

# 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: **Empower3000**

Grade: **9-12**

Publisher: **Achieve3000, Inc.**

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 criteria because all text provided are written in an informational article format. Students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction or other ELA genres.	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 this criteria because most questions are focused on student understanding of the article and general comprehension. The questions do not focus on themes or general ideas in the text. Most of the questions do not meet the complexity required by the standards.	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: **Empower3000**

Grade: **9-12**

Publisher: **Achieve3000, Inc.**

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** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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.

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: **Empower3000**

Grade: **9**

Publisher: **Achieve3000, Inc.**

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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>2</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>There are some similar articles between grade bands, but students read the article at their complexity level. The teacher would adjust the level of the text for each student. Qualitative analysis is considered only in that all of the text is informational text with science or social studies topics.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>Achieve 3000 generates articles for each student based on his/her achievement level. Text becomes more complex as students progress through the program. Students begin the program by completing the LevelSet test that determines their reading level.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  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</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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).</p>	No	<p>All text provided is written in an informational article format. Students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction or other ELA genres. While some of the provided articles have been previously published i.e. Associated Press, they do not represent the quality of language and writing produced by experts in the disciplines.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build</p>	Yes	<p>Each article has recommended vocabulary that students can view and listen to. Teachers have the ability to include</p>

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

<sup>2</sup> 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
support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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.		vocabulary with each article. Also, each article has a stretch article and activity continuing the topic of the lesson and can provide practice with lesson vocabulary. Vocabulary strategies are provided and instructions are included as to how teachers can select articles using the target words. A context clue organizer can be used with each lesson.
<b>3. RANGE AND VOLUME OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,	<b>REQUIRED *Indicator for grades K-2 only</b> <b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a> , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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><b>REQUIRED</b>  <b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b>  <b>4c)</b> 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.</p> <p>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.</p>	N/A	
	<p><b>REQUIRED</b>  <b>4d)</b> 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>	N/A	
	<p><b>REQUIRED</b>  <b>4e)</b> 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.</p>	N/A	
	<p><b>4f) *Indicator for grades K-2 only</b>  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</p>	N/A	

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	feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.		
	<b>4g)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>N/A</b>	
<b>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>No</b>	<p>Overall quality close reading and text dependent questions are lacking in quality. There is no opportunity to include spoken responses during the computer generated assessment, but teachers are given the opportunity to include spoken responses in whole-group instruction if they choose this format. 80% of the questions are not text-dependent in quality since some of the questions can be answered without reading the articles. Sometimes the title of the article and the introduction sentence are all that are needed for some of the multiple choice questions.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> 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.</p>	<b>No</b>	<p>Most questions are focused on student's understanding of the article and general comprehension; however the questions do not build upon themselves nor do they focus on themes or ideas in the text. For example, in the lesson "A New Kind of Road" the question sequence is: 1.) "What is the article mainly about?" 2.) "Which of these is a statement of fact?" 3.) "Which is the closest synonym for the word supplant?" 4.) "The reader can infer from the article that ____." 5.) "Based on the article, the reader can predict that ____." 6.) "Which would be the closest synonym of the word skeptic?" 7.) "The news article says all of the following except ____." 8.) "Which passage from the article best supports the idea that the new solar panels will not be used immediately to resurface U.S. roadways?" The constructed response questions is, "Describe the new solar panels developed by Solar Roadways, and explain</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			why the Brusaws invented them. Next, discuss some of the potential benefits and drawbacks of the new panels and whether or not you think they're a good idea. Explain, supporting your response with information from the article
	<p><b>REQUIRED</b>  <b>5c)</b> 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. <i>(Note: not every standard must be assessed with every text.)</i></p>	<b>No</b>	<p>Questions and writing tasks do not address vocabulary and structure. The majority of the multiple choice questions ask key idea and detail level of questions and do not address craft and structure. There seems to be two multiple choice questions in each activity that ask students to identify an antonym or synonym, but only half of them ask them to do so based on context clues. Also, while there are always two texts in every lesson, I did not find any questions that asked students to examine the text's language in varied contexts. For example, in the lesson "Crunching the Numbers" the vocabulary questions are: "Which is the closest synonym for the word circumvent?" and "The article states: (excerpt from text) Which would be the closest synonym for the word dubious?"</p>
	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).</p>	<b>No</b>	<p>Questions are directed toward comprehension and vocabulary. They frequently must return to the text piece. Students must complete the 5 step literacy program each time they read a piece of text and this does not support varied contexts or speaking/listening. There is no opportunity for students to engage with varied texts to provide multiple repetitions of words. The teacher guide does direct the teacher to questions that promote speaking/listening utilizing article vocabulary. The Thought Question writing prompt for each article also supports use of article vocabulary in student response. The lessons do not include practice in examining sentences or sentence structure to determine meaning.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>5e)</b> 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.).</p>	<p><b>No</b></p>	<p>Vocabulary instruction is limited to multiple choice questions asking students to determine synonyms or antonyms. As addressed in the example provided above, students do not deeply engage with vocabulary and there is no instruction provided for advancing students knowledge of word meaning and relationships amonth words.</p>
<p><b>6. ASSESSMENT:</b>  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 type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>6b)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>IV. Scaffolding and Support</b></p>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students, including those who read</p>	<p><b>REQUIRED</b>  <b>7a)</b> 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</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.		
	<b>REQUIRED</b> <b>7b)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 7.

*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	All texts are informational news articles; however, because they are associated with the AP journalist, it cannot be verified that they were composed by experts in the field.
	3. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	While text dependent, most questions focus on general comprehension of the text and not on analysis that gets to the depth of the standards.
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

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: **Empower3000**

Grade: **10**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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

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

<b>STRONG</b>	<b>WEAK</b>
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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>4</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Each article can be adjusted to varying levels so that students read the same content at their specific level. For example, the article, "Crunching the Numbers" and "Grassy Key" can both be adjusted to different readability levels providing students with a more familiar vocabulary bank to support reading. While the program references qualitative and quantitative at <a href="http://.achieve3000.com/literacy-solutions/pedagogy/common-core">http://.achieve3000.com/literacy-solutions/pedagogy/common-core</a>, the publisher does not provide an analysis of each text.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>An increase in text complexity is at the control of the teacher. While it appears the intent is that the teacher would be able to assign specific reading levels to each small reading group, the set-up for doing this is unclear. The materials do not increase in complexity without the guidance of the teacher. It would be in his/her control to place emphasis on increasing student reading ability.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  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</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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).</p>	No	<p>All text provided is written in an informational article format; therefore, students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction. Although articles are authentic writing in nature, no other genres are included to give students opportunities to master reading of several ELA genres. Furthermore, while texts do reference supporting quotes from the Associated Press, articles are the products of the publishing company and cannot be attributed to experts in the disciplines. Various disciplines are addressed, an example of a technology piece is "A New</p>

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

<sup>4</sup> 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
<p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>	<p>No</p>	<p>Kind of Road, environment piece is "That's Cold", and an example of arts and entertainment is "It's Real Art".</p> <p>Vocabulary words for each lesson are defined. Teachers must use the provided vocabulary instruction set.  Example: Vocabulary strategies instruct teachers to select an article with target words, write the target words on the board, and use a context clue graphic organizer on the board to guide students through vocabulary activity. Vocabulary changes within the article as the Lexile changes. "The Great Wall" has vocabulary words such as: deplete, dissention, dynasty, heritage. On the assessment the student is asked which word is the closest synonym for the word deplete.</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p> <p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p> <p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p> <p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4c)</b> 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.</p> <p>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.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4d)</b> 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>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.		
	<b>4f) *Indicator for grades K-2 only</b> 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	
	<b>4g)</b> 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	
<b>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	<p>Each article contains a short series of questions, but not 80%. The stretch article contains a similar series of text dependent questions. The majority of multiple choice questions that students answer at the conclusion of the selection are low-level comprehension questions and do not require re-reading of the text. For example in the article "China and Japan: The Beauty of Yabusame" has multiple choice questions such as, "What is the article about?" or "Which of the following statements is an opinion?" Only one question in the series seems to get at deeper understanding, "The reader can infer from the article?"</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> 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.</p>	No	<p>Most questions are focused on student understanding the article and general comprehension; however, few questions focus on the big idea and building knowledge through reading. An example from "An Old Path" the question is "Are people better off if they adopt a modern way of life? Do you agree or disagree." Further questions focus on vocabulary understanding and possible alternate</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			headlines for the article, leaving little opportunity to express knowledge about themes presented in the text.
	<b>REQUIRED</b> <b>5c)</b> 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. <i>(Note: not every standard must be assessed with every text.)</i>	<b>No</b>	Most of the questions do not use the language of the standards nor the complexity required by the standards. In "It Must Be Leonardo" an example of one multiple choice question is, "Which event had not taken place when this article was written?" or "The news article says all of the following except?"
	<b>REQUIRED</b> <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).	<b>No</b>	Questions and writing tasks do not address vocabulary and structure. Students must complete the 5 step literacy program each time they read a piece of text and this does not support varied contexts or speaking/listening.
	<b>REQUIRED</b> <b>5e)</b> 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.).	<b>No</b>	Vocabulary development include opportunities for word family study, and some questions specifically ask students to identify synonyms of word choice from the passage. For example in "The Winner is Tokyo" there are three vocabulary words identified for students when reading at the grade-appropriate level.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed	<b>REQUIRED</b> <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
grade-specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	to measure their independent abilities.		
	<b>REQUIRED</b> <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7b)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	<b>7e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

#### FINAL EVALUATION

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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 <b>(Non-Negotiable)</b>	<b>Yes</b>	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	All texts are informational news articles; however, because they are associated with the AP journalist, it cannot be verified that they were composed by experts in the field.
	3. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	While text dependant, most questions focus on general comprehension of the text and not on analysis that gets to the depth of the standards.
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

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: **Empower3000**

Grade: **11**

Publisher: **Achieve3000, Inc.**

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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>5</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>6</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>In each lesson, students are asked to independently engage with texts that are on their reading level and also read a grade-level text in the “Stretch Activity.” The complexities of the texts the students are reading independently are determined by its Lexile level and are appropriate for the identified group. There is no evidence of a qualitative analysis of these texts. The grade-level texts in the “Stretch Activity” do meet the Lexile requirements required by the Common Core State Standards. For example, the article in the “Stretch Activity” for the lesson “Right on the Money” has a Lexile level of a 1350. However, the publisher does not provide the quantitative and qualitative analysis of each text. While the program references qualitative and quantitative at <a href="http://www.achieve3000.com/literacy-solutions/pedagogy/common-core">http://www.achieve3000.com/literacy-solutions/pedagogy/common-core</a>, the publisher does not provide an analysis of each text.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>Teachers are able to control the complexity of texts students are reading independently; however, the whole group texts that students are reading in the “Stretch Activities” do not seem to increase in complexity over time.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  Texts are of sufficient scope and quality to provide text-</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and</p>	No	<p>All texts provided are written in an informational article format. No other genres are included to give students opportunities to master reading of several ELA genres. Furthermore, while texts do reference supporting quotes</p>

<sup>5</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>6</sup> 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
<p>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 and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>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).</p>		<p>from the Associated Press, articles are the products of the publishing company and cannot be attributed to experts in the disciplines.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>	<b>No</b>	<p>No, while vocabulary words have been identified at the bottom right corner for each lesson, there are no activities or instruction regarding the vocabulary. Vocabulary is also not mentioned in the provided lesson plans. For example, for the lesson "A Way to Get Moving" the publisher has identified the vocabulary words "allocate" and "sanction." No other materials address these vocabulary words except multiple choice questions following the reading. Teachers would need to develop their own vocabulary instruction.</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	new texts.		
<b>II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4c)</b> 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.</p> <p>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.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4d)</b> 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>	N/A	
	<p><b>REQUIRED</b></p>	N/A	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>4e)</b> 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.</p>		
	<p><b>4f) *Indicator for grades K-2 only</b> 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.</p>	N/A	
	<p><b>4g)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A	
<b>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> 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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	<p>No, 80% of questions are not text dependent and do not require reading or re-reading. While students are reading the text, they have the option to interact with each paragraph by summarizing the text, asking questions, or making text-to-self connections. After reading the text, the majority of multiple choice questions that students answer are low-level comprehension questions and do not require a rereading of the text. For example, in the lesson “Farming for Food and Fun” the second multiple choice question asks, “Which of these is a statement of opinion?” Furthermore, of the eight multiple choice questions, none ask students to cite textual evidence. Finally, the “Thought Question” that asks students to write a longer response only asks for students’ opinions of the given topic and often do not require textual evidence. For example, in the lesson “Are Letters Better”, the constructed response question asks students to respond to the following prompt: “The article discusses whether or not the lost art of letter writing should be revised. Which position do you support in this matter? Type your answer</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			in the text below."
	<p><b>REQUIRED</b>  <b>5b)</b> 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.</p>	<b>No</b>	<p>Most questions are focused on student's understanding of the article and general comprehension; however the questions do not build upon themselves nor do they focus on themes or ideas in the text. For example, in the lesson "A New Kind of Road" the question sequence is: 1.) "What is the article mainly about?" 2.) "Which of these is a statement of fact?" 3.) "Which is the closest synonym for the word supplant?" 4.) "The reader can infer from the article that ____." 5.) "Based on the article, the reader can predict that ____." 6.) "Which would be the closest synonym of the word skeptic?" 7.) "The news article says all of the following except ____." 8.) "Which passage from the article best supports the idea that the new solar panels will not be used immediately to resurface U.S. roadways?" The constructed response questions is, "Describe the new solar panels developed by Solar Roadways, and explain why the Brusaws invented them. Next, discuss some of the potential benefits and drawbacks of the new panels and whether or not you think they're a good idea. Explain, supporting your response with information from the article."</p>
	<p><b>REQUIRED</b>  <b>5c)</b> 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. (<i>Note: not every standard must be assessed with every text.</i>)</p>	<b>No</b>	<p>No, questions do not use the language of the standards nor the complexity required by the standards. The multiple choice questions are low-level and do not use academic vocabulary. Key academic vocabulary like "central idea" and "textual evidence" are missing. For example, one of the multiple choice questions in the lesson "Are Letters Better" asks students, "What is the second-to-last paragraph in the article mainly about?" Furthermore, none of the multiple choice or constructed response questions addresses the craft and structure of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			the text.
	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).</p>	<b>No</b>	<p>Questions and writing tasks do not address vocabulary and structure. The majority of the multiple choice questions ask key idea and detail level of questions and do not address craft and structure. There seems to be two multiple choice questions in each activity that ask students to identify an antonym or synonym, but only half of them ask them to do so based on context clues. Also, while there are always two texts in every lesson, I did not find any questions that asked students to examine the text's language in varied contexts. For example, in the lesson "Crunching the Numbers" the vocabulary questions are: "Which is the closest synonym for the word circumvent?" and "The article states: (excerpt from text) Which would be the closest synonym for the word dubious?".</p>
	<p><b>REQUIRED</b>  <b>5e)</b> 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.).</p>	<b>No</b>	<p>Vocabulary instruction is limited to multiple choice questions asking students to determine synonyms or antonyms. As addressed in the example provided above, students do not deeply engage with vocabulary and there is no instruction provided for advancing students knowledge of word meaning and relationships amonth words.</p>
<p><b>6. ASSESSMENT:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>6b)</b> Measurement of progress via assessments should</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	include gradual release of supporting scaffolds for students to measure their independent abilities.		negotiable criteria were not met.
	<b>REQUIRED</b> <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7b)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing,	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.).		
	<b>7e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

#### FINAL EVALUATION

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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 <b>(Non-Negotiable)</b>	<b>Yes</b>	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	All texts are informational news articles; however, because they are associated with AP journalists, it cannot be verified that they were composed by experts in the field
	3. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	Most questions focus on general comprehension of the text and not an analysis that gets to the depth of the standards
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

The goal for 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: **Empower3000**

Grade: **12**

Publisher: **Achieve3000, Inc.**

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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>7</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>8</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Each article can be adjusted to varying levels so that students read the same content at their specific level. For example, the article "Rock Star Fights Hunger" can be adjusted to different readability levels providing students with a more familiar vocabulary bank to support reading. While the program references qualitative and quantitative at <a href="http://achieve3000.com/literacy-solutions/pedagogy/common-core">http://achieve3000.com/literacy-solutions/pedagogy/common-core</a>, the publisher does not provide an analysis of each text.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>An increase in text complexity is at the control of the teacher. While it appears the intent is that the teacher would be able to assign specific reading levels to each small reading group, the set-up for doing this was unclear. The materials do not increase in complexity without the guidance of the teacher. It would be in his/her control to place emphasis on increasing student reading ability.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  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</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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).</p>	No	<p>All text provided is written in an informational article format; therefore, students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction. While texts do reference supporting quotes from the Associated Press, all articles are the product of the publishing company and cannot be attributed to experts in the disciplines. While some articles have been previously published, they do not represent the quality of language and writing produced by experts in the disciplines.</p>

<sup>7</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>8</sup> 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
<p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>	<p>No</p>	<p>Vocabulary words for each lesson are defined. Teachers must use the vocabulary instruction set to incorporate vocabulary strategies throughout the lesson, from initial reading to student engagement with the stretch article. Vocabulary strategies instruct teachers to select an article with target words, write the target words on the board, and use a context clue graphic organizer on the board to guide students through vocabulary activity.</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>II. Foundational Skills (grades K-5 only)</b></p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4c)</b> 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.</p> <p>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.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4d)</b> 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>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4e)</b> 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</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	appropriate to the text, and expression.		
	<b>4f) *Indicator for grades K-2 only</b> 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	
	<b>4g)</b> 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	
<b>III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> 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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> 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 article contains a short series of questions; however, students are not questioned at a deeper level of understanding. The stretch article also contains a similar series of questions. The majority of multiple choice questions that students answer at the conclusion of the selection are low-level comprehension questions and do not require re-reading of the text. Some questions ask students to identify which sentence is an opinion, and this does not require students to engage with the text at all.
	<b>REQUIRED</b> <b>5b)</b> 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.	No	Most questions are focused on student understanding of the article and general comprehension; however, the questions do not focus on themes or general ideas in the text. For example, after reading an article about cafeteria lunches, students are asked to identify one benefit of the study as cited in the article. Further questions focus on vocabulary understanding and possible alternate headlines for the article, leaving little opportunity to express knowledge about themes presented in the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<b>REQUIRED</b> <b>5c)</b> 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. <i>(Note: not every standard must be assessed with every text.)</i>	<b>No</b>	Some multiple choice questions contain the language of the standards. However, writing prompts are not as fully aligned to the language of the standards. All articles begin with GLE alignment.
	<b>REQUIRED</b> <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).	<b>Yes</b>	Questions do address vocabulary and structure; however, writing tasks do not. Students must complete the 5 step literacy program each time they read a piece of text in order to engage with the vocabulary of the text. Each text's activity step allows them to use context to determine word meaning and usage. Writing prompts do not address this criteria.
	<b>REQUIRED</b> <b>5e)</b> 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.).	<b>No</b>	Vocabulary development include opportunities for word family study, and some questions specifically ask students to identify synonyms of word choice from the passage. For example, in "Can Trees Keep Air Clean" there are three vocabulary words identified for students when reading at the grade-appropriate level; however, when the reading level is adjusted down, there are five vocabulary words, providing additional support for weaker readers. While synonyms were used as an example of some of the word study, it is not the only strategy used. Students also access words through contextual analysis when the 5-step literacy approach is followed in instruction.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently	<b>REQUIRED</b> <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Measurement of progress via assessments should	<b>Not Evaluated</b>	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	include gradual release of supporting scaffolds for students to measure their independent abilities.		negotiable criteria were not met.
	<b>REQUIRED</b> <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section were not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7b)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing,	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.).		
	<b>7e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

#### FINAL EVALUATION

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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 <b>(Non-Negotiable)</b>	<b>Yes</b>	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	All texts are informational news articles; however, because they are associated with AP journalists, it cannot be verified that they were composed by experts in the field.
	3. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	While text dependant, most questions focus on general comprehension of the text and not on analysis that gets to the depth of the standards.
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

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: **Empower3000**

Grade: **9-12**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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

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

<b>STRONG</b>	<b>WEAK</b>
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** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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.

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: **Empower3000**

Grade: **9**

Publisher: **Achieve3000, Inc.**

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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>2</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>There are some similar articles between grade bands, but students read the article at their complexity level. The teacher would adjust the level of the text for each student. Qualitative analysis is considered only in that all of the text is informational text with science or social studies topics.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>Achieve 3000 generates articles for each student based on his/her achievement level. Text becomes more complex as students progress through the program. Students begin the program by completing the LevelSet test that determines their reading level.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  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</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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).</p>	No	<p>All text provided is written in an informational article format. Students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction or other ELA genres. While some of the provided articles have been previously published ie. Associated Press, they do not represent the quality of language and writing produced by experts in the disciplines.</p>	

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

<sup>2</sup> 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
<p>support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>	<p><b>Yes</b></p>	<p>Each article has recommended vocabulary that students can view and listen to. Teachers have the ability to include vocabulary with each article. Also, each article has a stretch article and activity continuing the topic of the lesson and can provide practice with lesson vocabulary. Vocabulary strategies are provided and instructions are included as to how teachers can select articles using the target words. A context clue organizer can be used with each lesson.</p>	
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>II. Foundational Skills (grades K-5 only)</b></p>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonics,</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in</p>	<p><b>N/A</b></p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	each of the foundational skills.			
	<b>REQUIRED</b> <b>4b)</b> 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		
	<b>REQUIRED</b> <b>4c)</b> 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		
	<b>REQUIRED</b> <b>4d)</b> 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		
	<b>REQUIRED</b> <b>4e)</b> 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		
	<b>4f) *Indicator for grades K-2 only</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	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.			
	<b>4g)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>N/A</b>		
<b>III. Questions and Tasks</b>				
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> 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.	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	<b>No</b>	Overall quality close reading and text dependent questions are lacking in quality. There is no opportunity to include spoken responses during the computer generated assessment, but teachers are given the opportunity to include spoken responses in whole-group instruction if they choose this format. 80% of the questions are not text-dependent in quality since some of the questions can be answered without reading the articles. Sometimes the title of the article and the introduction sentence are all that are needed for some of the multiple choice questions.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>5b)</b> 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.	<b>No</b>	Most questions are focused on student's understanding of the article and general comprehension; however the questions do not build upon themselves nor do they focus on themes or ideas in the text. For example, in the lesson "A New Kind of Road" the question sequence is: 1.) "What is the article mainly about?" 2.) "Which of these is a statement of fact?" 3.) "Which is the closest synonym for the word supplant?" 4.) "The reader can infer from the article that ____." 5.) "Based on the article, the reader can predict that ____." 6.) "Which would be the closest synonym of the word skeptic?" 7.) "The news article says all of the following except ____." 8.) "Which passage from the article best supports the idea that the new solar panels will not be used immediately to resurface U.S. roadways?" The constructed response questions is, "Describe the new solar panels developed by Solar Roadways, and explain why the Brusaws invented them. Next, discuss some of the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			potential benefits and drawbacks of the new panels and whether or not you think they're a good idea. Explain, supporting your response with information from the article	
	<b>REQUIRED</b> <b>5c)</b> 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. <i>(Note: not every standard must be assessed with every text.)</i>	<b>No</b>	Questions and writing tasks do not address vocabulary and structure. The majority of the multiple choice questions ask key idea and detail level of questions and do not address craft and structure. There seems to be two multiple choice questions in each activity that ask students to identify an antonym or synonym, but only half of them ask them to do so based on context clues. Also, while there are always two texts in every lesson, I did not find any questions that asked students to examine the text's language in varied contexts. For example, in the lesson "Crunching the Numbers" the vocabulary questions are: "Which is the closest synonym for the word circumvent?" and "The article states: (excerpt from text) Which would be the closest synonym for the word dubious?".	
	<b>REQUIRED</b> <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).	<b>No</b>	Questions are directed toward comprehension and vocabulary. They frequently must return to the text piece. Students must complete the 5 step literacy program each time they read a piece of text and this does not support varied contexts or speaking/listening. There is no opportunity for students to engage with varied texts to provide multiple repetitions of words. The teacher guide does direct the teacher to questions that promote speaking/listening utilizing article vocabulary. The Thought Question writing prompt for each article also supports use of article vocabulary in student response. The lessons do not include practice in examining sentences or sentence structure to determine meaning.	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<b>REQUIRED</b> <b>5e)</b> 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.).	<b>No</b>	Vocabulary instruction is limited to multiple choice questions asking students to determine synonyms or antonyms. As addressed in the example provided above, students do not deeply engage with vocabulary and there is no instruction provided for advancing students knowledge of word meaning and relationships amonth words.	
<b>6. ASSESSMENT:</b> 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).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>6b)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>IV. Scaffolding and Support</b>				
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>7b)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>7c)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7e)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.  <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.  <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.</p>				
<p><b>Compile the results for Sections I-VII to make a final decision for the material under review.</b></p>				
<p><b>Section</b></p>	<p><b>Criteria</b></p>	<p><b>Yes/No</b></p>	<p><b>Final Justification/Comments</b></p>	
<p>I: Text Selection</p>	<p>1. Complexity of Texts (<b>Non-Negotiable</b>)</p>	<p><b>Yes</b></p>	<p>Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	All texts are informational news articles; however, because they are associated with the AP journalist, it cannot be verified that they were composed by experts in the field.	
	3. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable)</b>	<b>N/A</b>		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	While text dependent, most questions focus on general comprehension of the text and not on analysis that gets to the depth of the standards.	
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

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: **Empower3000**

Grade: **10**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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

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

<b>STRONG</b>	<b>WEAK</b>
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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>4</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Each article can be adjusted to varying levels so that students read the same content at their specific level. For example, the article, "Crunching the Numbers" and "Grassy Key" can both be adjusted to different readability levels providing students with a more familiar vocabulary bank to support reading. While the program references qualitative and quantitative at <a href="http://.achieve3000.com/literacy-solutions/pedagogy/common-core">http://.achieve3000.com/literacy-solutions/pedagogy/common-core</a>, the publisher does not provide an analysis of each text.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>An increase in text complexity is at the control of the teacher. While it appears the intent is that the teacher would be able to assign specific reading levels to each small reading group, the set-up for doing this is unclear. The materials do not increase in complexity without the guidance of the teacher. It would be in his/her control to place emphasis on increasing student reading ability.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  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</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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).</p>	No	<p>All text provided is written in an informational article format; therefore, students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction. Although articles are authentic writing in nature, no other genres are included to give students opportunities to master reading of several ELA genres. Furthermore, while texts do reference supporting quotes from the Associated Press, articles are the products of the publishing company and cannot be attributed to experts in the disciplines. Various disciplines are addressed, an example of a technology piece is "A New Kind of Road, environment piece is "That's Cold", and an example of arts and entertainment is "It's Real Art".</p>	

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

<sup>4</sup> 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
<p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>	<p><b>No</b></p>	<p>Vocabulary words for each lesson are defined. Teachers must use the provided vocabulary instruction set.  Example: Vocabulary strategies instruct teachers to select an article with target words, write the target words on the board, and use a context clue graphic organizer on the board to guide students through vocabulary activity.  Vocabulary changes within the article as the Lexile changes. "The Great Wall" has vocabulary words such as: deplete, dissention, dynasty, heritage. On the assessment the student is asked which word is the closest synonym for the word deplete.</p>	
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>II. Foundational Skills (grades K-5 only)</b></p>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on</p>	<p><b>N/A</b></p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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>page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>			
	<p><b>REQUIRED</b>  <b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A		
	<p><b>REQUIRED</b>  <b>4c)</b> 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.</p> <p>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.</p>	N/A		
	<p><b>REQUIRED</b>  <b>4d)</b> 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>	N/A		
	<p><b>REQUIRED</b>  <b>4e)</b> 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.</p>	N/A		
	<p><b>4f) *Indicator for grades K-2 only</b>  Materials provide opportunities for educators to monitor</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	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.			
	<b>4g)</b> 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		
<b>III. Questions and Tasks</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	<p>Each article contains a short series of questions, but not 80%. The stretch article contains a similar series of text dependent questions. The majority of multiple choice questions that students answer at the conclusion of the selection are low-level comprehension questions and do not require re-reading of the text. For example in the article "China and Japan: The Beauty of Yabusame" has multiple choice questions such as, "What is the article about?" or "Which of the following statements is an opinion?" Only one question in the series seems to get at deeper understanding, "The reader can infer from the article?"</p>	
	<p><b>REQUIRED</b></p> <p><b>5b)</b> 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.</p>	No	<p>Most questions are focused on student understanding the article and general comprehension; however, few questions focus on the big idea and building knowledge through reading. An example from "An Old Path" the question is "Are people better off if they adopt a modern way of life? Do you agree or disagree." Further questions focus on vocabulary understanding and possible alternate headlines for the article, leaving little opportunity to express knowledge about themes presented in the text.</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<b>REQUIRED</b> <b>5c)</b> 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. <i>(Note: not every standard must be assessed with every text.)</i>	<b>No</b>	Most of the questions do not use the language of the standards nor the complexity required by the standards. In "It Must Be Leonardo" an example of one multiple choice question is, "Which event had not taken place when this article was written?" or "The news article says all of the following except?"	
	<b>REQUIRED</b> <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).	<b>No</b>	Questions and writing tasks do not address vocabulary and structure. Students must complete the 5 step literacy program each time they read a piece of text and this does not support varied contexts or speaking/listening.	
	<b>REQUIRED</b> <b>5e)</b> 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.).	<b>No</b>	Vocabulary development include opportunities for word family study, and some questions specifically ask students to identify synonyms of word choice from the passage. For example in "The Winner is Tokyo" there are three vocabulary words identified for students when reading at the grade-appropriate level.	
<b>6. ASSESSMENT:</b> 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).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>6b)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>IV. Scaffolding and Support</b>				
<b>7. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7b)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7e)</b> 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	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	instruction.			
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	Yes	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity.	
	2. Quality of Texts <b>(Non-Negotiable)</b>	No	All texts are informational news articles; however, because they are associated with the AP journalist, it cannot be verified that they were composed by experts in the field.	
	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 <b>(Non-Negotiable)</b>	N/A		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	No	While text dependant, most questions focus on general comprehension of the text and not on analysis that gets to the depth of the standards.	
	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.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

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: **Empower3000**

Grade: **11**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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

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

<b>STRONG</b>	<b>WEAK</b>
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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>5</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>6</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>In each lesson, students are asked to independently engage with texts that are on their reading level and also read a grade-level text in the “Stretch Activity.” The complexities of the texts the students are reading independently are determined by its Lexile level and are appropriate for the identified group. There is no evidence of a qualitative analysis of these texts. The grade-level texts in the “Stretch Activity” do meet the Lexile requirements required by the Common Core State Standards. For example, the article in the “Stretch Activity” for the lesson “Right on the Money” has a Lexile level of a 1350. However, the publisher does not provide the quantitative and qualitative analysis of each text. While the program references qualitative and quantitative at <a href="http://www.achieve3000.com/literacy-solutions/pedagogy/common-core">http://www.achieve3000.com/literacy-solutions/pedagogy/common-core</a>, the publisher does not provide an analysis of each text.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>Teachers are able to control the complexity of texts students are reading independently; however, the whole group texts that students are reading in the “Stretch Activities” do not seem to increase in complexity over time.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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</p>	No	<p>All texts provided are written in an informational article format. No other genres are included to give students opportunities to master reading of several ELA genres. Furthermore, while texts do reference supporting quotes from the Associated Press, articles are the products of the publishing company and cannot be attributed to experts in the disciplines.</p>	

<sup>5</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>6</sup> 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
<p>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 and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>studies, science, technical subjects, and the arts).</p>			
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>	<p><b>No</b></p>	<p>No, while vocabulary words have been identified at the bottom right corner for each lesson, there are no activities or instruction regarding the vocabulary. Vocabulary is also not mentioned in the provided lesson plans. For example, for the lesson "A Way to Get Moving" the publisher has identified the vocabulary words "allocate" and "sanction." No other materials address these vocabulary words except multiple choice questions following the reading. Teachers would need to develop their own vocabulary instruction.</p>	
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>II. Foundational Skills (grades K-5 only)</b></p>				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A		
	<p><b>REQUIRED</b></p> <p><b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A		
	<p><b>REQUIRED</b></p> <p><b>4c)</b> 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.</p> <p>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.</p>	N/A		
	<p><b>REQUIRED</b></p> <p><b>4d)</b> 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>	N/A		
	<p><b>REQUIRED</b></p> <p><b>4e)</b> 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</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	appropriate to the text, and expression.			
	<b>4f) *Indicator for grades K-2 only</b> 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		
	<b>4g)</b> 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		
<b>III. Questions and Tasks</b>				
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> 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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	No	No, 80% of questions are not text dependent and do not require reading or re-reading. While students are reading the text, they have the option to interact with each paragraph by summarizing the text, asking questions, or making text-to-self connections. After reading the text, the majority of multiple choice questions that students answer are low-level comprehension questions and do not require a rereading of the text. For example, in the lesson "Farming for Food and Fun" the second multiple choice question asks, "Which of these is a statement of opinion?" Furthermore, of the eight multiple choice questions, none ask students to cite textual evidence. Finally, the "Thought Question" that asks students to write a longer response only asks for students' opinions of the given topic and often do not require textual evidence. For example, in the lesson "Are Letters Better", the constructed response question asks students to respond to the following prompt: "The article discusses whether or not the lost art of letter writing should be revised. Which position do you support in this matter? Type your answer in the text below."	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p><b>REQUIRED</b>  <b>5b)</b> 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.</p>	<p><b>No</b></p>	<p>Most questions are focused on student's understanding of the article and general comprehension; however the questions do not build upon themselves nor do they focus on themes or ideas in the text. For example, in the lesson "A New Kind of Road" the question sequence is: 1.) "What is the article mainly about?" 2.) "Which of these is a statement of fact?" 3.) "Which is the closest synonym for the word supplant?" 4.) "The reader can infer from the article that_____." 5.) "Based on the article, the reader can predict that _____." 6.) "Which would be the closest synonym of the word skeptic?" 7.) "The news article says all of the following except_____." 8.) "Which passage from the article best supports the idea that the new solar panels will not be used immediately to resurface U.S. roadways?" The constructed response questions is, "Describe the new solar panels developed by Solar Roadways, and explain why the Brusaws invented them. Next, discuss some of the potential benefits and drawbacks of the new panels and whether or not you think they're a good idea. Explain, supporting your response with information from the article."</p>	
	<p><b>REQUIRED</b>  <b>5c)</b> 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. (<i>Note: not every standard must be assessed with every text.</i>)</p>	<p><b>No</b></p>	<p>No, questions do not use the language of the standards nor the complexity required by the standards. The multiple choice questions are low-level and do not use academic vocabulary. Key academic vocabulary like "central idea" and "textual evidence" are missing. For example, one of the multiple choice questions in the lesson "Are Letters Better" asks students, "What is the second-to-last paragraph in the article mainly about?" Furthermore, none of the multiple choice or constructed response questions addresses the craft and structure of the text.</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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).</p>	<p><b>No</b></p>	<p>Questions and writing tasks do not address vocabulary and structure. The majority of the multiple choice questions ask key idea and detail level of questions and do not address craft and structure. There seems to be two multiple choice questions in each activity that ask students to identify an antonym or synonym, but only half of them ask them to do so based on context clues. Also, while there are always two texts in every lesson, I did not find any questions that asked students to examine the text's language in varied contexts. For example, in the lesson "Crunching the Numbers" the vocabulary questions are: "Which is the closest synonym for the word circumvent?" and "The article states: (excerpt from text) Which would be the closest synonym for the word dubious?".</p>	
	<p><b>REQUIRED</b>  <b>5e)</b> 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.).</p>	<p><b>No</b></p>	<p>Vocabulary instruction is limited to multiple choice questions asking students to determine synonyms or antonyms. As addressed in the example provided above, students do not deeply engage with vocabulary and there is no instruction provided for advancing students knowledge of word meaning and relationships among words.</p>	
<p><b>6. ASSESSMENT:</b>  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><b>REQUIRED</b>  <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>6b)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>6c)</b> Aligned rubrics or assessment guidelines (such as</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<input type="checkbox"/> Yes <input type="checkbox"/> No	scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.			
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>IV. Scaffolding and Support</b>				
<b>7. SCAFFOLDING AND SUPPORT:</b> 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 type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7b)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<b>7e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity	
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	All texts are informational news articles; however, because they are associated with AP journalists, it cannot be verified that they were composed by experts in the field	
	3. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable)</b>	<b>N/A</b>		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	Most questions focus on general comprehension of the text and not an analysis that gets to the depth of the standards	
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

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: **Empower3000**

Grade: **12**

Publisher: **Achieve3000, Inc.**

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.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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
<b>I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. COMPLEXITY OF TEXTS:</b>  Materials present a progression of complex texts as stated by Reading Standard 10<sup>7</sup>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.<sup>8</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Each article can be adjusted to varying levels so that students read the same content at their specific level. For example, the article "Rock Star Fights Hunger" can be adjusted to different readability levels providing students with a more familiar vocabulary bank to support reading. While the program references qualitative and quantitative at <a href="http://achieve3000.com/literacy-solutions/pedagogy/common-core">http://achieve3000.com/literacy-solutions/pedagogy/common-core</a>, the publisher does not provide an analysis of each text.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>An increase in text complexity is at the control of the teacher. While it appears the intent is that the teacher would be able to assign specific reading levels to each small reading group, the set-up for doing this was unclear. The materials do not increase in complexity without the guidance of the teacher. It would be in his/her control to place emphasis on increasing student reading ability.</p>	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>  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</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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).</p>	No	<p>All text provided is written in an informational article format; therefore, students do not have the opportunity to demonstrate mastery of literary standards through engagement with fiction. While texts do reference supporting quotes from the Associated Press, all articles are the product of the publishing company and cannot be attributed to experts in the disciplines. While some articles have been previously published, they do not represent the quality of language and writing produced by experts in the disciplines.</p>	
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts,</p>	No	<p>Vocabulary words for each lesson are defined. Teachers must use the vocabulary instruction set to incorporate vocabulary strategies throughout the lesson, from initial</p>	

<sup>7</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>8</sup> 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
<p>support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>themes, and topics through reading, writing, listening and speaking.</p> <p>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.</p>		<p>reading to student engagement with the stretch article. Vocabulary strategies instruct teachers to select an article with target words, write the target words on the board, and use a context clue graphic organizer on the board to guide students through vocabulary activity.</p>	
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a)</b> In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>REQUIRED</b> <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>3d)</b> 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>II. Foundational Skills (grades K-5 only)</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>N/A</b>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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><b>REQUIRED</b>  <b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A		
	<p><b>REQUIRED</b>  <b>4c)</b> 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.</p> <p>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.</p>	N/A		
	<p><b>REQUIRED</b>  <b>4d)</b> 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>	N/A		
	<p><b>REQUIRED</b>  <b>4e)</b> 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.</p>	N/A		
	<p><b>4f) *Indicator for grades K-2 only</b>  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</p>	N/A		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.			
	<b>4g)</b> 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		
<b>III. Questions and Tasks</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Each article contains a short series of questions; however, students are not questioned at a deeper level of understanding. The stretch article also contains a similar series of questions. The majority of multiple choice questions that students answer at the conclusion of the selection are low-level comprehension questions and do not require re-reading of the text. Some questions ask students to identify which sentence is an opinion, and this does not require students to engage with the text at all.	
	<p><b>REQUIRED</b>  <b>5b)</b> 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.</p>	No	Most questions are focused on student understanding of the article and general comprehension; however, the questions do not focus on themes or general ideas in the text. For example, after reading an article about cafeteria lunches, students are asked to identify one benefit of the study as cited in the article. Further questions focus on vocabulary understanding and possible alternate headlines for the article, leaving little opportunity to express knowledge about themes presented in the text.	
	<p><b>REQUIRED</b>  <b>5c)</b> 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. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	Some multiple choice questions contain the language of the standards. However, writing prompts are not as fully aligned to the language of the standards. All articles begin with GLE alignment.	
	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts;</p>	Yes	Questions do address vocabulary and structure; however, writing tasks do not. Students must complete the 5 step literacy program each time they read a piece of text in order to engage with the vocabulary of the text. Each	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>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).</p>		<p>text's activity step allows them to use context to determine word meaning and usage. Writing prompts do not address this criteria.</p>	
	<p><b>REQUIRED</b>  <b>5e)</b> 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.).</p>	<p><b>No</b></p>	<p>Vocabulary development include opportunities for word family study, and some questions specifically ask students to identify synonyms of word choice from the passage. For example, in "Can Trees Keep Air Clean" there are three vocabulary words identified for students when reading at the grade-appropriate level; however, when the reading level is adjusted down, there are five vocabulary words, providing additional support for weaker readers. While synonyms were used as an example of some of the word study, it is not the only strategy used. Students also access words through contextual analysis when the 5-step literacy approach is followed in instruction.</p>	
<p><b>6. ASSESSMENT:</b>  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 type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>6b)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>6c)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>IV. Scaffolding and Support</b></p>				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p><b>7. SCAFFOLDING AND SUPPORT:</b> 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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section were not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b> <b>7b)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b> <b>7c)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b> <b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7e)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	Yes	Complexity can be adjusted to meet each student at his current level and then adjusted to move the student toward grade-appropriate complexity.	
	2. Quality of Texts <b>(Non-Negotiable)</b>	No	All texts are informational news articles; however, because they are associated with AP journalists, it cannot be verified that they were composed by experts in the field.	
	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 <b>(Non-Negotiable)</b>	N/A		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	No	While text dependant, most questions focus on general comprehension of the text and not on analysis that gets to the depth of the standards.	
	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable were not met.	
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.