, including the qualitative and quantitative scores of the text and the qualitative score for the task.
	REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B .	Yes	Texts align with complexity requirements for this grade band and are identified as exemplars in the table of contents. For example, <i>To Kill A Mockingbird</i> , “Letter from a Birmingham Jail,” and “Sonnet 18” are all Appendix B exemplars.
	REQUIRED 1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Generally, the texts increase in complexity across the grade band. The knowledge demands for “Marigolds” in unit one is not as demanding as excerpts from <i>Romeo and Juliet</i> in Unit Five.
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	REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	Yes	Most of the texts are content rich and include various topics. For example, there is a speech by President Barack Obama in unit one, There are musical texts in unit four, biographical essays in unit two, and visual texts throughout the units.
	REQUIRED 2b) Materials provide a sequence or collection of texts that build	Yes	Mostly, the collection of texts builds knowledge systematically by establishing a

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

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I. Text Selection			
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>		<p>common theme and essential question for each unit. Furthermore, most of the units link together in one common theme. For example, in unit one the topic is, “Coming of Age”, unit three is “Coming of Age in Changing Times” and unit five is “Coming of Age on Stage.” The exceptions are units two and four, which are centered on style and poetry, respectively.</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	<p>Yes</p>	<p>Within the sequence, the specific text is selected for careful readings. These texts are marked in the unit overviews and table of contents.</p>
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>Nearly all of the texts are previously published.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>No</p>	<p>Overall, materials do seek a balance in literary and informational titles. Text titles are 65% literary and 35% informational. But the percentage of instructional time designated to text study is not balanced. Within units, instructional time devoted to each genre varies, especially when longer works of fiction are being read. Another example is Unit 4, “exploring poetic voices,” which is centered on poetry and is not textually diverse. This unit is primarily comprised of shorter poems, which also inflates the percentage of literary titles.</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>There are print and non-print texts in each unit. These texts have varied lengths and genres (i.e. biographies, poems, drama, short stories) in each unit. Excerpts of the film are paired with excerpts of <i>To Kill a Mockingbird</i> in unit three.</p>

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I. Text Selection			
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	Many different formats of texts are included. The lengths are widely varied.
	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.	Yes	There are suggestions for independent reading with each unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		Not applicable.
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>		Not applicable.
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		Not applicable.
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>		Not applicable.
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>		Not applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	At least 80% of all questions are text-dependent questions and students are required to express their response in both verbal and written format.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	Yes	The sequences of questions elicit sustained attention to the text by driving the student back to the text itself. Many of the questions are embedded in the margins of the text itself making it an interactive experience for the learner.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	Yes	Questions refer to specifics of the text to require students to refer back to specific parts of the text and include language such as “in paragraph 8,”
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions move through the required levels of thinking and they are a representation of analysis, comprehension and evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	Yes	There are text-dependent questions that require students to analyze the vocabulary in context of the text.
<p>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).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	No	There is no evidence that assessments gradually become less scaffolded. Each embedded assessment seems to follow a similar format.
	<p>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.</p>	Yes	Scoring rubrics are included for each embedded written assessments.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	No	There are embedded written assessments, and there appear to be selection-based assessments available on the website, but

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III. Questions and Tasks			
			these could not be accessed for review. There are formative and summative assessments, however there are no pre- or self-assessments.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments appear to be unbiased.

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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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are easily accessible and take no more than 10% of instructional time.
	REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Materials focus on full-comprehension of the text supported, when appropriate, through reading 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.	Yes	The text dependent questions and tasks and teacher suggestions regularly redirect teachers and students to the text.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	The materials are precisely laid out and center on student learning. The lesson planning pages (in each unit) make it easy for the teacher to plan and cater instruction to the students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	Most of the written tasks require students to analyze and synthesize sources, as well as to present claims. Text based writings are used throughout the units.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	Multiple writing tasks are required. Argument, analytical writing, and fictional narrative, are just a few of the examples of the writing tasks.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	There are constructed short responses. The writing assignments vary in length and style.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	Materials build opportunities for connections and alignment between writing, speaking and listening. Students work collaboratively throughout the units. In unit one students are involved in discussions, which model collegial discussions. These strategies are identified for the students and the teacher.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	No	The materials engage students in relatively few short research projects. There is no research conducted by students in Units 1 and 2, then only short research activities in Units 3, 4, and 5.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	No	The text meets the requirements of complexity and quality, but not range.
	<p>REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.</p>	Yes	There are group discussions included throughout the units.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	Yes	In each unit, students are asked to discuss the text with one another in both small groups and whole groups. Students work with peers to set rules for the collegial discussions and decision making. Students vote on key issues, clear goals and deadlines.
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Strategies are including for note taking, listening and responding, and elaboration on discussion.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	<p>No</p>	<p>Although the Language sections are mostly text-based and appear meet the grade-level CCSS, practice is not frequent enough to build on from previous and in subsequent grades. Language sections are mostly text-based and appear meet the grade-level CCSS.</p> <p>There are Grammar Mini Lessons and a Handbook that contains definitions and additional practice items, but it does not address grade level specific standards since it is a general resource for grades 6-12.</p>
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<p>Yes</p>	<p>Within the writing workshops, students edit and revise their work. This is not, however, present within the actual units of study.</p>
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	<p>Yes</p>	<p>Language is embedded within the units, sequenced with the study of the texts. Students are encouraged to study the sentence structure of the texts they study and to manipulate that structure to affect style and meaning.</p>
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	<p>Yes</p>	<p>The materials build in opportunities for alignment between the standards. For example, teachers are directed to have students identify and analyze the grammatical patterns they've practiced in the texts they are reading.</p>
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p>Yes</p>	<p>There are many real-world activities. Students plan and conduct an interview in unit one, make presentations in unit three, and perform a dramatic interpretation in unit five.</p>

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

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The texts meet complexity requirements; evidence is provided for qualitative and quantitative measures
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are worth reading and previously published
	3. Range and Volume of Texts	No	There is a variety of genre and length, but the materials do not balance instructional time spent between literature and informational text within units.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions drive the student back to the text and deepen understanding.
	6. Assessment	No	There are no pre- or self- assessments. Assessments do not become less scaffolded.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There are suggestions and resources for supporting student learning.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Students are given many opportunities to write to and synthesize sources. . While students do write to sources, research opportunities are limited.
VI: Speaking and Listening	9. Speaking and Listening	No	Speaking and Listening activities are embedded within the units. However, texts do not meet Criteria 3, Range.
VII: Language	10. Language	No	Language activities drive the students back to the text, but practice is not frequent enough to build on from previous and in subsequent grades.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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

