

# 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: **Edgenuity Common Core English Language Arts**

Grade: **6 – 8**

Publisher: **Edgenuity Inc.**

Copyright: **2013**

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

This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

**This review remains a Tier 3 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as “No” for this criteria because there appear to be few specific anchor texts selected for multiple, careful readings throughout the range of texts required. There is not a balance in instructional time spent between literature and informational texts.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as “No” for these criteria because although the questions are often text dependent, there is little evidence of students expressing ideas through written or spoken responses. Connections between texts were not evident.	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	This program currently is reviewed as “No” for these criteria because materials do not build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards—as there is no speaking and listening component to this curriculum.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

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:** Edgenuity Common Core English Language Arts      **Grade:** 6-8

**Publisher:** Edgenuity Inc.      **Copyright:** 2013

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

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

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

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

**Tier 1 ratings** received a “Yes” for all Criteria 1-10.

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

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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.



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**Grade:** 6

**Publisher:** Edgenuity Inc.

**Copyright:** 2013

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

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
	<a href="#">Complexity of Texts</a> (Non-Negotiable)
	<a href="#">Quality of Texts</a> (Non-Negotiable)
	<a href="#">Range and Volume of Texts</a>
	<a href="#">Text-Dependent Questions</a> (Non-Negotiable)
	<a href="#">Assessment</a>
	<a href="#">Scaffolding and Support</a>
	<a href="#">Writing to Sources</a>
	<a href="#">Speaking and Listening</a>
	<a href="#">Language</a>

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p><b>No</b></p>	<p>Only seven of the required readings fall within the expected Lexile range of 955-1125. The ratio of within grade-level complexity to below grade level complexity is 1:2, with only one selection exceeding the grade-level complexity band.</p> <p>The materials provide no information regarding the qualitative measures used for other text selections such as poetry, speeches, websites, etc.</p>
	<p><b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	<p><b>Yes</b></p>	<p>Short stories, drama excerpts, poetry, and informational texts often align with the exemplars provided in Appendix B.</p>
	<p><b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>No</b></p>	<p>Texts do not increase in complexity across grade bands and similar patterns are evident in 7<sup>th</sup> and 8<sup>th</sup> grade text selection.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content</p>	<p><b>REQUIRED</b> <b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	<p><b>Yes</b></p>	<p>Most texts are from authorities in the discipline (for example, grade 6 includes Neil Simon's <i>Bright Beach Memoirs</i>, Rosemary Sutcliff's <i>Black Ships Before Troy</i>, and Pam Munoz Ryan's <i>Esperanza Rising</i>). Often, the texts serve an instructional purpose and there appears to be a guiding theme for each unit. There</p>

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

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

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<b>I. Text Selection</b>			
<p>knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>			are also some texts from other content areas included.
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	<b>No</b>	Materials provide a sequence or collection of texts that <i>may</i> build knowledge systematically through reading, writing, listening and speaking about topics of study. However, the classroom teacher would need to ensure that discussions take place outside of the virtual lessons and videos for this indicator to truly be met.
	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	<b>No</b>	There appear to be anchor texts throughout the materials – however, the tasks and activities that students are supposed to engage in while reading the texts are all virtual/computer-based, and it is not evident how students will be taught or supported during multiple, careful readings.
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<b>Yes</b>	Nearly all texts are previously published rather than “commissioned.”
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<b>No</b>	There is not a 50%/50% balance between instructional time spent reading literary and informational texts.
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<b>Yes</b>	Materials include different formats (print, non-print, and articles) and lengths.
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	<b>Yes</b>	Materials include informational texts with an informational text structure rather than a narrative structure.
	<p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to</p>	<b>No</b>	Evidence to support the use of additional materials to increase the opportunity for regular, accountable independent reading

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<b>I. Text Selection</b>			
	classroom concepts or topics to develop knowledge.		of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge were not clearly evident.

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

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<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>No</b>	<p>Although the questions are often text-dependent, there is little evidence of students expressing ideas through written or spoken responses. Rather, all questions appear via end-of-unit, multiple-choice, computer-based format.</p>
	<p><b>REQUIRED</b> <b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	<b>No</b>	<p>Connections between texts were not evident.</p> <p>Rather, activities prompt students to note personal connections they have with the text. For instance, after reading an excerpt from <i>Roll of Thunder, Hear my Cry</i>, students are reminded that “by thinking of what happens in the story and connecting it to your own lives, you can often connect the story to a larger concept or theme.” However, students are not prompted to discuss or asked questions about the excerpt’s impact or the excerpt’s connection to other texts.</p>
	<p><b>REQUIRED</b> <b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	<b>Yes</b>	<p>Quiz questions often include language of the standards and assess the depth and complexity required to advance and deepen student learning.</p> <p>For instance, after reading the short story “The All American Slurp,” students are asked, “Why does the author include details about the narrator’s brother making the baseball team?,” prompting them to focus on author’s craft and structure.</p> <p>In another end-of-unit quiz, students read an excerpt from <i>Roll of Thunder, Hear my Cry</i>, and are asked “Which words from the excerpt best help the reader determine an angry tone?”</p>

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<b>III. Questions and Tasks</b>			
	<b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	<b>Yes</b>	Quiz questions begin with comprehension and build to focus on interpretation and/or evaluation.
	<b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	<b>No</b>	While vocabulary activities were included in the materials, there is no evidence that students are supported in unpacking new vocabulary while reading.  For example, before reading <i>Holes</i> , students are told that words in green are “general academic words that you’ll come across in all subject areas.” A glossary defines these words for them. Words in purple are noted as “words specific to the concepts and skills that you’ll learn in this lesson.” Students are simply prompted to write the words down in their journal and to look up the definitions.
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>No</b>	Assessments are computer-based, multiple-choice in format.  There is not enough teacher support <i>during</i> instruction to determine whether students will truly be able to measure their independent abilities.
	<p><b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	There are rubrics present for various student activities. These activities are not related to the text selections. They are, instead, independent activities. For example, students will create a yearbook page. This does not relate to any text or other activity.
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>No</b>	What appears to function as a summative assessment is provided at the end of each text selection. Other forms of assessment are insufficient or absent.
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>No</b>	Only students with computer access could use this series.



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<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	No	Pre-reading videos are provided to focus students on what they will be learning. These are videos that do not require student interaction until the very end when they ask a subjective, multiple-choice question. These lessons do not engage students with understanding of the text itself. Nor do these lessons engage the students with the teacher or their classmates.
	<p><b>REQUIRED</b> <b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text. Texts drive development of student knowledge and insight.
	<p><b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	No	Questions are designed to focus students on parts of the text to gain insight and understanding through rereading. Discussion and writing is not evident.
	<p><b>REQUIRED</b> <b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Materials are easy to locate and use for students and teachers. Links are provided to access assessments and text selections. The reading selections are located within the materials.
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	There are no materials for varying student needs.
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	No	There is no suggested timeline. It is unknown whether the materials can be completed within the confines of one school year.

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<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	<p>Writing tasks require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on text to support valid inferences from the text.</p> <p>For example, in the “Making Changes” unit, students research to write an informative essay about the immigration experience. They are required to use credible sources and later, revise their draft by including concrete details. This essay is connected to the unit’s focus question: “How can informational text help you understand changes that immigrants experience?”</p>
	<p><b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>The materials include writing tasks aligned to the three modes of writing. Students are expected to write opinion/argumentative, informative, and analytical writing.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	<p>There are mostly formal essay prompts included in the materials, but there are other writing opportunities that vary in length and time demands. Some unit activities ask students to take notes in their journals while reading, or to write down vocabulary words and define them. In grade 6, students also write a Public Service Announcement.</p>
	<p><b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	No	<p>There is evidence of a connection between the writing, reading, and language standards, but not the standards for speaking and listening. While students read, revise, and finalize their responses, it is not evident that they will work with a peer to share or review their writing.</p>

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	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>No</b></p>	<p>In one unit, students are prompted to “consider issues that have come up in texts you have read recently.” After researching the social issue, students create a public service announcement to send an important message to an audience.</p> <p>In the grade materials, students also engage in research when they write about the experiences of immigrant children.</p> <p>However, both of these are culminating activities, and will likely take a significant amount of instructional time to complete. It is not evident that students will engage in <i>many, short</i> research projects.</p>

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<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	<b>No</b>	<p>According to the Scope and Sequence, students have to “use voice and tone” to present a public service advertisement, yet it is not clear whether or not the texts used meet the criteria for complexity, range, and quality of texts.</p>
	<p><b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others’ ideas.</p>	<b>Yes</b>	<p>The Scope and Sequence notes that students must “prepare to participate in formal group discussions” and “recognize and apply listening guidelines.”</p> <p>In one unit, a “Student Discussion Guide” prompts students to “use the reading assignments from this and previous units to discuss a topic of your choice. You will participate in three discussions: a discussion with a peer, a small-group discussion, and a large-group discussion.” Students are prompted to take notes about what others say in order to form their opinion and respond.</p> <p>This “Student Discussion Guide,” and the concomitant “Discussion Evaluation” rubric, could be used after any text selection/s, though it only appears in the materials one time.</p>
	<p><b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	<b>No</b>	<p>In one unit of grade 6, students are taught how to “prepare for a group discussion,” before they engage in a group discussion about Frida Khalo’s life.</p> <p>However, the materials do not build in <i>frequent</i> opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards.</p>
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of</p>	<b>No</b>	<p>It appears that the instructional videos are recorded for students; therefore, the</p>

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	others.		<p>opportunity to develop skills such as asking relevant questions and elaborating on the remarks of others appears absent, save for the lone group discussion.</p> <p>However, it should be noted that the only way for students to successfully complete these materials would be to actively listen to the virtual instructors, using a sticky note tool to record their thoughts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a>.</p>	<p><b>No</b></p>	<p>Grammar lessons do not align to the standards for the grade band.</p> <p>Although there are grammar websites available from outside sources, such as: Daily Grammar, Purdue, etc., students must seek this information on their own. There is no grammar in context.</p> <p>Students may also look up vocabulary words that they do not know by using tools, such as: highlighting the word by clicking and dragging across it with his/her mouse, and then clicking the “look up a word button.”</p> <p>Contextual definitions are provided for key vocabulary words within the close reading passages.</p>
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<p><b>No</b></p>	<p>Materials do not expect students to confront their own error patterns in usage and conventions and correct them. It appears that all grammar is in isolation, such as identifying errors in punctuation and capitalization.</p>
	<p><b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	<p><b>No</b></p>	<p>Students do not model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>
	<p><b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	<p><b>No</b></p>	<p>Materials do not build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards—as there is no speaking and listening component to this curriculum.</p>
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p><b>No</b></p>	<p>There are limited real-world activities.</p>

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	No	There is an inconsistent approach to text complexity and Lexiles that are available fall well below the acceptable range. Moreover, there is no information regarding the qualitative measures used in text selection.
	2. Quality of Texts <b>(Non-Negotiable)</b>	No	While texts are often quality and come from authorities in the discipline, the correlating tasks and activities that students are supposed to engage in while reading the texts are all virtual/computer-based, and it is not evident how students will be taught or supported by their classroom teacher. Further, it is not clear that the tasks will guide students toward independent reading of grade-level texts.
	3. Range and Volume of Texts	No	The range of texts do not appear to be as diverse as would be beneficial to students in grades 6-8.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>		Not applicable.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	No	While questions on the end-of-unit quizzes are text-dependent, there isn't enough attention given to text throughout the series. Most tasks are skill-based, rather than text-based.
	6. Assessment	No	Assessment is primarily summative, computer-based, and multiple-choice. Rubrics are provided for some activities, but rarely are these activities aligned to text.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Vocabulary building activities to support understanding of complex text are not present. All scaffolding and support come via virtual videos and internet links – without a computer or internet access, these materials are not student-friendly.
V: Writing to Sources and Research	8. Writing to Sources	No	Students write argumentative essays, research topics that interest them, and are prompted to cite textual evidence in their written responses.
VI: Speaking and Listening	9. Speaking and Listening	No	While students are prompted to take notes about what others say in order to from their opinion and respond during the lone group discussion, there are not enough opportunities for students to build authentic speaking and listening skills or to practice true communication skills; Everything appears virtual.
VII: Language	10. Language	No	Grammar lessons do not align to the standards for the grade band.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

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

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** Edgenuity Common Core English Language Arts

**Grade:** 7

**Publisher:** Edgenuity Inc.

**Copyright:** 2013

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

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

STRONG	WEAK
	<a href="#">Complexity of Texts</a> (Non-Negotiable)
	<a href="#">Quality of Texts</a> (Non-Negotiable)
	<a href="#">Range and Volume of Texts</a>
	<a href="#">Text-Dependent Questions</a> (Non-Negotiable)
	<a href="#">Assessment</a>
	<a href="#">Scaffolding and Support</a>
	<a href="#">Writing to Sources</a>
	<a href="#">Speaking and Listening</a>
	<a href="#">Language</a>

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

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

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p>No</p>	<p>Materials provide few texts that fall within grade-level complexity bands; most fall below the acceptable Lexile levels.</p> <p>Qualitative measures, if used to select poetry and drama, were not noted.</p>
	<p><b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	<p>No</p>	<p>Texts for each grade do not fully align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>. 7<sup>th</sup> grade materials have few texts that fit the complexity of the exemplars provided.</p>
	<p><b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>No</p>	<p>There is no clear increase in complexity as materials progress across grade bands.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is c independent reading of grade level texts and build content knowledge (ELA, social studies, science and</p>	<p><b>REQUIRED</b> <b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	<p>Yes</p>	<p>Most texts are from authorities in the discipline (for example, grade 7 includes S.E. Hinton’s <i>The Outsiders</i>, Jack London’s <i>White Fang</i>, and <i>The Miracle Worker</i>, and Rudyard Kipling’s “Rikki-Tikki-Tavi.”). Often, the texts serve an instructional purpose and there appears to be a guiding theme for each unit. There are</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p>technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>			also some texts from other content areas included.
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	<b>No</b>	Materials provide a sequence or collection of texts that <i>may</i> build knowledge systematically through reading, writing, listening and speaking about topics of study. However, the classroom teacher would need to ensure that discussions take place outside of the virtual lessons and videos for this indicator to truly be met. .
	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	<b>No</b>	There appear to be anchor texts throughout the materials – however, the tasks and activities that students are supposed to engage in while reading the texts are all virtual/computer-based, and it is not evident how students will be taught or supported during multiple, careful readings
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<b>Yes</b>	Nearly all texts are previously published rather than “commissioned.”
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<b>No</b>	There is not a 50%/50% balance in instructional time spent between literature and informational texts
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<b>Yes</b>	Materials include different lengths. There are poems, images, teleplays, short stories, novel excerpts; all text is digital.
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	<b>Yes</b>	Materials include informational texts with an informational text structure rather than a narrative structure.
	<p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build</p>	<b>No</b>	Evidence to support the use of additional materials to increase the opportunity for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
	reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.		regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge were not clearly evident.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED 5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Although the questions are often text-dependent, there is no evidence of students expressing their ideas through written or spoken responses. Rather, all questions appear via end-of-unit, multiple-choice, computer-based format.
	<p><b>REQUIRED 5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Questions require attention to the text as they provide passages and excerpts from the text itself – further, students should refer back to the text to answer. However, the questions do not always expect that students determine the texts impact or connection to other texts. The texts are read in isolation from other texts.
	<p><b>REQUIRED 5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	Yes	Quiz questions often include language of the standards and assess the depth and complexity required to advance and deepen student learning.  For instance, after reading an excerpt from <i>White Fang</i> , students are given four quotes from the passage and are asked, “Which line from <i>White Fang</i> best provides evidence that the human characters in the novel are amused by their animals?” In the same end-of-unit quiz, students read another passage from the novel to determine “Which line best states how this excerpt adds to the central idea of the passage?”
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	This indicator is met.
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	While vocabulary activities were included in the materials, there is not enough evidence that students are supported in unpacking new, complex vocabulary while reading. There are a few, isolated “word choice”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
			activities
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.		Assessments are computer-based, multiple-choice in format.  There is not enough teacher support <i>during</i> instruction to determine whether students will truly be able to measure their independent abilities.
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	No	There are rubrics present for various student activities – however, these activities are not always related to the text selections.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	No	What appears to function as a summative assessment is provided at the end of each text selection. Other forms of assessment are insufficient or absent.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	No	Only students with computer access could use this series.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	No	Prereading videos are provided to focus students on what they will be learning. The videos do prepare students to focus on the text. These are videos that do not require student interaction until the very end when they ask a multiple choice subjective question. The time devoted to these activities is far more than 10%. There are no supports or scaffolds built into the actual instruction

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			with the text. All reading is done independently through a third-party internet site.
	<b>REQUIRED</b> <b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	<b>Yes</b>	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text. Texts drive development of student knowledge and insight.
	<b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	<b>No</b>	Questions are designed to focus students on parts of the text to gain insight and understanding through rereading. Discussion and writing is not evident.
	<b>REQUIRED</b> <b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	<b>Yes</b>	Materials are easy to locate and use for students and teachers. Links are provided to access assessments and text selections. The reading selections are located within the materials.
	<b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>No</b>	There are no materials for varying student needs.
	<b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>No</b>	There is no suggested timeline. It is unknown whether the materials can be completed within the confines of one school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	<p>The writing tasks require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on text to support valid inferences from the text. For example, students are prompted to follow the writing process guidelines to write a literary analysis including textual evidence within their writing.</p>
	<p><b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>Writing tasks are aligned to the three modes of writing. Students are expected to write opinion/argumentative, informative, and analytical writing.</p> <p>For example, in the “Exploring Who We Are” unit, students are prompted to write a well-organized, informational essay about a historical tradition. They must use credible sources and only include relevant information. During grade 7, students also write a personal narrative, a literary analysis essay, and an informative essay about heroic qualities.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	<p>Most of the writing opportunities are formal essay style. Aside from the many formal essays, students keep a blog and create a public service announcement.</p> <p>If a student decides to take notes with the sticky note tool, this indicator could be met.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<p><b>REQUIRED</b></p> <p><b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>No</b></p>	<p>Students are prompted to read and write. They are not provided opportunities to collaborate to share ideas against any form of peer review checklist or rubric.</p>
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>No</b></p>	<p>Although there are writing projects frequently throughout the course of the text, research is not something that is a part of the tasks. Most writing prompts can be answered without research.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	<b>No</b>	<p>According to the Scope and Sequence, students have to “use voice and tone” to present a public service advertisement, yet it is not clear whether or not the texts used meet the criteria for complexity, range, and quality of texts as they are the same used in Grade 6.</p>
	<p><b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others’ ideas.</p>	<b>No</b>	<p>According to the Scope and Sequence, students must “prepare to participate in formal group discussions” and “recognize and apply listening guidelines.” Yet, the materials were not found that required students to engage effectively in a range of conversations and collaboration.</p>
	<p><b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	<b>No</b>	<p>Materials do not build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards—as there is no speaking and listening component to this curriculum.</p>
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	<b>No</b>	<p>It appears that the instructional videos are recorded for students; therefore, the opportunity to develop skills such as asking relevant questions and elaborating on the remarks of others appears absent. However, the students actively listen to the instructors and can take notes, though, using a sticky note tool.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a>.</p>	<p><b>No</b></p>	<p>Grammar lessons do not align to the standards for the grade band.</p> <p>Although there are grammar websites available from outside sources, such as: Daily Grammar, Purdue, etc., students must seek this information on their own. There is no grammar in context.</p> <p>Students may also look up vocabulary words that they do not know by using tools, such as: highlighting the word by clicking and dragging across it with his/her mouse, and then clicking the “look up a word button.”</p> <p>Contextual definitions are provided for key vocabulary words within the close reading passages.</p>
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<p><b>No</b></p>	<p>Materials do not expect students to confront their own error patterns in usage and conventions and correct them. It appears that all grammar is in isolation, such as identifying comma rules or following the conventions of punctuation in dialogue. It is not clear whether they confront the errors in their own writing.</p>
	<p><b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	<p><b>No</b></p>	<p>Students do not model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>
	<p><b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	<p><b>No</b></p>	<p>Materials do not build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards—as there is no speaking and listening component to this</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			curriculum.
	<b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	<b>No</b>	There are limited real-world activities.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	No	There is an inconsistent approach to text complexity and Lexiles that are available fall well below the acceptable range.
	2. Quality of Texts <b>(Non-Negotiable)</b>	No	While there are quality texts in the materials, it is not evident that these materials would provide enough text-centered, integrated learning that would guide students toward independent reading of grade level texts.
	3. Range and Volume of Texts	No	The range of texts do not appear to be as diverse as would be beneficial to students in grades 6-12.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	No	While questions on the end-of-unit quizzes are text-dependent, there isn’t enough attention given to text throughout the series. Most tasks are skill-based, rather than text-based.
	6. Assessment	No	Assessment is primarily summative, computer-based, and multiple-choice. Rubrics are provided for some activities, but rarely are these activities aligned to text.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Group discussion and writing about the text is lacking. Without a computer or internet access, a student would be unable to use these materials.
V: Writing to Sources and Research	8. Writing to Sources	No	While there is a writing activity associated with almost each of the units, the majority of writing opportunities in these materials comes via formal essays. Research is not the focus of writing opportunities.
VI: Speaking and Listening	9. Speaking and Listening	No	There are no speaking and listening components to the curriculum.
VII: Language	10. Language	No	Grammar lessons do not align to the standards for the grade band.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

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

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** Edgenuity Common Core English Language Arts

**Grade:** 8

**Publisher:** Edgenuity Inc.

**Copyright:** 2013

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

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

STRONG	WEAK
	<a href="#">Complexity of Texts</a> (Non-Negotiable)
	<a href="#">Quality of Texts</a> (Non-Negotiable)
	<a href="#">Range and Volume of Texts</a>
	<a href="#">Text-Dependent Questions</a> (Non-Negotiable)
	<a href="#">Assessment</a>
	<a href="#">Scaffolding and Support</a>
	<a href="#">Writing to Sources</a>
	<a href="#">Speaking and Listening</a>
	<a href="#">Language</a>

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	No	<p>Materials provide texts that fall within grade-level complexity bands, but texts within the suggested Lexile range are represented at a ratio of about 2:1 to texts that fall below acceptable ranges.</p> <p>If qualitative measures were used in the selection of poetry and drama, it is not noted for teachers.</p>
	<p><b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	Yes	<p>Texts for the other grades in this series (6 and 7) do not fully align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p> <p>8<sup>th</sup> grade materials have more texts that fit the complexity of the exemplars provided than the 6<sup>th</sup> and 7<sup>th</sup> grade materials. This indicator is met for grade 8.</p>
	<p><b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	No	<p>There is no clear increase in complexity as materials progress across the entire 6-8 grade band, however grade 8 materials <i>do</i> reflect an increase in complexity.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and</p>	<p><b>REQUIRED</b> <b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and</p>	Yes	<p>Texts in grade 8 are content rich, well crafted, and worth reading.</p> <p>There is representation from authorities in</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p>integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p>include texts from history/social studies, science, technical subjects, and the arts.</p>		<p>the various disciplines, the texts seem to serve an instructional purpose, and there appears to be a guiding theme.</p> <p>For example, the grade 8 materials include: <i>Narrative of the Life of Frederick Douglass</i>, Gary Soto’s “Broken Chain,” poetry by Robert Frost, and an excerpt from a Martin Luther King, Jr. speech.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	<b>No</b>	<p>Materials provide a sequence or collection of texts that <i>may</i> build knowledge systematically through reading, writing, listening and speaking about topics of study. However, the classroom teacher would need to ensure that discussions take place outside of the virtual lessons and videos for this indicator to truly be met.</p>
	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade--level complexity are selected for multiple, careful readings.</p>	<b>No</b>	<p>There appear to be few specific anchor texts selected for multiple, careful readings throughout the range of texts required.</p> <p>However, the tasks and activities that students are supposed to engage in while reading the texts are all virtual/computer-based, and it is not evident how students will be taught or supported during multiple, careful readings.</p>
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<b>Yes</b>	<p>Nearly all texts are previously published rather than “commissioned.”</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres suggested by the</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<b>No</b>	<p>There is no 50%/50% balance between literature and informational texts.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	<b>Yes</b>	Materials include different formats (print, non-print, and articles).
	<b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	<b>Yes</b>	Materials do include informational texts with an informational text structure rather than a narrative structure.
	<b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	<b>No</b>	Evidence to support the use of additional materials to increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge were not clearly evident.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED 5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>No</b>	Although the questions are often text-dependent, there is no evidence of students expressing their ideas through written or spoken responses. Rather, all questions appear via end-of-unit, multiple-choice, computer-based format.
	<p><b>REQUIRED 5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	<b>No</b>	Questions require attention to the text as they provide passages and excerpts from the text itself – further, students should refer back to the text to answer. However, the questions do not always expect that students determine the texts impact or connection to other texts.
	<p><b>REQUIRED 5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<b>Yes</b>	Quiz questions include the language of the standards and mimic PARCC prototypes.  For example, after rereading an excerpt from <i>The Great Fire</i> , students are asked “Which detail from the excerpt <b>best</b> supports the idea that the firefighters’ equipment was not strong enough to handle the fire?”
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<b>Yes</b>	This indicator is met.
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	<b>No</b>	There is little evidence that students are supported in unpacking new, complex vocabulary, so as to learn new words from reading.
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-</p>	<p><b>REQUIRED 6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>No</b>	Assessments are computer-based, multiple-choice in format.  While there are “Unit Test Review” opportunities in the student edition of the materials, there is not enough teacher support <i>during</i> instruction to determine whether students will truly be able to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			measure their independent abilities.
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	No	There are some rubrics present for various student activities in the student edition of the materials. However, these activities are not always related to the text selections.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	No	What appears to function as a summative assessment is provided at the end of each text selection. Other forms of assessment are insufficient or absent.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	No	Only students with a computer or constant internet access could use this series.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	No	Prereading videos are provided to focus students on what they will be learning. The videos do prepare students to focus on the text. These are videos that do not require student interaction until the very end when they ask a multiple choice subjective question. The time devoted to these activities is far more than 10%. There are no supports or scaffolds built into the actual instruction with the text. All reading is done independently through a third-party internet site.
	<b>REQUIRED</b> <b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text. Texts drive development of student knowledge and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	and insight. Texts must not serve as platforms to practice discrete strategies.		insight.
	<b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	<b>No</b>	Questions are designed to focus students on parts of the text to gain insight and understanding through rereading. Discussion and writing is not evident.
	<b>REQUIRED</b> <b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	<b>Yes</b>	Materials are easy to locate and use for students and teachers. Links are provided to access assessments and text selections. The reading selections and all necessary videos are located within the materials.
	<b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>No</b>	There are no materials for varying student needs.
	<b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>No</b>	There is no suggested timeline. It is unknown whether the materials can be completed within the confines of one school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	The writing tasks require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on text to support valid inferences from the text. For example, students are prompted to follow the writing process guidelines to write a literary analysis including textual evidence within their writing.
	<p><b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	Writing tasks are aligned to the three modes of writing. Students are expected to write opinion/argumentative, informative, and analytical writing.
	<p><b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	No	Most of the writing opportunities are formal essay style. Short answer responses, notes, and summaries are not present as most of these activities are done in multiple choice format.
	<p><b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	No	Students are prompted to read and write. They are not provided opportunities to collaborate to share ideas against any form of peer review checklist or rubric.
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	No	Although there are writing projects frequently throughout the course of the text, research is not something that is a part of the tasks. Most writing prompts can be answered without research.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	<b>No</b>	<p>According to the Scope and Sequence, students have to “use voice and tone” to present a public service advertisement, yet it is not clear whether or not the texts used meet the criteria for complexity, range, and quality of texts as they are the same used in Grade 6 and 7.</p>
	<p><b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others’ ideas.</p>	<b>No</b>	<p>According to the Scope and Sequence, students must “prepare to participate in formal group discussions” and “recognize and apply listening and speaking guidelines in a group.” Yet, the materials were not found that required students to engage effectively in a range of conversations and collaboration.</p>
	<p><b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	<b>No</b>	<p>Materials do not build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards—as there is no speaking and listening component to this curriculum.</p>
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	<b>No</b>	<p>It appears that the instructional videos are recorded for students; therefore, the opportunity to develop skills such as asking relevant questions and elaborating on the remarks of others appears absent. However, the students actively listen to the instructors and can take notes, though, using a sticky note tool.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a>.</p>	<b>No</b>	<p>Grammar lessons do not align to the standards for the grade band.</p> <p>Although there are grammar websites available from outside sources, such as: Daily Grammar, Purdue, etc., students must seek this information on their own. There is no grammar in context.</p> <p>Students may also look up vocabulary words that they do not know by using tools, such as: highlighting the word by clicking and dragging across it with his/her mouse, and then clicking the “look up a word button.”</p> <p>Contextual definitions are provided for key vocabulary words within the close reading passages.</p>
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		<p>Materials do not expect students to confront their own error patterns in usage and conventions and correct them. It appears that all grammar is in isolation, such as understanding the structure and uses of indicative, imperative, interrogative verb moods. It is not clear whether they confront the errors in their own writing.</p>
	<p><b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		<p>Students do not model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>
	<p><b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		<p>Materials do not build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards—as there is no speaking and listening component to this</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			curriculum.
	<b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	<b>No</b>	There are limited real-world activities.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	No	While this grade band does have evidence of complexity of texts through quantitative measures, the appropriate complexity is not consistent for all texts included and qualitative measures are not noted. There is no clear increase in complexity across the 6-8 grade band.
	2. Quality of Texts <b>(Non-Negotiable)</b>	No	While there is diversity of text selections, it is not evident that the scope and quality would provide text-centered and integrated learning that is sequenced and scaffolded and would guide students toward independent reading of grade level texts.
	3. Range and Volume of Texts	No	The range of texts does not appear to be as diverse as would be beneficial to students in grades 6-12. There are few texts subgenres.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	No	While questions on the end-of-unit quizzes are text-dependent, there isn’t enough attention given to text throughout the series. Most tasks and activities are skill-based, rather than text-based.
	6. Assessment	No	Assessment is primarily summative, computer-based, and multiple-choice. Rubrics are sometimes provided, so that students may assess their own abilities.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Text specific vocabulary is not present, nor are students prompted to “unpack” unfamiliar words in complex text. All vocabulary is skill related.
V: Writing to Sources and Research	8. Writing to Sources	No	Collaboration with peers as part of the writing process is lacking.
VI: Speaking and Listening	9. Speaking and Listening	No	As this appears to be an almost wholly virtual curriculum, there are not enough opportunities for students to engage with their peers, or their classroom teacher. Listening skills are honed as students would need to be engaged in the many instructional videos that are part of the program.
VII: Language	10. Language	No	Grammar lessons do not align to the standards for the grade band.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

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