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: **SpringBoard® English Language Arts**                     Grade: **9-12**

Publisher: **The College Board**                     Copyright: **2014**

Overall Rating: **Tier II, Approaching 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 2 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 "Yes" for this criteria because most of the texts are content-rich and include various topics. Evidence is provided for qualitative and quantitative measures. Mostly, the collection of texts builds knowledge systematically by establishing a common theme and essential question for each unit. | Make sure to review texts in these materials for **quality** since references to specific texts and Appendix B are no longer included in the standards. |
| Text-Dependent Questions (Non-Negotiable) | This program currently is reviewed as "Yes" for these criteria because most of the questions in the materials are text-dependent. Additionally, the overarching goal of the text is to build the analytical questioning skills of the students. Many activities are geared toward students using the text to develop their own critical analysis questions. | Make sure to revise **questions** and **tasks** to require students to cite **relevant** textual evidence to support their ideas beginning in grade 6. |
| Speaking and Listening | The program currently is reviewed as "No" for these criteria because the text meets the requirements of complexity and quality, but not range. | 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.



**T Title: SpringBoard® English Language Arts**          **Grade:  9-12**

**Publisher: The College Board**          **Copyright: 2014**

**Overall Rating:  Tier II, Approaching quality**

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

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

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.
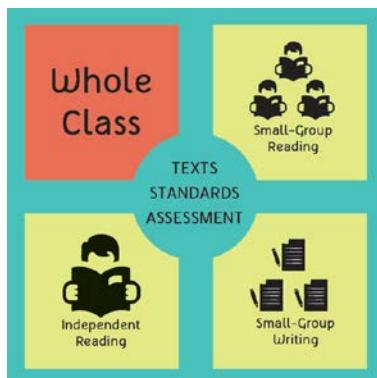
Click below for complete grade-level reviews:

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



**Title: SpringBoard® English Language Arts**  Grade: **9**

**Publisher: The College Board**  Copyright: **2014**

**Overall Rating:  Tier II, Approaching quality**

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

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

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

*Tier 1 ratings* receive a "Yes" in Column 1 for Criteria 1-10.
*Tier 2 ratings* receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
*Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.

## I. Text Selection

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

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

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| | **3c)** Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction. | **Yes** | Many different formats of texts are included. The lengths are widely varied. |
| | **3d)** Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge. | **Yes** | There are suggestions for independent reading with each unit. |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| **Non-Negotiable 5. TEXT-- DEPENDENT QUESTIONS:** Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <br><br> ☑ Yes ☐ No | **REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses. | Yes | At least 80% of all questions are text-dependent questions and students are required to express their response in both verbal and written format. |
| | **REQUIRED** **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts. | Yes | The sequences of questions elicit sustained attention to the text by driving the student back to the text itself. Many of the questions are embedded in the margins of the text itself making it an interactive experience for the learner. |
| | **REQUIRED** **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)* | Yes | Questions refer to specifics of the text to require students to refer back to specific parts of the text and include language such as "in paragraph 8, …." |
| | **5d)** Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation. | Yes | Questions move through the required levels of thinking and they are a representation of analysis, comprehension and evaluation. |
| | **5e)** Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading. | Yes | There are text-dependent questions that require students to analyze the vocabulary in context of the text. |
| **6. ASSESSMENT:** Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <br><br> ☐ Yes ☑ No | **REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities. | No | There is no evidence that assessments gradually become less scaffolded. Each embedded assessment seems to follow a similar format. |
| | **REQUIRED** **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | Yes | Scoring rubrics are included for each embedded written assessments. |
| | **REQUIRED** **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | No | There are embedded written assessments, and there appear to be selection-based assessments available on the website, but |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| | | | these could not be accessed for review. There are formative and summative assessments, however there are no pre- or self-assessments. |
| | **6d)** Materials assess student proficiency using methods that are unbiased and accessible to all students. | **Yes** | Assessments appear to be unbiased. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **IV. Scaffolding and Support** | | | |
| **7. SCAFFOLDING AND SUPPORT:** Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.<br><br>☑ Yes ☐ No | **REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction. | **Yes** | Pre-reading activities are easily accessible and take no more than 10% of instructional time. |
| | **REQUIRED** **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies. | **Yes** | Materials focus on full-comprehension of the text supported, when appropriate, through reading strategies. |
| | **REQUIRED** **7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there. | **Yes** | The text dependent questions and tasks and teacher suggestions regularly redirect teachers and students to the text. |
| | **REQUIRED** **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus. | **Yes** | The materials are precisely laid out and center on student learning. The lesson planning pages (in each unit) make it easy for the teacher to plan and cater instruction to the students. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| | **7e)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | Yes | There are adaptations identified for differentiated learning in the teacher wrap portions of the text. There are lesson planning resources available in the teacher resources section of the website. |
| | **7f)** The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. | Yes | It is reasonable that the teacher could complete the five units within the course of the year. |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **VII. Language** | | | |
| **10. LANGUAGE:** Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.<br><br>☐ Yes ■ No | **REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards. | No | Although the Language sections are mostly text-based and appear meet the grade-level CCSS, practice is not frequent enough to build on from previous and in subsequent grades. Language sections are mostly text-based and appear meet the grade-level CCSS.<br><br>There are Grammar Mini Lessons and a Handbook that contains definitions and additional practice items, but it does not address grade level specific standards since it is a general resource for grades 6-12. |
| | **REQUIRED** **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them. | Yes | Within the writing workshops, students edit and revise their work. This is not, however, present within the actual units of study. |
| | **REQUIRED** **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage. | Yes | Language is embedded within the units, sequenced with the study of the texts. Students are encouraged to study the sentence structure of the texts they study and to manipulate that structure to affect style and meaning. |
| | **REQUIRED** **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts. | Yes | The materials build in opportunities for alignment between the standards. For example, teachers are directed to have students identify and analyze the grammatical patterns they've practiced in the texts they are reading. |
| | **10e)** Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations). | Yes | There are many real-world activities. Students plan and conduct an interview in unit one, make presentations in unit three, and perform a dramatic interpretation in unit five. |

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

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

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

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

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

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



**Title: SpringBoard® English Language Arts**          **Grade: 10**

**Publisher: The College Board**          **Copyright: 2014**

**Overall Rating: Tier II, Approaching quality**

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

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

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

*Tier 1 ratings* receive a "Yes" in Column 1 for Criteria 1-10.
*Tier 2 ratings* receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
*Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| **Tier 1 and 2 Non-Negotiable**<br>**1. COMPLEXITY OF TEXTS:**<br>Materials present a progression of complex texts as stated by Reading Standard 10[1].<br><br>☒ Yes ☐ No | **REQUIRED**<br>**1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. | Yes | The materials exhibit concrete evidence that research-based quantitative and qualitative measures were used. A text complexity rubric is provided for selected pieces, including the qualitative and quantitative scores of the text and the qualitative score for the task. |
| | **REQUIRED**<br>**1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B. | Yes | Texts align with complexity requirements for this grade band and are identified as exemplars in the table of contents. For example, "Two Kinds", "Things Fall Apart" and "Antigone" are all included Appendix B exemplars. |
| | **REQUIRED**<br>**1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills. | Yes | Generally, the texts increase in complexity across the grade band. The knowledge demands for "Everyday Use" in unit one is not as demanding as excerpts from "Things Fall Apart" in unit three and "Antigone "in unit four. |
| **Tier 1 and 2 Non-Negotiable**<br>**2. QUALITY OF TEXTS:**<br>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to | **REQUIRED**<br>**2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts. | Yes | Most of the text are content rich and include various topics. For example, there is a strong nonfiction essay "Two Ways to Belong in America," in unit one, a memoir, "The Hunger of Memory in unit two and a film "March of the Penguins" in unit five. |

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[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| 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.<br><br>☑ Yes  ☐ No | **REQUIRED**<br>**2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. | Yes | Mostly, the collection of texts builds knowledge systematically by establishes a common theme and essential question for each unit. Furthermore, most of the units link together in one common theme.  For example, in unit one the topic is, "Cultural Conversations", unit three is "Cultural in Conflict" and unit five is "Building Cultural Bridges." |
| | **REQUIRED**<br>**2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings. | Yes | Within the sequence, the specific text is selected for careful readings.  These texts are marked in the unit overviews and table of contents. |
| | **2d)** Nearly all texts are previously published rather than "commissioned." | Yes | Nearly all of the texts are previously published. |
| **3. RANGE AND VOLUME OF TEXTS:** Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).<br><br>☐ Yes  ☑ No | **REQUIRED**<br>**3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. | No | Overall, materials do seek a balance in literary and informational titles.  Text titles are 37% literary and 63% informational. But the percentage of instructional time designated to text study is not balanced. Within units, instructional time devoted to each genre varies.   Unit 2, "Cultural Perspective," is centered informational text and Unit 3 "Cultures in Conflict" is centered on literary text as students read a novel. In Unit 4 "Dramatic Justice" students' instructional time is centered on drama and in Unit 5 "Building Cultural Bridges" their time is spent with documentary films. |
| | **REQUIRED**<br>**3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths. | Yes | There are print and non-print texts in each unit.  These texts have varied lengths and genres (i.e. biographies, poems, drama, short stories) in each unit. There are videos |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| | | | and films in unit 5. |
| | **3c)** Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction. | **Yes** | Many different formats of texts are included. The lengths are widely varied. |
| | **3d)** Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge. | **Yes** | There are suggestions for independent reading with each unit. |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| **Non-Negotiable 5. TEXT-- DEPENDENT QUESTIONS:** Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <br><br> ■ Yes ☐ No | **REQUIRED** <br> **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses. | Yes | At least 80% of all questions are text-dependent questions and students are required to express their response in both verbal and written format. |
| | **REQUIRED** <br> **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts. | Yes | The sequences of questions elicit sustained attention to the text by driving the student back to the text itself. Many of the questions are embedded in the margins of the text itself making it an interactive experience for the learner. |
| | **REQUIRED** <br> **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)* | Yes | Questions refer to specifics of the text to require students to refer back to specific parts of the text and include language such as "cite specific details." |
| | **5d)** Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation. | Yes | Questions move through the required levels of thinking and are explicitly identified as "analyze, "infer," and "synthesize." These question are representative of analysis, comprehension, and evaluation. |
| | **5e)** Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading. | Yes | There are text-dependent questions that require students to analyze the vocabulary in context of the text. |
| **6. ASSESSMENT:** Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). | **REQUIRED** <br> **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities. | No | There is no evidence that assessments gradually become less scaffolded. Each embedded assessment seems to follow a similar format. |
| | **REQUIRED** <br> **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | Yes | Scoring rubrics are included for each embedded written assessments. |
| | **REQUIRED** | No | There are embedded written assessments, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| ☐ Yes  🟥 No | **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | | and there appear to be selection-based assessments available on the website, but these could not be accessed for review. There are formative and summative assessments, however there are no pre-or self-assessments. |
| | **6d)** Materials assess student proficiency using methods that are unbiased and accessible to all students. | Yes | Assessments appear to be unbiased. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **IV. Scaffolding and Support** | | | |
| **7. SCAFFOLDING AND SUPPORT:** Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.<br><br>🟩 Yes  ☐ No | **REQUIRED**<br>**7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction. | Yes | Pre-reading activities are easily accessible and take no more than 10% of instructional time. |
| | **REQUIRED**<br>**7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies. | Yes | Materials focus on full-comprehension of the text supported, when appropriate through reading strategies. |
| | **REQUIRED**<br>**7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there. | Yes | The text dependent questions and task regularly redirect teachers and students to the text. |
| | **REQUIRED**<br>**7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading | Yes | The materials are precisely laid out and center on student learning. The lesson planning pages (in each unit) make it easy for the teacher to plan and cater instruction to the |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| | selections are centrally located within the materials and obviously the center of focus. | | students. |
| | **7e)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | **Yes** | There are adaptations identified for differentiated learning in the teacher wrap portions of the text. There are lesson planning resources available in the teacher resources section of the website. |
| | **7f)** The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. | **Yes** | It is reasonable that the teacher could complete the five units within the course of the year. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **V. Writing to Sources and Research** | | | |
| **8. WRITING TO SOURCES:** The majority of written tasks are text-dependent and reflect the writing genres named in the standards.<br><br>🟩 Yes ☐ No | **REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text. | **Yes** | Most of the written tasks require students to analyze and synthesize sources, as well as to present claims. Text based writings are used throughout the units. |
| | **REQUIRED** **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives. | **Yes** | Multiple writing tasks are required. Argument, analytical writing, and fictional narrative, are just a few of the examples of the writing tasks. |
| | **REQUIRED** **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.). | **Yes** | There are constructed short responses. The writing assignments vary in length and style. |
| | **REQUIRED** **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist. | **Yes** | Materials build opportunities for connections and alignment between writing, speaking and listening. Students work collaboratively throughout the units. In unit one, students are involved in discussions which model collegial discussions. These strategies are identified for the students and the teacher. |
| | **8e)** Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently. | **No** | There does not appear to be many short research projects. The only research project readily visible is in unit three, and the materials suggest a research extension if time allows in Unit 5. |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **VII. Language** | | | |
| **10. LANGUAGE:** Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.<br><br>☐ Yes   🟥 No | **REQUIRED**<br>**10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards. | No | Language sections are mostly text-based and appear to meet the grade-level CCSS, but opportunities to practice are limited.  The Teacher Resources offer Grammar Activities and a Grammar Handbook.  The Mini-Lessons cover grade level grammar conventions such as clauses and parallelism, but do not address language conventions of punctuation.  The Grammar Handbook is a generic reference for grades 6-12 |
| | **REQUIRED**<br>**10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them. | Yes | Within the writing workshops, students edit and revise their work. This is not, however, present within the actual units of study. |
| | **REQUIRED**<br>**10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage. | No | Language is embedded within the units, sequenced with the study of the texts.  Students are encouraged to study the sentence structure of the texts they study and to manipulate the structure to affect style and meaning, but are infrequently asked to model their own writing after the language patterns they find. |
| | **REQUIRED**<br>**10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts. | Yes | The materials build in opportunities for alignment between the standards.  For example, teachers are directed to have students identify and analyze the grammatical patterns they've practiced in the texts they are reading. |
| | **10e)** Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations). | Yes | There are no real-world activities.  Students plan and conduct an interview in unit one, make presentations in unit three, and perform a dramatic interpretation in unit five. |

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

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

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

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

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

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



Title: **SpringBoard® English Language Arts**          Grade: **11**

Publisher: **The College Board**          Copyright: **2014**

Overall Rating: **Tier II, Approaching quality**

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

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

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

*Tier 1 ratings* receive a "Yes" in Column 1 for Criteria 1-10.
*Tier 2 ratings* receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
*Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| **Tier 1 and 2 Non-Negotiable**<br>**1. COMPLEXITY OF TEXTS:**<br>Materials present a progression of complex texts as stated by Reading Standard 10[1].<br><br>☐ (green) Yes   ☐ No | **REQUIRED**<br>**1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. | Yes | Texts fall within grade-level complexity bands. When applicable, Lexile scores are provided. Texts are identified as "Accessible," "Complex," or "Very Complex" using suggestions from Appendix A. Qualitative measures of Low, Moderate, or High are used to indicate demands regarding structure, language, and knowledge. |
| | **REQUIRED**<br>**1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B. | Yes | Texts align with requirements outlined in the standards as those identified in Appendix B. |
| | **REQUIRED**<br>**1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills. | Yes | Texts increase across units and grade levels. There are some texts that are of lower Lexile levels. The task and use of text within the unit still supports unit goals for these texts. |
| **Tier 1 and 2 Non-Negotiable**<br>**2. QUALITY OF TEXTS:**<br>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to | **REQUIRED**<br>**2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts. | Yes | More than 90% of texts are worth reading and exhibit engaging language and content. Emphasis on literary analysis and criticism is evident across all units. |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| 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.<br><br>☑ Yes ☐ No | **REQUIRED**<br>**2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. | Yes | Emphasis on building knowledge throughout units and across the year is evident. For example, the focus in Grade 11 is "Perspective." Units focus on rhetoric, satire, and more. |
| | **REQUIRED**<br>**2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings. | Yes | Specific anchor texts related to the unit goals are identified in most units. (In unit one, the goal is to define what it is to be "American") |
| | **2d)** Nearly all texts are previously published rather than "commissioned." | Yes | All literary texts are previously published. |
| **3. RANGE AND VOLUME OF TEXTS:** Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).<br><br>☐ Yes ☑ No | **REQUIRED**<br>**3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. | No | Overall, materials seek a balance in literary and informational titles. Text titles are 46% literary and 54% informational. But the percentage of instructional time designated to text study is not balanced. Within units, instructional time devoted to each genre varies. Units 2 and 5, students spend more instructional time with literary text (*The Crucible* and *Their Eyes Were Watching God*). Units 3 and 4 are centered informational text and nonfiction. |
| | **REQUIRED**<br>**3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths. | Yes | Materials incorporate art, music, and film. While many of these materials are not included in the text, the teacher's edition gives clear guidance on sections of film that would be important for analysis, as well as alternate options that would meet the same need. |
| | **3c)** Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction. | Yes | Informational texts include a majority of literary nonfiction with an emphasis on modeling literary analysis. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| | **3d)** Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge. | Yes | Additional independent texts of appropriate complexity are suggested to enhance knowledge. |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| **Non-Negotiable 5. TEXT-- DEPENDENT QUESTIONS:** Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.<br><br>☑ Yes ☐ No | **REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses. | Yes | Most of the questions in the materials are text-dependent. Additionally, the overarching goal of the text is to build the analytical questioning skills of the students. Many activities are geared toward students using the text to develop their own critical analysis questions. |
| | **REQUIRED** **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts. | Yes | Guided questions in the side bar of both student and teacher editions direct attention toward key ideas and details, as well as to the structure of the writing. |
| | **REQUIRED** **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)* | Yes | Questions and assessment tasks include the language of the standards. Depth and complexity of the standards are built across each unit. |
| | **5d)** Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation. | Yes | Sidebar questions begin with comprehension and unpacking of text before moving to critical analysis. |
| | **5e)** Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading. | No | While academic vocabulary is a focus of instruction, most of the words are identified and described for students instead of giving them opportunity to unpack the words within the text. |
| **6. ASSESSMENT:** Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards | **REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities. | Yes | Embedded assessments provide support for students with a gradual release toward the student exhibiting their individual abilities. For example, students examine a variety of texts depicting the American Dream and complete an assessment defining their interpretation of what it means to be an American. After further study, students synthesize the 3-4 sources to defend or |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| with appropriately complex text(s).<br><br>☐ Yes  ■ No | | | challenge the claim that America still provides access to the American Dream. |
| | **REQUIRED**<br>**6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | Yes | Rubrics for embedded assessments and other performance tasks are included in the teacher and student edition. Usually three to four criteria are evaluated on a scale of Exemplary, Proficient, Emerging, or Incomplete. Additional rubrics for evaluation of speaking/listening during Socratic seminars are needed. |
| | **REQUIRED**<br>**6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | Yes | The only pre assessments available are AP-specific strategies such as SOAPstone, and KWHL. Formative assessment is most often in the form of Socratic seminar and Think Alouds. The majority of summative assessment is through writing and peer evaluation of writing. There are no multiple choice assessment options, and access to the online assessment component was not available at the time of the review. |
| | **6d)** Materials assess student proficiency using methods that are unbiased and accessible to all students. | Yes | Supporting PreAP strategies are embedded throughout the curriculum to provide scaffolds that make student proficiency accessible to all students. These skills build across grade levels. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **IV. Scaffolding and Support** | | | |
| **7. SCAFFOLDING AND SUPPORT:** Materials provide all students, including | **REQUIRED**<br>**7a)** Pre-reading activities and suggested approaches to teacher | Yes | Pre-reading activities are designed to engage students with the goals of the unit without |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.<br><br>☑ Yes    ☐ No | 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. | | front loading the texts of the unit. Some pre-reading activities may introduce specific skills that would help students to be successful with the texts and concepts introduced later in the unit. |
| | **REQUIRED**<br>**7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies. | **Yes** | The end-goal of the unit is building knowledge across the unit goals. Strategies and skills are used to support this work but they are not the focus of instruction, and texts easily lend themselves to a variety of strategies as needed by the teacher and students. |
| | **REQUIRED**<br>**7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there. | **Yes** | Close reading is embedded throughout the texts. Specific chunks of text are chosen for their complexity and their ability to build knowledge as it relates to the unit goals. Supports for the teacher and strategies for the student are suggested to help students make meaning of more complex text and thereby make connections across larger portions of text. |
| | **REQUIRED**<br>**7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus. | **Yes** | The materials are intended to be used after in-depth professional development. While the teacher edition is complex in arrangement, guided professional development illuminates the structure of instructional materials. The student text is easily accessible. Some texts are not included in the text edition (i.e. *The Crucible*); however, online access to the text is available. |
| | **7e)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more | **No** | While varying strategies, approaches, and delivery are presented throughout the curriculum, these are not suggested as alternatives within a particular lesson or unit. The impression is that one strategy should be used for each lesson rather than offering |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| | advanced texts for extension, etc.). | | students choice in their strategy. |
| | **7f)** The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. | **Yes** | The amount and type of text is appropriate for a year-long study. Lessons are appropriately paced and clear guidance is given for how long a task should take. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **V. Writing to Sources and Research** | | | |
| **8. WRITING TO SOURCES:** The majority of written tasks are text-dependent and reflect the writing genres named in the standards.<br><br>🟩 Yes  ☐ No | **REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text. | **Yes** | All writing is directly aligned to analysis and synthesis of sources. Students use literary critical analysis as models for their own writing. |
| | **REQUIRED** **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives. | **Yes** | Most writing is analytical in nature; however, students do have opportunity to demonstrate narrative and informative writing as well. Additionally, students use literary pieces as models for their own creative writing as a means of demonstrating their understanding of style and perspective. |
| | **REQUIRED** **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.). | **Yes** | The majority of assessment is done through writing, which varies in length from notes and summaries to full-length essays. |
| | **REQUIRED** **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist. | **Yes** | Connections to speaking/listening, reading, and language standards are embedded in the writing process. |
| | **8e)** Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently. | **No** | While research is alluded to in some lessons, focused research is not clearly specified. Most of the writing is directly related to the texts under consideration. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **VI. Speaking and Listening** | | | |
| **9. SPEAKING AND LISTENING:** Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.  ☐ Yes  ■ No | **REQUIRED** **9a)** 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). | No | Texts meet the complexity and quality criteria but do not offer a range of texts used to engage students in speaking and listening. Texts do not meet Criteria 3. |
| | **REQUIRED** **9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas. | Yes | Socratic seminars tend to be the preferred method of speaking and listening, but the textual demands of those conversations vary in accordance with the goals for the unit. Students are evaluated on their development of ideas through discussion, so building upon one another's ideas is paramount. |
| | **REQUIRED** **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research. | Yes | Students begin with shorter conversations about text, move into writing summaries and short analysis, then progress to full Socratic seminars as a means to prepare students for individually developed essays of critical analysis. |
| | **9d)** Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others. | Yes | Pre-AP strategies support students in developing active listening skills in order to develop them as critical thinkers during discussion. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **VII. Language** | | | |
| **10. LANGUAGE:** Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. <br><br> ☐ Yes　■ No | **REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards. | No | Language standards are mentioned in the text, and sentences that demonstrate particular standards are highlighted for reference, but opportunity for student engagement with the language standards is limited. |
| | **REQUIRED** **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them. | Yes | Language standards are expected and assessed on rubrics. |
| | **REQUIRED** **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage. | No | Students are given opportunity to examine the language, both vocabulary and structure, but they are not instructed to model their own writing after patterns they find. |
| | **REQUIRED** **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts. | Yes | Rubrics for writing and speaking/listening do require students to use appropriate language and follow standard conventions. Additional language performance tasks would strengthen this area. |
| | **10e)** Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations). | Yes | Student performance tasks do provide for real-world activities, such as creating multi-media presentations utilizing standard conventions. |

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

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

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

| FINAL EVALUATION | | | |
|---|---|---|---|
| **Compile the results for Sections I-VII to make a final decision for the material under review.** | | | |
| **Section** | **Criteria** | **Y/N** | **Final Justification/Comments** |
| I: Text Selection | 1. Complexity of Texts **(Non-Negotiable)** | Yes | Texts are of the appropriate complexity; additional justification of poetry complexity should be provided. |
| | 2. Quality of Texts **(Non-Negotiable)** | Yes | Texts are worth reading and work toward building knowledge across the unit and course of the year. |
| | 3. Range and Volume of Texts | No | There is an equal balance between literary and informational titles, as well as paintings, film, and song, but the materials do not balance instructional time spent between literature and informational within units. |
| II: Foundational Skills | 4. Foundational Skills **(Non-Negotiable*)** | NA | |
| III: Text-Dependent Questions and Tasks | 5. Text-Dependent Questions **(Non-Negotiable)** | Yes | Questions are text-dependent and guide students through engagement with the text. Additional support could be provided for academic vocabulary. |
| | 6. Assessment | No | Most assessment is done via writing, and strategies are the only opportunity to pre-assess and formatively assess students. Access to assessment formats other than writing is not available. |
| IV: Scaffolding and Support | 7. Scaffolding and Support | Yes | Scaffolding is provided during first encounters with text, but clear guidance is given about when to release scaffolding so that students can complete tasks independently. More support for struggling learners could be provided. |
| V: Writing to Sources and Research | 8. Writing to Sources | Yes | Performance tasks incorporate writing as a means of assessment of knowledge. Multiple modes of writing are embedded in curriculum.   While students do write to sources, research opportunities are limited. |
| VI: Speaking and Listening | 9. Speaking and Listening | No | Speaking and Listening standards are embedded throughout units, and students use speaking opportunities to develop their thoughts before writing.  However, texts do not meet Criteria 3, Range. |
| VII: Language | 10. Language | No | While attention is directed to the author's use of language within the text, little encouragement is given for students to model that language in their own speaking and writing. |
| **FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality** | | | |

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

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



**Title: SpringBoard® English Language Arts**       **Grade: 12**

**Publisher: The College Board**       **Copyright: 2014**

**Overall Rating: Tier II, Approaching quality**

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

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

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

*Tier 1 ratings* receive a "Yes" in Column 1 for Criteria 1-10.
*Tier 2 ratings* receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
*Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.

## I. Text Selection

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **Tier 1 and 2 Non-Negotiable**<br>**1. COMPLEXITY OF TEXTS:**<br>Materials present a progression of complex texts as stated by Reading Standard 10[1].<br><br>☑ Yes    ☐ No | **REQUIRED**<br>**1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. | Yes | Prose texts fall within the grade-level complexity bands. There are no clear indicators for poetry; however, most poems do represent the complexity band in regards to the qualitative and reader/task component. Texts are identified as Accessible, Complex, or Very Complex using suggestions from Appendix A. Lexile is used for quantitative analysis. Meaning, purpose, structure, language, and knowledge demands were used to indicate a Qualitative measure of Low, Moderate, or High. Task requirements are also measured with Low, Moderate, or High based on cognitive demands of the task associated with the text. |
| | **REQUIRED**<br>**1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B. | Yes | Texts align with requirements outlined in the standards and have similar components of complexity as those identified in Appendix B. |
| | **REQUIRED**<br>**1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills. | Yes | Texts increase across units and grade levels. There are some texts that are of lower Lexile levels, but the complexity of the task and the relation of the text within the unit to support the unit goals is appropriate for the grade band. |
| **Tier 1 and 2 Non-Negotiable** | **REQUIRED** | Yes | More than 90% of texts are worth reading |

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <br><br> ☑ Yes   ☐ No | **2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts. | | and exhibit engaging language and content. Emphasis on literary analysis and criticism is evident across all units. |
| | **REQUIRED** **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. | Yes | Emphasis on building knowledge throughout units and across the year is evident. For example, the focus in Grade 12 is "Perspective." The units begin with gaining a clear understanding of perspective, analyzing collective evolving perspectives, and then creating perspectives. |
| | **REQUIRED** **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings. | Yes | Specific anchor texts related to the unit goals are identified in most units. (In unit one, the goal is to read a multitude of shorter texts in order to gain a clear understanding of what perspective is; in later units, anchor texts that demonstrate the goal for that unit are identified.) |
| | **2d)** Nearly all texts are previously published rather than "commissioned." | Yes | All literary texts are previously published. |
| **3. RANGE AND VOLUME OF TEXTS:** Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the [standards](#) and included in the text of the standards (e.g., [RL.2.9](#), [RL.9-10.6](#), [RI.7.7](#), or [RI.11-](#) | **REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. | No | Overall, materials seek a balance in literary and informational titles. Text titles are 54% literary and 46% informational. But the percentage of instructional time designated to text study is not balanced. Within units, the instructional time devoted to each genre varies. In Units 2 and 3, students spend more instructional time with literary text (*Pygmalion* and *Othello*). In Unit 4, instruction is centered on informational text about media. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **I. Text Selection** | | | |
| 12.9). <br><br>☐ Yes  ■ No | **REQUIRED** <br>**3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths. | Yes | Materials incorporate art, music, and film. While many of these materials are not included in the text, the teacher's edition gives clear guidance on sections of film that would be important for analysis, as well as alternate options that would meet the same need. |
| | **3c)** Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction. | Yes | Informational texts include a majority of literary nonfiction with an emphasis on modeling literary analysis. Students gain practice both deciphering and writing literary criticisms that follow theories of archetypal criticism, historical criticism, feminist criticism, Marxist criticism, reader response criticism, and cultural criticism. |
| | **3d)** Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge. | Yes | Additional independent texts of appropriate complexity are suggested to enhance knowledge, such as *Into Thin Air* by Jon Krakauer. |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| **Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS:** Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.  ☑ Yes  ☐ No | **REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses. | Yes | Most of the questions in the materials are text-dependent. Additionally, the overarching goal of the text is to build the analytical questioning skills of the students. Many activities are geared toward students using the text to develop their own critical analysis questions. |
| | **REQUIRED** **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts. | Yes | Guided questions in the side bar of both student and teacher editions direct attention toward key ideas and details, as well as to the structure of the writing. |
| | **REQUIRED** **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)* | Yes | Questions and assessment tasks include the language of the standards. Depth and complexity of the standards are built across the unit. |
| | **5d)** Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation. | Yes | Sidebar questions begin with comprehension and unpacking of text before moving to critical analysis. |
| | **5e)** Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading. | No | While academic vocabulary is a focus of instruction, most of the words are identified and described for students instead of giving them opportunity to unpack the words within the text. |
| **6. ASSESSMENT:** Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards | **REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities. | Yes | Embedded assessments provide support for students with a gradual release toward the student exhibiting their individual abilities. For example, students examine a variety of texts for collective perspective and complete an assessment demonstrating their knowledge of one of the perspectives studied. After further study, students analyze a short story in a cold read setting |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **III. Questions and Tasks** | | | |
| with appropriately complex text(s).<br><br>☐ Yes  🟥 No | | | and apply the feminist perspective to the work of literature. |
| | **REQUIRED**<br>**6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | Yes | Rubrics for embedded assessments and other performance tasks are included in the teacher and student edition. Usually three to four criteria are evaluated on a scale of Exemplary, Proficient, Emerging, or Incomplete. Additional rubrics for evaluation of speaking/listening during Socratic seminars are needed. |
| | **REQUIRED**<br>**6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | No | The only pre assessments available are AP-specific strategies such as SOAPstone, and KWHL. Formative assessment is most often in the form of Socratic seminar and Think Alouds. The majority of summative assessment is through writing and peer evaluation of writing. There are no multiple choice assessment options, and access to the online assessment component was not available at the time of the review. |
| | **6d)** Materials assess student proficiency using methods that are unbiased and accessible to all students. | Yes | Supporting PreAP strategies are embedded throughout the curriculum to provide scaffolds that make student proficiency accessible to all students. These skills build across grade levels. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **IV. Scaffolding and Support** | | | |
| **7. SCAFFOLDING AND SUPPORT:**<br>Materials provide all students, including | **REQUIRED**<br>**7a)** Pre-reading activities and suggested approaches to teacher | Yes | Pre-reading activities are designed to engage students with the goals of the unit without |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.<br><br>■ Yes  ☐ No | 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. | | front loading the texts of the unit. Some pre-reading activities may introduce specific skills that would help students to be successful with the texts and concepts introduced later in the unit. |
| | **REQUIRED**<br>**7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies. | Yes | The end-goal of the unit is building knowledge across the unit goals. Strategies and skills are used to support this work but they are not the focus of instruction, and texts easily lend themselves to a variety of strategies as needed by the teacher and students. |
| | **REQUIRED**<br>**7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there. | Yes | Close reading is embedded throughout the texts. Specific chunks of text are chosen for their complexity and their ability to build knowledge as it relates to the unit goals. Supports for the teacher and strategies for the student are suggested to help students make meaning of more complex text and thereby make connections across larger portions of text. |
| | **REQUIRED**<br>**7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus. | Yes | The materials are intended to be used after in-depth professional development. While the teacher edition is complex in arrangement, guided professional development illuminates the structure of instructional materials. The student text is easily accessible. Some texts are not included in the text edition (i.e. Othello); however, online access to the text is available. |
| | **7e)** Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more | No | While varying strategies, approaches, and delivery are presented throughout the curriculum, these are not suggested as alternatives within a particular lesson or unit. The impression is that one strategy should be used for each lesson rather than offering |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| | advanced texts for extension, etc.). | | students choice in their strategy. |
| | **7f)** The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. | **Yes** | The amount and type of text is appropriate for a year-long study. Lessons are appropriately paced and clear guidance is given for how long a task should take. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **V. Writing to Sources and Research** | | | |
| **8. WRITING TO SOURCES:** The majority of written tasks are text-dependent and reflect the writing genres named in the standards.<br><br>■ Yes ☐ No | **REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text. | **Yes** | All writing is directly aligned to analysis and synthesis of sources. Students use literary critical analysis as models for their own writing. |
| | **REQUIRED** **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives. | **Yes** | Most writing is analytical in nature; however, students do have opportunity to demonstrate narrative and informative writing as well. Additionally, students use literary pieces as models for their own creative writing as a means of demonstrating their understanding of style and perspective. |
| | **REQUIRED** **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.). | **Yes** | The majority of assessment is done through writing, which varies in length from notes and summaries to full-length essays. |
| | **REQUIRED** **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist. | **Yes** | Connections to speaking/listening, reading, and language standards are embedded in the writing process. |
| | **8e)** Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently. | **No** | While research is alluded to in some lessons, focused research is not clearly specified. Most of the writing is directly related to the texts under consideration. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **VI. Speaking and Listening** | | | |
| **9. SPEAKING AND LISTENING:** Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.<br><br>☐ Yes  ■ No | **REQUIRED**<br>**9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3). | **No** | Texts meet the complexity and quality criteria but do not offer a range of texts used to engage students in speaking and listening. Texts do not meet Criteria 3. |
| | **REQUIRED**<br>**9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas. | **Yes** | Socratic seminars tend to be the preferred method of speaking and listening, but the textual demands of those conversations vary in accordance with the goals for the unit. Students are evaluated on their development of ideas through discussion, so building upon one another's ideas is paramount. |
| | **REQUIRED**<br>**9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research. | **Yes** | Students begin with shorter conversations about text, move into writing summaries and short analysis, then progress to full Socratic seminars as a means to prepare students for individually developed essays of critical analysis. |
| | **9d)** Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others. | **Yes** | Pre-AP strategies support students in developing active listening skills in order to develop them as critical thinkers during discussion. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (Y/N) | JUSTIFICATION/ COMMENTS |
|---|---|---|---|
| **VII. Language** | | | |
| **10. LANGUAGE:** Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.<br><br>☐ Yes  🟥 No | **REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards. | No | Language standards are mentioned in the text, and sentences that demonstrate particular standards are highlighted for reference, but opportunity for student engagement with the language standards is limited. |
| | **REQUIRED** **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them. | Yes | Language standards are expected and assessed on rubrics. |
| | **REQUIRED** **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage. | No | Students are given opportunity to examine the language, both vocabulary and structure, but they are not instructed to model their own writing after patterns they find. |
| | **REQUIRED** **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts. | Yes | Rubrics for writing and speaking/listening do require students to use appropriate language and follow standard conventions. Additional language performance tasks would strengthen this area. |
| | **10e)** Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations). | Yes | Student performance tasks do provide for real-world activities, such as creating multi-media presentations utilizing standard conventions. |

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

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

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

## FINAL EVALUATION

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

| Section | Criteria | Y/N | Final Justification/Comments |
|---|---|---|---|
| I: Text Selection | 1. Complexity of Texts **(Non-Negotiable)** | Yes | Texts are of the appropriate complexity; additional justification of poetry complexity should be provided. |
| | 2. Quality of Texts **(Non-Negotiable)** | Yes | Texts are worth reading and work toward building knowledge across the unit and course of the year. |
| | 3. Range and Volume of Texts | No | There is an equal balance between literary and informational titles, as well as paintings, film, and song, but the materials do not balance instructional time spent between literature and informational within units. |
| II: Foundational Skills | 4. Foundational Skills **(Non-Negotiable*)** | N/A | |
| III: Text-Dependent Questions and Tasks | 5. Text-Dependent Questions **(Non-Negotiable)** | Yes | Questions are text-dependent and guide students through engagement with the text. Additional support could be provided for academic vocabulary. |
| | 6. Assessment | No | Most assessment is done via writing, and strategies are the only opportunity to pre-assess and formatively assess students. Access to assessment formats other than writing is not available. |
| IV: Scaffolding and Support | 7. Scaffolding and Support | Yes | Scaffolding is provided during first encounters with text, but clear guidance is given about when to release scaffolding so that students can complete tasks independently. More support for struggling learners could be provided. |
| V: Writing to Sources and Research | 8. Writing to Sources | Yes | Performance tasks incorporate writing as a means of assessment of knowledge. Multiple modes of writing are embedded in curriculum. While students do write to sources, research opportunities are limited. |
| VI: Speaking and Listening | 9. Speaking and Listening | No | Speaking and Listening standards are embedded throughout units, and students use speaking opportunities to develop their thoughts before writing. However, texts do not meet Criteria 3, Range. |
| VII: Language | 10. Language | No | While attention is directed to the author's use of language within the text, little encouragement is given for students to model that language in their own speaking and writing. |

**FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>**

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