English Language Arts/Literacy (ELA) 6-12 Evaluation Form

2024 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the course evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the course evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for 6-12 Alignment to ELA/L Standards:

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](https://sde.idaho.gov/topics/admin-rules/files/negotiated-rulemaking/Idaho-K-12-State-Standards-for-ELA-Literacy.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for ELA/L Practice is not evident. | There is some evidence of the Standard for ELA/L Practice.   | Materials explicitly align to and support the Standard for ELA/L through regular and authentic engagement opportunities for students. |  |

| Reading Comprehension | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials consist of a variety of texts representing a balance of genres, cultures, and perspectives that meet the appropriate complexity band for the grade level.
 | 0 1 2 N/A |  |
| 1. Materials for reading analysis include a combination of literature and nonfiction texts appropriate to grade-level standards.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to engage in a range and volume of reading (i.e., independently, with peers, or with some support.)
 | 0 1 2 N/A |  |
| 1. At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as make valid inferences from the text. The overwhelming majority of these questions and tasks are text- specific.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to determine, analyze, and discuss themes, elements of plot, characterization, and point of view.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to identify, summarize, and analyze main ideas, explain development of ideas and structures of text, and trace arguments or claims made in texts.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to compare texts in different forms and genres.
 | 0 1 2 N/A |  |

| Vocabulary Development | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction in determining meanings of unknown and multiple-meaning words based on grade-level content.
 | 0 1 2 N/A |  |
| 1. Explicit instruction in morphology is provided. Meaningful parts such as prefixes, suffixes, root word and word origin are included in determining word meaning.
 | 0 1 2 N/A |  |
| 1. Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses in determining the word meaning and in developing grade-level academic language.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to interpret and analyze figurative language, word relationships, connotations and denotations, and impact of word choice on tone and mood.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to acquire and use general academic and content-specific words in reading, writing, and speaking.
 | 0 1 2 N/A |  |

| Research | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to conduct short and/or multi-day research tasks; to take some action or share findings orally or in writing by formulating research questions; and gather relevant and reliable information from both primary and secondary sources as appropriate.
 | 0 1 2 N/A |  |
| 1. Materials provide instruction on finding reliable sources, paraphrasing, or quoting materials properly, and guidelines for a bibliography according to grade-level skills.
 | 0 1 2 N/A |  |
| 1. Materials provide a variety of texts on a similar topic to build knowledge about the world.
 | 0 1 2 N/A |  |

| Writing | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities to engage in a variety of shorter and longer writing tasks for a range of tasks, purposes, and audiences.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities and supports to develop and strengthen writing as needed by planning, revising, editing, or rewriting, focusing on how well the writing task, purpose, and audience have been addressed.
 | 0 1 2 N/A |  |
| 1. Materials include writing opportunities that are prominent and varied and include the different text types and purposes for writing (argument, narrative, informative) as reflected in the standards for each grade level.
 | 0 1 2 N/A |  |
| 1. Materials include instruction that will guide students to produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, create cohesion, and clarify the relationships between and among ideas and concepts.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for use of technology appropriate to the writing task.
 | 0 1 2 N/A |  |

| Oral and Digital Communication | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to engage in collaborative rich and rigorous evidence-based discussions about grade-level topics and texts.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic software in ways that engage students in the grade-level/series standards, when applicable.
 | 0 1 2 N/A |  |
| 1. Materials support students’ listening and speaking (including presentation opportunities) with relevant follow-up questions and evidence.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to discuss and analyze the speaker’s point of view, distinct perspective, argument, reasoning, and use of evidence in a style appropriate to purpose, audience, and task.
 | 0 1 2 N/A |  |
| 1. Materials cover grade-level digital literacy skills.
 | 0 1 2 N/A |  |
| 1. Materials cover how to evaluate reliability of digital resources and how to determine and access reputable websites.
 | 0 1 2 N/A |  |
| 1. Materials encourage the use of digital components in presentations to clarify claims and findings and emphasize key points.
 | 0 1 2 N/A |  |

| Grammar and Conventions | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include explicit instruction of the grammar and conventions standards for grade level.
 | 0 1 2 N/A |  |
| 1. Materials include explicit instruction for the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
 | 0 1 2 N/A |  |
| 1. Materials include instruction on informal and formal discourse where speech is adapted to a variety of contexts and tasks, demonstrating a command of formal English when appropriate.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |
| 1. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific formative assessments that can be used by all students (and teachers) to elicit and use evidence of learning that improve student understanding of intended outcomes to best inform next steps.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific summative assessments for students to demonstrate mastery of standards and provide teacher with information related to proficiency of learning targets.
 | 0 1 2 N/A |  |

Scoring for Multi-Tiered System of Support

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the feature. | The feature is included and partially aligned to Tier 1 instruction. | The feature is included and fully aligned to Tier 1 instruction. |  |

Scoring for Alignment to Idaho Multi-Tiered Systems of Support:

| Multi-tiered Instruction | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.
 | 0 1 2 N/A |  |
| 1. Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills. (Tier II)
 | 0 1 2 N/A |  |
| 1. Materials provide interventions for students whom Tier I and II interventions have not adequately supported student growth. (Tier III)
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of scaffolding, differentiation elements, or engaging tools.  | There is some evidence of scaffolding, differentiation elements, or engaging tools. | Materials include scaffolding and differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include a high degree of teacher-student interaction including frequent responses from students with immediate feedback from teacher.
 | 0 1 2 N/A |  |
| 1. Materials provide examples of scaffolding and guided practice.
 | 0 1 2 N/A |  |
| 1. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.
 | 0 1 2 N/A |  |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology and interactive tools, visuals, videos, manipulatives, or dynamic software to engage students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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