**Teacher Leader Advisor Application: ELA Instructional Materials Review Task**

**Directions:**

Submit two completed rubrics (one for [Text Complexity](#TCrubric) and one for [Text Dependent Question](#TDQrubric)) evaluating the degree to which the passage provided meets the criteria for Text Complexity and Text Dependent Question outlined in the corresponding rubrics.

You should submit your completed rubrics along with the rest of your application to [**louisianateacherleaders@la.gov**](mailto:louisianateacherleaders@la.gov) **by 5:00 PM on Friday, August 15.**

**Tools Provided:**

* Selected Passage: [My First Baseball Game with Questions and Answer Key](http://teacher.depaul.edu/Documents/MyFirstBaseballGameRealisticFiction5th-6thGradewithquestionsandanswerkey.pdf) (Grade 6)
* [IMET ELA Grade 3-12 Rubric Criteria #1 (Text Complexity)](#TCrubric)
* [IMET ELA Grade 3-12 Rubric Criteria #5 (Text Dependent Question)](#TDQrubric)
* Embedded hyperlinks to *Supplement to Appendix A*, *Appendix B*, *Text Complexity Information Sheet*.

**Procedure:**

* Determine the degree to which the ***Text Complexity*** of the selected passage ([My First Baseball Game](http://teacher.depaul.edu/Documents/MyFirstBaseballGameRealisticFiction5th-6thGradewithquestionsandanswerkey.pdf)) meets the criteria outlined in the [Text Complexity rubric](#TCrubric).
  + Review the information provided on Text Complexity in the rubric (page 2)
  + Determine if each indicator is met (yes/no)
  + Provide a Justification/Comment for each indicator
* Determine the degree to which the ***Text Dependency*** of the selected passage ([My First Baseball Game](http://teacher.depaul.edu/Documents/MyFirstBaseballGameRealisticFiction5th-6thGradewithquestionsandanswerkey.pdf)) meets the criteria outlined in the [Text Dependent Question Rubric](#TDQrubric).
  + Review the information provided in the Text Dependent Question Rubric (page 3)
  + Determine if each indicator is met (yes/no)
  + Provide a Justification/Comment for each indicator

**Text Complexity Rubric**

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| **CRITERIA** | **INDICATORS OF SUPERIOR QUALITY** | **MEETS METRICS (Y/N)** | **JUSTIFICATION/ COMMENTS** |
| **I. Text Selection** | | | |
| **Non-Negotiable 1.**  **COMPLEXITY OF TEXTS:**  Materials present a progression of complex texts as stated by Reading Standard 10 1.  Yes No | **REQUIRED**  **1a)** Materials provide texts that fall within grade-  level complexity bands, indicating that quantitative measures and qualitative analysis 2 were used in selection of texts. Poetry and drama  are analyzed only using qualitative measures. |  |  |
| **REQUIRED**  **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in [Appendix B.](http://www.corestandards.org/assets/Appendix_B.pdf) |  |  |
| **REQUIRED**  **1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills. |  |  |

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

[Appendix B.](http://www.corestandards.org/assets/Appendix_B.pdf)

2 The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A.](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf) Grade band

conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

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| **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. |  |  |
| **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. |  |  |
| **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.)* |  |  |
| **5d)** Questions and tasks often begin with  comprehension of the text before focusing on interpretation or 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. |  |  |

**Text Dependent Question Rubric**