

# K-5 Instructional Materials Evaluation Tool

Subject Area: \_\_\_\_\_

Publisher: \_\_\_\_\_

Title: \_\_\_\_\_

Each set of materials submitted for adoption will be evaluated first for their alignment to State's vision for the higher expectations represented by the Common Core Standards. **ONLY THOSE MATERIALS WHICH MEET ALL THE NON-NEGOTIABLE KEY CRITERIA FOR SECTION 1 OF THE EVALUATION WILL PASS ON TO THE FOLLOWING SECTIONS OF EVALUATION.** In the Non-Negotiables Review Section 1, evaluators will rate each item on the following scale: (1) Meets, (0) Does Not Meet.

## SECTION 1: ALIGNMENT TO COMMON CORE STANDARDS

At the heart of the Common Core Standards is a substantial shift in literacy instruction that demands a focus on high quality texts, high-quality text-dependent and text-specific questions, and writing to sources. The three shifts in K-5 literacy instruction include:

1. Building knowledge through content-rich non-fiction and informational texts
2. Reading and writing grounded in evidence from text
3. Regular practice with complex text and its academic vocabulary.

A high quality literacy curriculum aligned with the Common Core State Standards will not be a set of repackaged mediocre materials, but will reflect a rich and diverse instructional approach fully aligned with these shifts.

**ALL SUBMISSIONS MUST MEET THE 7 NON-NEGOTIABLE KEY CRITERIA INCLUDED IN SECTION I FOR EACH GRADE LEVEL BEFORE PASSING TO SECTION 2 OF THE EVALUATION:**

ALIGNMENT TO COMMON CORE STANDARDS	RATING	JUSTIFICATION/COMMENTS
<b>I. QUALITY OF TEXT</b>		
<b>NON-NEGOTIABLE 1: <i>Range of Text:</i></b> 50% of reading selections in the submission are high quality non-fiction/informational texts and instructional time is divided equally between literary and informational text.	1 Meets 0 Does Not Meet	
<b>NON-NEGOTIABLE 2: <i>Complexity of Text:</i></b> The submission exhibits concrete evidence that research-based <i>quantitative</i> and <i>qualitative</i> measures have been used in selection of complex texts that align to the standards. Further, submissions will include a demonstrable staircase of text complexity as materials progress across grade bands.	1 Meets 0 Does Not Meet	
<b>NON-NEGOTIABLE 3: <i>Sufficient Practice in Reading Complex Texts:</i></b> The submission provides all students, including those who are below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards. Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas and events and information found there. This opportunity is offered regularly and systematically through all K-5 materials.	1 Meets 0 Does Not Meet	
<b>II. QUALITY OF QUESTIONS &amp; TASKS</b>		
<b>NON-NEGOTIABLE 4: <i>Focus on the text is the center of all lessons:</i></b> Significant pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	1 Meets 0 Does Not Meet	
<b>NON-NEGOTIABLE 5: <i>Text Dependent &amp; Text Specific Questions:</i></b> 80% of all questions in the submission are high-quality sequences of text-dependent & text-specific questions. The overwhelming majority of questions are text-specific and draw student attention to the particulars in the text.	1 Meets 0 Does Not Meet	

III. WRITING		
<b>NON-NEGOTIABLE 6: <i>Writing to Sources:</i></b> Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text. Writing tasks should be 30% argumentative, 35% explanatory, 35% convey real or imaginary experiences.	1 Meets 0 Does Not Meet	

III. FOUNDATIONAL READING		
<b>7. NON-NEGOTIABLE 7: <i>Inclusion of Effective Instruction for all Aspects of Foundational Reading:</i></b> Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency. 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.	1 Meets 0 Does Not Meet	

**SECTION 2**

Materials in Section 2 will be rated on the following scale: 3: EXCEEDS 2. MEETS 1. PARTIALLY MEETS 0. DOES NOT MEET Additional information regarding the Content, Presentation, and Learning requirements are located in the 2011 K-5 Reading, Writing, Listening, Speaking, and Language Education Specifications for the 2012-2013 State State Adoption of Instructional Materials Reviewers are instructed that submissions should be rated as Exceeds or Meets to be recommended for adoption. Submissions rated Does Not Meet Criteria are not expected to be recommended for adoption. Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.

**EVALUATORS PROCEED TO THIS SECTION ONLY IF SUBMISSION MEETS OR EXCEEDS ALL 7 CRITERIA IN SECTION 1.**

2A. CONTENT: K-2 (Alignment with Curriculum Requirements)	RATING	JUSTIFICATION/COMMENTS
<b>1. KEY CRITERIA FOR READING FOUNDATIONS K-2:</b> The content is tightly aligned with the <i>Reading Foundational Skills</i> for the grade.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.A.</b> Materials meet the needs of a wide range of students reinforcing key lessons in concepts of print, the alphabetic principle, and other basic conventions of English.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.B.</b> Fluency is a particular focus of the materials submitted	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.C.</b> Materials develop academic vocabulary prevalent in complex texts throughout reading, writing listening and speaking instruction	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>2. KEY CRITERIA FOR READING &amp; TEXT SELECTIONS K-2:</b> The content is tightly aligned with the reading standards for <i>Literature and Informational Texts</i> for the grade.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>2.A.</b> Texts for each grade band align with the complexity requirements outlined in the standards	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	

<p><b>2.B.</b> Text selections are worth reading and re-reading.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>2.C.</b> Literacy program under consideration shifts the balance of texts <i>and</i> instructional time to include equal measures of literary and informational texts.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>2.D.</b> Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	

2A. CONTENT: K-2 (continued)	RATING	JUSTIFICATION/COMMENTS
<p><b>2.E.</b> Curricula provide opportunities for students to build knowledge through close reading of specific texts, rather than skimming and timed reading.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>3. KEY CRITERIA FOR QUESTIONS AND TASKS K-2:</b> The content of questions is tightly aligned with standards for reading, listening, speaking, and writing.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>3. A.</b> Questions cultivate students' abilities to ask and answer questions based on the text.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>3. B.</b> Curricula provide opportunities to build knowledge through close reading of the text.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>3.C.</b> Scaffolding and stimulant questions do not preempt or replace the text.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>3.D.</b> Reading strategies support comprehension of specific texts and the focus on building knowledge.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>4. KEY CRITERIA FOR WRITING:</b> The content is tightly aligned with the Writing Standards for the grade.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>4. A.</b> Writing opportunities for students are prominent and varied.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>5. KEY CRITERIA FOR SPEAKING AND LISTENING:</b> The content is tightly aligned with the Speaking and Listening Standards for the grade.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>6. KEY CRITERIA FOR LANGUAGE:</b> The content is tightly aligned with the Language Standards for the grade.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>SUB TOTAL OF POINTS EARNED FOR CONTENT K-2 (ADD UP TOTAL POINTS EARNED FOR EACH QUESTION - A SCORE OF 36 OR ABOVE IS NECESSARY FOR ADOPTION)</b></p>		
2B. CONTENT: 3-5 (Alignment with Curriculum Requirements)	RATING	JUSTIFICATION/COMMENTS

<p><b>1. KEY CRITERIA FOR READING &amp; TEXT SELECTIONS 3-5</b> The content is tightly aligned with the reading standards for <i>Literature and Informational Texts</i> for the grade?</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>1.A.</b> Texts for each grade band align with the complexity requirements outlined in the standards</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>1.B.</b> All students have extensive opportunity to encounter and comprehend grade-level text.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>1.C.</b> Shorter challenging texts that elicit close reading and re-reading are provided regularly at each grade.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>1.D.</b> Novels, plays and other extended readings are also provided with opportunities for close reading as well as reasearch.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>1.E.</b> Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	

2B. CONTENT: 3-5 (continued)	RATING	JUSTIFICATION/COMMENTS
1.F. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
3. KEY CRITERIA FOR QUESTIONS AND TASKS K-2: The content of questions is tightly aligned with standards for reading, listening, speaking, and writing.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
3.A. Questions and tasks require the use of textual evidence, including supporting inferences from the text.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
3.B. Instructional design cultivates student engagement in reading rich text carefully.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
3.C. Curricula provide opportunity for students to build knowledge through close reading of specific texts.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
3.D. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
3.E. Questions and tasks attend to analyzing the arguments and information at the heart of informational texts.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
4. KEY CRITERIA FOR WRITING: The content is tightly aligned with the Writing Standards for the grade.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
4.A. Extensive practice with short, focused research projects. Materials should require several of these short research projects annually to enable students to repeat the research process many times and develop the expertise needed to conduct research independently.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
4.B. Writing to sources is a key task and students are asked in their writing to analyze and synthesize sources as well as to present careful analysis, well-defended claims and clear information.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
4.C. Materials place an increased focus on argument and informative writing.	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	

<p><b>5. ADDITIONAL KEY CRITERIA:</b> The content tightly aligns to standards' focus on academic vocabulary and other standards for reading, writing, listening and speaking.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>5.A.</b> Materials focus on academic vocabulary prevalent in complex texts through reading, writing, listening, speaking instruction.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>5.B.</b> Materials use multimedia and technology to engage students in absorbing or expressing details of the text rather than becoming a distraction or replacement for engaging with the text.</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>5.C.</b> Materials cover the most significant grammar and language conventions</p>	<p>3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet</p>	
<p><b>SUB TOTAL OF POINTS EARNED FOR <i>CONTENT 3-5</i> (ADD UP TOTAL POINTS EARNED FOR EACH QUESTION - A SCORE OF <b>40</b> OR ABOVE IS NECESSARY FOR ADOPTION)</b></p>		

2C. PRESENTATION	RATING	JUSTIFICATION/COMMENTS
<b>1. A. Usefulness of Student and Teacher Resources:</b> Are resources sufficiently complete to address targeted learning outcomes without requiring the teacher to prepare additional teaching and assessment materials for the course?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.B. Usefulness of Student and Teacher Resources:</b> Do the student resources include review and practice resources, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.)?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.C. Usefulness of Student and Teacher Resources:</b> Does the submission indicate professional development essential to the success of the program and continued support for teacher learning?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.D. Usefulness of Student and Teacher Resources:</b> Are the components and materials available for the teacher easy to use, including licenses or agreements for copying and use of materials, description of required equipment and technology, facilities, and resources?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.E. Usefulness of Student and Teacher Resources:</b> Are there suggestions to adapting instruction for varying student needs? (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.F. Usefulness of Student and Teacher Resources:</b> Are guidelines and resources provided on how to implement and evaluate instruction? (e.g., answers to work assignments and tests, using student work samples for classroom assessment, alternative assessment guidelines)	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.G. Usefulness of Student and Teacher Resources:</b> Are resources provided to support quality program implementation? (e.g., technology, resource lists that support implementation of instruction, assessment, and classroom management, in-service workshops or consultation support)?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.H. Usefulness of Instructional Materials:</b> Are there features to help in searching and locating information? (e.g., table of contents, menu or map of content, index, goals/objectives, outlines, checklists, etc.)	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>1.I. Usefulness of Materials:</b> Do the technology-rich resources work properly without the purchase of additional software, and do they run without error?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>2. Focus of Instructional Materials:</b> Does every page of the submission under review add to student learning rather than distract from it?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>2.A. Focus of Instructional Materials:</b> Are reading selections by design centrally located within the materials?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	

<b>2.B. Focus of Instructional Materials:</b> Do the structure and format of the materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
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2C. PRESENTATION (continued)	RATING	JUSTIFICATION/COMMENTS
<b>2.C. Focus of Instructional Materials:</b> Do graphs, charts, maps, and other visual representations increase student understanding of the text under evaluation rather than distract from the core lesson at hand?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>2.D. Focus of Instructional Materials:</b> Can the teacher and student reasonably complete the amount of content presented in the submission within a regular school year and does the pacing of content allow for maximum student understanding?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>2.E. Focus of Instructional Materials:</b> Do instructions allow for careful reading and rereading of content?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>3.A. Readability of Instructional Materials:</b> Are the colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of intended students?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>SUB TOTAL OF POINTS EARNED FOR PRESENTATION (ADD UP TOTAL POINTS EARNED FOR EACH QUESTION - A SCORE OF 30 OR ABOVE IS NECESSARY FOR ADOPTION)</b>		

2D. LEARNING	RATING	JUSTIFICATION/COMMENTS
<b>1. A. Motivational Strategies:</b> Do the instructional materials include features appropriate to each grade level to motivate, challenge and excite students in reading complex texts?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>3.A. Explicit Instruction:</b> Do the materials contain clear statements and explanation of purpose, goals, and expected outcomes?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>3.B. Explicit Instruction:</b> Are concepts, rules, information, terminology and instructions clearly stated?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>4.A. Guidance and Support:</b> Are the guidance and support adaptable to developmental differences and various learning styles while still allowing all students to work with grade-level?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>4.B. Guidance and Support:</b> Have a variety of activities, as well as a variety of modalities, been included?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>5.A. Active Participation of Students:</b> Do the materials include organized activities of periodic, frequent, and short assignments that are logical extensions of content, goals, and objectives?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>6.A. Targeted Instructional Strategies:</b> How well do the materials take into consideration that different learning outcomes require different instructional strategies?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>7.A. Targeted Assessment Strategies:</b> How well do the materials correlate assessment strategies that are relevant to the targeted learning outcomes?	2 Meets 1 Partially Meets 0 Does Not Meet	
<b>7.B. Targeted Assessment Strategies:</b> Do the assessment strategies match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	

<b>7.C.. Targeted Assessment Strategies:</b> Do the instructional materials take into consideration that different strategies are appropriate for assessing different types of learning outcomes?	2 Meets 1 Partially Meets 0 Does Not Meet	
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2D. LEARNING (continued)	RATING	JUSTIFICATION/COMMENTS
<b>7.D. Targeted Assessment Strategies:</b> Are the strategies relevant and complete enough to effectively assess and inform instruction about the learner’s performance with regard to the targeted outcome?	3 Exceeds 2 Meets 1 Partially Meets 0 Does Not Meet	
<b>SUB TOTAL OF POINTS EARNED FOR <i>LEARNING</i> ADD UP TOTAL POINTS EARNED FOR EACH QUESTION - A SCORE OF 20 OR ABOVE IS NECESSARY FOR ADOPTION)</b>		
<b>TOTAL POINTS EARNED FOR ALL CATEGORIES IN SECTION 2 (A SCORE OF TK OR ABOVE IS NECESSARY FOR ADOPTION) TOTAL POINTS POSSIBLE: 210</b>		<b>Justification for rating:</b>