

2024 SPS 6-8 English Language Arts Instructional Materials Adoption Review Criteria Round 2 Reviewer Name: _____ Publisher: ____ Grade: ____ Title of Instructional Materials: _____

Round 2 Rating:

Extensive Evidence =4, Sufficient Evidence =3, Moderate Evidence =2, Minimal Evidence =1, No Evidence =0

Section 1: Pedagogical Supports (25%)

Criteria	Specific Evidence from Materials	Evidence Rating
1a. Do the materials provide guidance and development opportunities to teachers that strengthen their own pedagogical and content knowledge of standards-based literacy instruction so that they may better support students' literacy development?		43210
1b. Do the materials follow a specific scope and sequence so that the instruction aligns horizontally (from lesson to lesson) and vertically (from 6 th to 7 th to 8 th) and reinforces previously learned skills?		43210
1c. Do the instructional materials provide a variety of supports for the teaching of writing in the variety of genres, argument, informational, and narrative?		43210
1d. Do the materials provide explicit guidance to teachers on how to provide differentiated supports to students—including those at, below, or exceeding grade-level standards—to build on their strengths and needs, home languages, and cultural and social backgrounds?		43210
1e. Do the materials provide explicit guidance to teachers on how to build knowledge through integrated reading, writing, speaking, listening and language?		43210
1f Do the instructional materials contain culturally responsive approaches to teaching and learning, such as creating student-centered classrooms that incorporate students' lived experience, knowledge, perspectives, and opinions to promote learning?		43210



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Section 2: Diverse Representation, Anti-bias and Sensitivity (25%)

Criteria	Specific Evidence from Materials	Evide Rati	
2a. Are the texts about diverse, racial, ethnic		0	4
and cultural groups written by members of the		0	3
group or qualified experts?		0	2
		0	1
		0	0
2b. Does this collection of diverse texts and		0	4
genres intentionally allow students		0	3
opportunities to critically view the world ?		0	2
		0	1
		0	0
2c. Do the materials in each genre represent a		0	4
variety of ideas, perspectives, experience,		0	3
cultures and identities?		0	2
		0	1
		0	0
2d. Does this collection of texts include		0	4
underrepresented individuals and groups in		0	3
contemporary contexts?		0	2
		0	1
		0	0
2e. Does this collection of texts bring		0	4
meaningful engagement to our diverse		0	3
populations of students through the use of		0	2
multimodal and accessible texts?		0	1
		0	0



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Section 3: Usability and Accessibility (20%)

Criteria	Specific Evidence from Materials	Evide	ence
Criteria	Specific Evidence from Materials		ing
3a. Are the digital resources for teachers, students, and families easy to navigate and locate items such as lessons, assessments, assessment data, performance tasks, progress monitoring, supplies needed, etc.?		0 0 0 0 0	4 3 2 1 0
3b. Can families with linguistic diversities easily access their child's progress towards grade-level standards and collaborate on ways to support learning at home?		0 0 0 0	4 3 2 1 0
3c. Are there embedded digital features to meet the needs of diverse learners in order to provide differentiated methods to access to grade-level content?		0 0 0	4 3 2 1 0
3d. Do the materials offer embedded choice and flexibility for various learning pathways , aligned to grade level standard?		0 0 0 0	4 3 2 1 0
3e. Do the digital resources provide actionable, standards-based, data with instructional recommendations (e.g materials for individual practice, whole and small group instruction)?		0 0 0	4 3 2 1 0
		l <u>.</u>	10.0



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Section 4: Standards Aligned Task and Materials (15%)

Criteria	Specific Evidence from Materials	Evidence Rating
4a. Do the collection of texts provide students opportunities to develop grade-level critical reading and thinking skills e.g. – synthesize, analyze, generate claims using text-based evidence) using a variety of texts using the following: lengths, levels, genres, and authors?		43210
4b. Do the instructional materials and tasks require students to analyze the key ideas, craft and structure within individual texts and across multiple texts, using coherently sequenced, high-quality questions?		43210
4c. Do the instructional materials provide ample practice to produce clear and coherent writing that meets grade-level expectations through organization, development, and attention to the conventions of grammar?		43210
4d. Do the instructional materials allow students to write for a variety of audiences and purposes, including formal and informal responses?		43210
4e. Do instructional materials allow students to effectively engage in a wide range of different types of collaborative discussions and presentations of ideas to meet or exceed gradelevel speaking and listening standards?		43210
4f. Do the materials and tasks provide rich, rigorous, and robust opportunities for evidence-based discussions and writing about texts to build strong literacy skills?		43210



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Section 5: Assessment (15%)

Criteria	Specific Evidence from Materials	Evidence Rating
5a. Do the instructional materials include a suite of assessment resources that address critical and relevant standards?		43210
5b. Do the instructional materials include adaptable, relevant, assessment opportunities in diverse modalities?		43210
5c. Do the instructional materials include assessments for screening, diagnostic, growthover-time?		43210
5d. Do the assessments provide qualitative and quantitative data that is easily accessible to teachers, families and students?		43210
5e. Are formative and summative assessment tasks and rubrics student-friendly and aligned to the grade-level standards?		43210
5f. Are the assessments flexible and adaptive , providing meaningful feedback to students?		43210