

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: **KidBiz3000**

Grade: **2-5**

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 some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts.	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 there is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student’s understanding of text and expression of knowledge. The questions and tasks are not of the rigor or complexity of 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: KidBiz3000

Grade: 2-5

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)
	4. Foundational Skills (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 2 \(Tier 3\)](#)

[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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: KidBiz3000

Grade: 2

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)
	4. Foundational Skills (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
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.² 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 grade 2, text selections are immersed with science, health and social living topics and can be rigorous, depending on the complexity levels. Each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380.) Levels are appropriate for the reading level of identified groups.</p>
	<p>REQUIRED 1b) 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 have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The texts vary in level texts ranges include 250-1380 Lexile, so that students can increase toward and beyond grade level.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical</p>	<p>REQUIRED 2a) 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>In grade 2, some examples of articles are “Staying Strong in Space” about astronauts. In addition, “Grocery Gym” about a market with the additional benefit of having a gym. Although many are science related there is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, based on articles released by the Associated Press. Although well written, the articles do not provide proof that they are produced by experts in their respected fields.</p>

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

² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>REQUIRED 2b) 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>Teachers can use pre-made units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Texts are taught independent of each other, therefore concept/thematic knowledge is not built through the readings.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p>	<p>REQUIRED 3a) 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>REQUIRED 3b) 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>3c) 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>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that</p>	<p>Not Evaluated</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
<input type="checkbox"/> Yes <input type="checkbox"/> No	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.		
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>No</p>	<p>Materials are not available to support the standards and adequately address foundational skills. Students will struggle to decode words and apply phonics on the 2nd grade level, as explicit instruction is lacking.</p>
	<p>REQUIRED</p> <p>4b) 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>	<p>No</p>	<p>The materials do not allow for systematic, regular and frequent practice of foundational skills. The tasks correlated with each lesson does not directly address building or practicing the foundational skills. The articles and texts used to teach comprehension strategies are in isolation and not directly connected to the foundational skills. Although, educators can change Lexile levels in this program, they cannot target specific foundations skills and by changing the lexile level so that the text is "readable" for students will not ensure the material is meeting the specific foundational skill needs of struggling readers.</p>
	<p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</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</p>	<p>No</p>	<p>The materials lack practice in word study, spelling patterns, as well as decoding grade-level words by using sound-symbol knowledge. Students in grade 2, must be provided instruction and practice in decoding grade-level words by sound-symbol knowledge. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	irregular spelling patterns.		
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages.
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	No	Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	No	Diagnostic assessments to support teachers in feedback on student progress are not offered in this program. The program does not address aspects of the foundational skills. Students engaged in this program will lack feedback on oral reading fluency. There is no progress monitoring for foundational skills in the program.
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Submissions do not provide abundant materials which can be easily implemented. Most articles/text selections are science, health and social studies submissions.

III. Questions and Tasks

Non- Negotiable
5. TEXT-DEPENDENT QUESTIONS:
 Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.

Yes No

REQUIRED
5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.

No

80% of questions provided are not text-dependent. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and a after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.

REQUIRED
5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.

No

There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student’s understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.

REQUIRED
5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)*

No

Many of the standards are not addressed. In grade 2, an example of a question is: There's a saying: "You are what you eat." This means that if you eat healthy foods, you will be a healthy person. What do you think? Students are not asked to provide any evidence from the text in many questions. A major drawback being that students are not required to think critically and support their answers with evidence from the text, “dig deeper”, if this is their primary resource. Questions are stated simply and do not include the language of the standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5d) 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>	No	<p>Students are not required to examine language in complex texts and determine meaning from texts. The key words of the articles are presented to the students in isolation. There is little connection between the vocabulary words and the activities that students are expected to complete. The vocabulary words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.</p>
	<p>REQUIRED 5e) 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>	No	<p>There are suggested vocabulary words, but no direct instruction for vocabulary. Vocabulary should be integrated throughout the texts, lessons and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made.</p>
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed</p>	<p>REQUIRED 6a) 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>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students</p>	Not Evaluated	<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
grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	to measure their independent abilities.		
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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 (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified.
	2. Quality of Texts (Non-Negotiable)	No	The texts show no indication that they are authentic. Most of the text are written by the publisher based off of Associated Press articles..
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Materials are not available to support the standards and adequately address foundational skills. Students will struggle to decode words and apply phonics on the 2nd grade level, as instruction is lacking. The program will not support student’s ability to read fluently.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.
	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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: <u>Tier III, Not representing quality</u>			

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: KidBiz3000

Grade: 3

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)
	4. Foundational Skills (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
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.⁴ 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	In grade 3, text selections and complexity levels vary. The provided levels are appropriate for the reading level of the identified groups. For example, each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380).
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	Teachers have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The text level ranges from 250-1380 Lexile, so teacher can increase his or her reading ability toward or beyond grade level.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 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	There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, but based on articles released by the Associated Press. For example, in the article “Folded Paper Art,” Achieve3000 is cited as the creator of the text, and the Associated Press is given credit at the bottom of the article for contributing to the story. Although well written, the articles do not provide proof that they are produced by experts in the field of writing. Articles cite the publisher, Achieve 3000, and the Associated Press as the authors of the texts. Articles are limited in style and content. For

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

⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<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>REQUIRED 2b) 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>example, texts are limited to articles related to science and social studies content.</p> <p>Teachers can use pre-made units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Because texts are taught independent of each other, concept/thematic knowledge is not built through the readings.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p>	<p>REQUIRED 3a) 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>REQUIRED 3b) 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>3c) 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>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	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.		negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>N/A</p>	
	<p>REQUIRED</p> <p>4b) 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>	<p>No</p>	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills. Although, there is a way to change the Lexile level in this program you cannot specifically target a phonics pattern. Making a text readable by lowering the lexile level does not mean that the material will meet the specific foundational skills needs of a struggling reader.</p>
	<p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</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</p>	<p>No</p>	<p>The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>No</p>	<p>Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.</p>
	<p>4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	<p>N/A</p>	
	<p>4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>No</p>	<p>Although the materials are easy to implement, the submitted materials are too limited in style and number to be considered abundant enough for teachers to provide additional time, attention, or practice for students who need it.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III. Questions and Tasks			
<p>Non- Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and an after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. One question type that is seen in almost every question set asks the student to tell which information is not included in the article. This is not a true text-dependent question. It does not require the student to think about the text that he/she read. The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. For example, one Thought Question related to the article, "Google's Grand Plan," asks the student to write a letter to a friend telling him/her about Google's Colorado River images. The prompt asks the student to "talk about the river itself" in the letter. This prompt is simply asking the student to recall information and restate it in letter form. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student's understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Many of the standards are not addressed. Only one standard is addressed with each task. A major drawback is that students are not required to think critically or support their answers with evidence from the text. Questions are stated simply and do not include the language of the standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.</p>
	<p>REQUIRED 5d) 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>No</p>	<p>Students are not required to examine language in complex texts and determine meaning from texts. Vocabulary instruction is not evident. The key words of the articles are presented to the students in isolation. There is little connection between the words and the activities that the students are expected to complete. The words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.</p>
	<p>REQUIRED 5e) 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>No</p>	<p>There is no direct instruction for vocabulary. There are suggested vocabulary words. Vocabulary should be integrated throughout the texts, lessons, and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made.</p>
<p>6. ASSESSMENT: Materials offer assessment</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>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>negotiable criteria were not met.</p>
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) 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>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) 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</p>	Not Evaluated	<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
	obviously the center of focus.		
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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 (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified. .
	2. Quality of Texts (Non-Negotiable)	No	None of the text show any indication that they are authentic. Many of the texts are written by the publisher.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Materials are not available to support the standards and adequately address foundational skills. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. The program will not support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			the student's ability to read fluently.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.
	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: <u>Tier III, Not representing quality</u>			

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: KidBiz3000

Grade: 4

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)
	4. Foundational Skills (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
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10⁵.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.⁶ 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	In grade 4, text selections and complexity levels vary. The provided levels are appropriate for the reading level of the identified groups. For example, each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380).
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	Teachers have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The texts vary in level texts ranges include 250-1380 Lexile, so that students can increase toward and beyond grade level.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 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	There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts.They appear to be written by the publisher, but based on articles released by the Associated Press. Although well written, do not provide proof that they are produced by experts in the field of writing. For example, in the article “Early Republic: The First Ladies” Achieve3000 is cited as the creator of the text and the Associated Press is given credit at the bottom of the article for contributing to the story. Although well written, do not provide proof that they are produced by experts in the field of writing. Articles cite the publisher, Achieve 3000,

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

⁶ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<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>REQUIRED 2b) 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>and the Associated Press as the authors of the texts. Articles are limited in style and content. For example, texts are limited to articles related to science and social studies content. The texts do address particular reading skills. For example, there is a focus skill for most of the articles and graphic organizers related to that skill.</p> <p>Teachers can use premade units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Because texts are taught independent of each other, concept/thematic knowledge is not built through the readings.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards</p>	<p>REQUIRED 3a) 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>REQUIRED 3b) 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>3c) Materials include many informational texts with an informational text structure rather than a narrative</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p> <p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>	<p>Not Evaluated</p>	<p>negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>REQUIRED</p> <p>4b) 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> <p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding</p>	<p>N/A</p> <p>No</p> <p>No</p>	<p></p> <p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills. Although, there is a way to change the Lexile level in this program you cannot specifically target a phonics pattern. Making a text readable by lowering the lexile level does not mean that the material will meet the specific foundational skills needs of a struggling reader.</p> <p>The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>(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>		<p>patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>No</p>	<p>Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.</p>
	<p>4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	<p>N/A</p>	
	<p>4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>No</p>	<p>Although the materials are easy to implement, the submitted materials are too limited in style and number to be considered abundant enough for teachers to provide additional time, attention, or practice for students who need it.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III. Questions and Tasks			
<p>Non- Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and a after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. For example, after students read the article, "Caring for Dolphins and More," they are asked to write about the following prompt: "How long does it take to get a degree in Marine Mammal Behavior, Care, and Training from a college at the Dolphin Research Center? How much does it cost? Why is there a need for this program? Explain how students learn to work with sea animals at the center. Support your answer with information from the lesson." The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student's understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Many of the standards are not addressed. Only one standard addressed with each task. A major drawback being that students are not required to think critically and support their answers with evidence from the text, “dig deeper”, if this is their primary resource. Questions are stated simply and do not include the language of the standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.</p>
	<p>REQUIRED 5d) 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>No</p>	<p>Students are not required to examine language in complex texts and determine meaning from texts. Vocabulary instruction is not evident. The key words of the articles are presented to the students in isolation. There is little connection between the words and the activities that the students are expected to complete. The words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.</p>
	<p>REQUIRED 5e) 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>No</p>	<p>No direct instruction for vocabulary. There are suggested vocabulary words. Vocabulary should be integrated throughout the texts, lessons and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made. .</p>
<p>6. ASSESSMENT: Materials offer assessment</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met. T</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>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>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

IV. Scaffolding and Support

<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7b) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7c) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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 (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified.
	2. Quality of Texts (Non-Negotiable)	No	None of the text show any indication that they are authentic. Many of the texts are written by the publisher.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Indicator 4 on the last page : Materials are not available to support the standards and adequately address foundational skills. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. The program will not support the student’s ability to read fluently.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.
	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: <u>Tier III, Not representing quality</u>			

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: KidBiz3000

Grade: 5

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)
	4. Foundational Skills (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
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10⁷.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.⁸ 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 grade 5, text selections and complexity levels vary. The provided levels are appropriate for the reading level of the identified groups. For example, each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380).</p>
	<p>REQUIRED 1b) 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 have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The texts vary in level texts ranges include 250-1380 Lexile, so that students can increase toward and beyond grade level.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 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>There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, but based on articles released by the Associated Press. Although well written, do not provide proof that they are produced by experts in the field of writing. Articles cite the publisher, Achieve 3000, and the Associated Press as the authors of the texts. Articles are limited in style and content. For example, texts are limited to articles related to science and social studies content. The texts do address particular reading skills. There is a focus skill for most of the articles and a graphic organizer</p>

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

⁸ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<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>related to that skill. For example: the article Worms on the Menu focuses on critical thinking, while another article, Crunching the Numbers focuses on citing evidence.</p>
	<p>REQUIRED 2b) 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>	No	<p>Teachers can use pre-made units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Because texts are taught independent of each other, concept/thematic knowledge is not built through the readings.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-</p>	<p>REQUIRED 3a) 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>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>3c) 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>	Not Evaluated	<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
<p>10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and 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>
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>N/A</p>	
	<p>REQUIRED</p> <p>4b) 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>	<p>No</p>	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills. Although, there is a way to change the Lexile level in this program you cannot specifically target a phonics pattern. Making a text readable by lowering the lexile level does not mean that the material will meet the specific foundational skills needs of a struggling reader.</p>
	<p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>In grades 3-5, materials provide instruction and practice in</p>	<p>No</p>	<p>The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages.
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	No	Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A	
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Although the materials are easy to implement, the submitted materials are too limited in style and number to be considered abundant enough for teachers to provide additional time, attention, or practice for students who need it.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. For example: People who change the course of history, in a big or small way, deserve to be honored. Explain why you voted the way you did. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and a after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student’s understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Many of the standards are not addressed. Only one standard addressed with each task. A major drawback being that students are not required to think critically and support their answers with evidence from the text, “dig deeper”, if this is their primary resource. Questions are stated simply and do not include the language of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.
	REQUIRED 5d) 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).	No	Students are not required to examine language in complex texts and determine meaning from texts. Vocabulary instruction is not evident. The key words of the articles are presented to the students in isolation. There is little connection between the words and the activities that the students are expected to complete. The words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.
	REQUIRED 5e) 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.).	No	No direct instruction for vocabulary. There are suggested vocabulary words. Vocabulary should be integrated throughout the texts, lessons and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed	REQUIRED 6a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	to measure their independent abilities.		
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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 (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified.
	2. Quality of Texts (Non-Negotiable)	No	None of the text show any indication that they are authentic. Many of the texts are written by the publisher.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Materials are not available to support the standards and adequately address foundational skills. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. The program will not support the student’s ability to read fluently.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.
	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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: <u>Tier III, Not representing quality</u>			

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: KidBiz3000

Grade: 2-5

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)
	4. Foundational Skills (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 2 \(Tier 3\)](#)

[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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: KidBiz3000

Grade: 2

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)
	4. Foundational Skills (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
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.² 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	In grade 2, text selections are immersed with science, health and social living topics and can be rigorous, depending on the complexity levels. Each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380.) Levels are appropriate for the reading level of identified groups.	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	Teachers have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The texts vary in level texts ranges include 250-1380 Lexile, so that students can increase toward and beyond grade level.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical</p>	<p>REQUIRED 2a) 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	In grade 2, some examples of articles are “Staying Strong in Space” about astronauts. In addition, “Grocery Gym” about a market with the additional benefit of having a gym. Although many are science related there is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, based on articles released by the Associated Press. Although well written, the articles do not provide proof that they are produced by experts in their respected fields.	

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

² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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>REQUIRED 2b) 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>Teachers can use pre-made units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Texts are taught independent of each other, therefore concept/thematic knowledge is not built through the readings.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p>	<p>REQUIRED 3a) 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>REQUIRED 3b) 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>3c) 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>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that</p>	<p>Not Evaluated</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	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.			
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	No	Materials are not available to support the standards and adequately address foundational skills. Students will struggle to decode words and apply phonics on the 2nd grade level, as explicit instruction is lacking.	
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	No	The materials do not allow for systematic, regular and frequent practice of foundational skills. The tasks correlated with each lesson does not directly address building or practicing the foundational skills. The articles and texts used to teach comprehension strategies are in isolation and not directly connected to the foundational skills. Although, educators can change Lexile levels in this program, they cannot target specific foundations skills and by changing the lexile level so that the text is "readable" for students will not ensure the material is meeting the specific foundational skill needs of struggling readers.	
	REQUIRED 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.	No	The materials lack practice in word study, spelling patterns, as well as decoding grade-level words by using sound-symbol knowledge. Students in grade 2, must be provided instruction and practice in decoding grade-level words by sound-symbol knowledge. Although, there is text for students to read, there is no support for foundational reading instructional strategies.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.			
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages.	
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	No	Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.	
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	No	Diagnostic assessments to support teachers in feedback on student progress are not offered in this program. The program does not address aspects of the foundational skills. Students engaged in this program will lack feedback on oral reading fluency. There is no progress monitoring for foundational skills in the program.	
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Submissions do not provide abundant materials which can be easily implemented. Most articles/text selections are science, health and social studies submissions.	

III. Questions and Tasks				
<p>Non- Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and a after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>	
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student’s understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>	
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Many of the standards are not addressed. In grade 2, an example of a question is: There's a saying: "You are what you eat." This means that if you eat healthy foods, you will be a healthy person. What do you think? Students are not asked to provide any evidence from the text in many questions. A major drawback being that students are not required to think critically and support their answers with evidence from the text, “dig deeper”, if this is their primary resource. Questions are stated simply and do not include the language of the standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>REQUIRED 5d) 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>	No	<p>Students are not required to examine language in complex texts and determine meaning from texts. The key words of the articles are presented to the students in isolation. There is little connection between the vocabulary words and the activities that students are expected to complete. The vocabulary words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.</p>	
	<p>REQUIRED 5e) 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>	No	<p>There are suggested vocabulary words, but no direct instruction for vocabulary. Vocabulary should be integrated throughout the texts, lessons and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made.</p>	
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed</p>	<p>REQUIRED 6a) 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>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students</p>	Not Evaluated	<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
grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	to measure their independent abilities.			
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).			
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified.	
	2. Quality of Texts (Non-Negotiable)	No	The texts show no indication that they are authentic. Most of the text are written by the publisher based off of Associated Press articles..	
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Materials are not available to support the standards and adequately address foundational skills. Students will struggle to decode words and apply phonics on the 2nd grade level, as instruction is lacking. The program will not support student’s ability to read fluently.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.	
	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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: <u>Tier III, Not representing quality</u>				

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: KidBiz3000

Grade: 3

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)
	4. Foundational Skills (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
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.⁴ 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	In grade 3, text selections and complexity levels vary. The provided levels are appropriate for the reading level of the identified groups. For example, each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380).	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	Teachers have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The text level ranges from 250-1380 Lexile, so teacher can increase his or her reading ability toward or beyond grade level.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 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	There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, but based on articles released by the Associated Press. For example, in the article “Folded Paper Art,” Achieve3000 is cited as the creator of the text, and the Associated Press is given credit at the bottom of the article for contributing to the story. Although well written, the articles do not provide proof that they are produced by experts in the field of writing. Articles cite the publisher, Achieve 3000, and the Associated Press as the authors of the texts. Articles are limited in style and content. For	

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

⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<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>REQUIRED 2b) 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>example, texts are limited to articles related to science and social studies content.</p> <p>Teachers can use pre-made units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Because texts are taught independent of each other, concept/thematic knowledge is not built through the readings.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p>	<p>REQUIRED 3a) 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>REQUIRED 3b) 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>3c) 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>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<input type="checkbox"/> Yes <input type="checkbox"/> No	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.		negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	No	The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills. Although, there is a way to change the Lexile level in this program you cannot specifically target a phonics pattern. Making a text readable by lowering the lexile level does not mean that the material will meet the specific foundational skills needs of a struggling reader.	
	REQUIRED 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using	No	The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	syllabication, and automaticity with grade-level regular and irregular spelling patterns.			
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages.	
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	No	Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.	
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Although the materials are easy to implement, the submitted materials are too limited in style and number to be considered abundant enough for teachers to provide additional time, attention, or practice for students who need it.	
III. Questions and Tasks				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>Non- Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and an after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. One question type that is seen in almost every question set asks the student to tell which information is not included in the article. This is not a true text-dependent question. It does not require the student to think about the text that he/she read. The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. For example, one Thought Question related to the article, "Google's Grand Plan," asks the student to write a letter to a friend telling him/her about Google's Colorado River images. The prompt asks the student to "talk about the river itself" in the letter. This prompt is simply asking the student to recall information and restate it in letter form. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>	
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student's understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	<p>Many of the standards are not addressed. Only one standard is addressed with each task. A major drawback is that students are not required to think critically or support their answers with evidence from the text. Questions are stated simply and do not include the language of the standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.</p>	
	<p>REQUIRED 5d) 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>	No	<p>Students are not required to examine language in complex texts and determine meaning from texts. Vocabulary instruction is not evident. The key words of the articles are presented to the students in isolation. There is little connection between the words and the activities that the students are expected to complete. The words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.</p>	
	<p>REQUIRED 5e) 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>	No	<p>There is no direct instruction for vocabulary. There are suggested vocabulary words. Vocabulary should be integrated throughout the texts, lessons, and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made.</p>	
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-</p>	Not Evaluated	<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
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	assessment measures for placement of students into and out of small groups and to monitor progress along the way.			
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified. .	
	2. Quality of Texts (Non-Negotiable)	No	None of the text show any indication that they are authentic. Many of the texts are written by the publisher.	
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Materials are not available to support the standards and adequately address foundational skills. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. The program will not support the student’s ability to read fluently.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			are considered basic recall.	
	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: <u>Tier III, Not representing quality</u>				

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: KidBiz3000

Grade: 4

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)
	4. Foundational Skills (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
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10⁵.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.⁶ 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	In grade 4, text selections and complexity levels vary. The provided levels are appropriate for the reading level of the identified groups. For example, each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380).	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	Teachers have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The texts vary in level texts ranges include 250-1380 Lexile, so that students can increase toward and beyond grade level.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 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	There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, but based on articles released by the Associated Press. Although well written, do not provide proof that they are produced by experts in the field of writing. For example, in the article "Early Republic: The First Ladies" Achieve3000 is cited as the creator of the text and the Associated Press is given credit at the bottom of the article for contributing to the story. Although well written, do not provide proof that they are produced by experts in the field of writing. Articles cite the publisher, Achieve 3000,	

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

⁶ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<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>REQUIRED 2b) 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>and the Associated Press as the authors of the texts. Articles are limited in style and content. For example, texts are limited to articles related to science and social studies content. The texts do address particular reading skills. For example, there is a focus skill for most of the articles and graphic organizers related to that skill.</p> <p>Teachers can use premade units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Because texts are taught independent of each other, concept/thematic knowledge is not built through the readings.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards</p>	<p>REQUIRED 3a) 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>REQUIRED 3b) 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>3c) Materials include many informational texts with an informational text structure rather than a narrative</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p> <p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>		<p>negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
II. Foundational Skills (grades K-5 only)				
<p>Tier 1 and 2 Non- Negotiable</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>REQUIRED</p> <p>4b) 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> <p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding</p>	<p>N/A</p> <p>No</p> <p>No</p>	<p></p> <p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills. Although, there is a way to change the Lexile level in this program you cannot specifically target a phonics pattern. Making a text readable by lowering the lexile level does not mean that the material will meet the specific foundational skills needs of a struggling reader.</p> <p>The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	(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.		patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.	
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages	
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	No	Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.	
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Although the materials are easy to implement, the submitted materials are too limited in style and number to be considered abundant enough for teachers to provide additional time, attention, or practice for students who need it.	

III. Questions and Tasks				
<p>Non- Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and a after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. For example, after students read the article, "Caring for Dolphins and More," they are asked to write about the following prompt: "How long does it take to get a degree in Marine Mammal Behavior, Care, and Training from a college at the Dolphin Research Center? How much does it cost? Why is there a need for this program? Explain how students learn to work with sea animals at the center. Support your answer with information from the lesson." The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>	
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student's understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>	
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must</i></p>	<p>No</p>	<p>Many of the standards are not addressed. Only one standard addressed with each task. A major drawback being that students are not required to think critically and support their answers with evidence from the text, "dig deeper", if this is their primary resource. Questions are stated simply and do not include the language of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<i>be assessed with every text.)</i>		standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.	
	REQUIRED 5d) 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).	No	Students are not required to examine language in complex texts and determine meaning from texts. Vocabulary instruction is not evident. The key words of the articles are presented to the students in isolation. There is little connection between the words and the activities that the students are expected to complete. The words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.	
	REQUIRED 5e) 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.).	No	No direct instruction for vocabulary. There are suggested vocabulary words. Vocabulary should be integrated throughout the texts, lessons and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made. .	
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed	REQUIRED 6a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met. T	
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	to measure their independent abilities.			
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).			
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified.	
	2. Quality of Texts (Non-Negotiable)	No	None of the text show any indication that they are authentic. Many of the texts are written by the publisher.	
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Indicator 4 on the last page : Materials are not available to support the standards and adequately address foundational skills. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. The program will not support the student’s ability to read fluently.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.	
	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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: <u>Tier III, Not representing quality</u>				

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: KidBiz3000

Grade: 5

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)
	4. Foundational Skills (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
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10⁷.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) 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.⁸ 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	In grade 5, text selections and complexity levels vary. The provided levels are appropriate for the reading level of the identified groups. For example, each text is offered on a variety of Lexile levels ranging from below grade-level to above grade-level (250-1380).	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	Teachers have the ability to change the passage Lexile level before assigning the material to students. The level of the text can be adjusted to meet the needs of each individual student. The texts vary in level texts ranges include 250-1380 Lexile, so that students can increase toward and beyond grade level.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 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	There is no indication of who is producing the writing although, it seems most of the text is written by the publisher. A void is noted in authentic, well-crafted texts, produced by experts. They appear to be written by the publisher, but based on articles released by the Associated Press. Although well written, do not provide proof that they are produced by experts in the field of writing. Articles cite the publisher, Achieve 3000, and the Associated Press as the authors of the texts. Articles are limited in style and content. For example, texts are limited to articles related to science and social studies content. The texts do address particular reading skills. There is a focus skill for most of the articles and a graphic organizer	

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

⁸ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<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>related to that skill. For example: the article Worms on the Menu focuses on critical thinking, while another article, Crunching the Numbers focuses on citing evidence.</p>	
	<p>REQUIRED 2b) 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>	No	<p>Teachers can use pre-made units of study or they can create their own with specific content to build content knowledge. Each lesson has a total of four questions for students to complete. Important vocabulary words are highlighted for students and definitions are provided. The students have the capability to have the word and definition read to them if using the electronic version of the article. Some of the comprehension questions are related to vocabulary from the article, but there does not appear to be any direct instruction about vocabulary. While the students do have opportunities to read and write, there are not any listening or speaking components. The program lacks direct vocabulary instruction. Because texts are taught independent of each other, concept/thematic knowledge is not built through the readings.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-</p>	<p>REQUIRED 3a) 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>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>3c) 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>	Not Evaluated	<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
<p>10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and 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>	
II. Foundational Skills (grades K-5 only)				
<p>Tier 1 and 2 Non- Negotiable</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>N/A</p>		
	<p>REQUIRED</p> <p>4b) 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>	<p>No</p>	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills. Although, there is a way to change the Lexile level in this program you cannot specifically target a phonics pattern. Making a text readable by lowering the lexile level does not mean that the material will meet the specific foundational skills needs of a struggling reader.</p>	
	<p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>In grades 3-5, materials provide instruction and practice in</p>	<p>No</p>	<p>The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.			
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	The materials do not encourage students to use context to confirm or self-correct word recognition and understanding. There is no instruction on students using context to confirm or self-correct word recognition. There is no direction for students to reread passages.	
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	No	Students are not given opportunities to build fluency with this program. The articles/texts are limited to nonfiction with limited variety. Examples of the topics include an abundant amount of texts/articles in the areas of Health, News, and Physical Science and a small amount of social studies, but notably absent is Literature. There are no opportunities for students to have oral reading. All instruction in silent reading based on a computer program.	
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Although the materials are easy to implement, the submitted materials are too limited in style and number to be considered abundant enough for teachers to provide additional time, attention, or practice for students who need it.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</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>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>80% of questions provided are not text-dependent. For example: People who change the course of history, in a big or small way, deserve to be honored. Explain why you voted the way you did. Each lesson provides questions for students to complete: before reading poll asks students about prior knowledge, an activity asks students one question about the lesson focus, a thought question requires students to write a written response but no application of learning, and a after reading poll asks students for their opinions. The student may refer back to the article, but the majority of questions are recall level questions and do not require knowledge of the passage. The thought questions provided ask students to recall information presented in the passage. There are few opportunities for students to draw conclusions or make inferences. There are no spoken responses required. Teacher recommendations show examples of how teachers can further assist students.</p>	
	<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.</p>	<p>No</p>	<p>There is a critical lack of coherent sequencing of questions and tasks. Questions and tasks do not focus on student’s understanding of text and expression knowledge. The questions and tasks are not of the rigor or complexity of the standards. They are not connected and cover a variety of skills that are not truly aligned to the standards.</p>	
	<p>REQUIRED</p> <p>5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Many of the standards are not addressed. Only one standard addressed with each task. A major drawback being that students are not required to think critically and support their answers with evidence from the text, “dig deeper”, if this is their primary resource. Questions are stated simply and do not include the language of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			standards. Questions lack depth and do not require students to show their true understanding of the reading. Standards are addressed in isolation.	
	REQUIRED 5d) 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).	No	Students are not required to examine language in complex texts and determine meaning from texts. Vocabulary instruction is not evident. The key words of the articles are presented to the students in isolation. There is little connection between the words and the activities that the students are expected to complete. The words are defined for the students which takes away from their study of those words using context clues. Although students can revisit texts, texts are generally read once and in isolation with no connection to other texts.	
	REQUIRED 5e) 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.).	No	No direct instruction for vocabulary. There are suggested vocabulary words. Vocabulary should be integrated throughout the texts, lessons and activities. Tools included help students with unfamiliar words, however, there is no relationship between the words and the activities that students are completing. Vocabulary is taught independent of the text, definitions are provided outside the text, and only a very surface level connection to the use of the word in the text is made.	
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed	REQUIRED 6a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	to measure their independent abilities.			
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).			
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<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.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The complexity of the text can be changed by the teacher so that the readability meets the group identified.	
	2. Quality of Texts (Non-Negotiable)	No	None of the text show any indication that they are authentic. Many of the texts are written by the publisher.	
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	Materials are not available to support the standards and adequately address foundational skills. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. The program will not support the student’s ability to read fluently.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of the questions are not text dependent and are considered basic recall.	
	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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: <u>Tier III, Not representing quality</u>				

Appendix II.

Public Comments

There were no public comments submitted.