**Materials Review Tool for Alaska English/Language Arts** **Grades 9-12**

At the center of the Alaska English/Language Arts 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 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.

High quality instructional material aligned with the Alaska English/Language Arts Standards will be rich and diverse in its instruction approach and fully aligned with these shifts.

**The information below is to be used to complete the evaluation form for each individual instructional material by combining the results from the following pages.**

Title:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade/Course     \_\_\_\_\_\_\_\_\_\_\_\_\_Publisher:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Copyright:     \_\_\_\_\_\_\_\_

**Final Points:**

* I. Alignment to the Rigor of AK ELA Standards
* II. Focus in the ELA Standards
* III. Instructional Supports
* IV. Assessments

**Total Points: \_\_\_\_\_\_\_\_\_\_\_**

**Documented Elements of Review**

| **STRONG** | **WEAK** |
| --- | --- |
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**Rating Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations** | **Partially meets expectations** | **Does not meet expectations** |
| 1. **Quality of Texts** |  |  |  |
| 1. **Quality of Questions and Tasks** |  |  |  |
| 1. **Writing** |  |  |  |
| 1. **Instructional Supports** |  |  |  |
| **V. Assessment** |  |  |  |

**The following pages is the review process for the materials. Each sections has multiple components that must be evaluated. Each of the sections should have justifications/comments with examples to verify the rating. Each section is then totaled to calculate if it meets, partially meets, or does not meet the expectations by using the criteria from the total amount of that section. Use the following to rate each section.**

**Rating Guide:**

0 – No evidence of expectation

1 – Major gaps in expectations that may not be easily filled

2 – Gaps in expectations that may not be easily filled

3 – Few gaps in expectations that may be easily filled

4 – The content fully meets the expectation

**Components for alignment to Alaska English/Language Arts (ELA) Standards Grade 9-12**

|  |  |  |
| --- | --- | --- |
| 1. **Alignment To The Rigor Of Alaska ELA Standards** | **Rating (0-4)** | **Justification/Comments with Examples** |
| 1. Includes a clear and explicit purpose for instruction. | 0 1  2 3 4 |  |
| 1. Targets a set of grade-level standards. | 0 1  2 3 4 |  |
| 1. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality for the stated purpose. (present vocabulary, syntax, text structures, levels of meaning/purpose and other qualitative characteristics). | 0 1  2 3 4 |  |
| 1. Integrates reading, writing, speaking and listening so that students advance, apply, and synthesize literacy skills. | 0 1  2 3 4 |  |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_of 16 point**

**Meets expectations (15 -16 points)**

**Partially meets expectations (10 -14** **points)**

**Does not meet expectations (< 10 points)**

|  |  |  |
| --- | --- | --- |
| 1. **Focus In The AK ELA Standards** | **Rating (0-4)** | **Justification/Comments with Examples** |
| 1. **Reading Text Closely**   Makes reading text(s) closely, examining textual evidence, and discerning deep meaning, a central focus of instruction. | 0 1  2 3 4 |  |
| 1. **Text-Based Evidence**   Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions. | 0 1  2 3 4 |  |
| 1. **Writing from Sources**   Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. | 0 1  2 3 4 |  |
| 1. **Academic Vocabulary**   Focuses on building students’ academic vocabulary in context throughout instruction. | 0 1  2 3 4 |  |
| 1. **Increasing Text Complexity**   Focuses students on reading a progression of complex texts drawn from the grade-level band. | 0 1  2 3 4 |  |
| 1. **Building Disciplinary Knowledge**   Provides opportunities for students to build knowledgeabout a topic or subject through analysis of a coherentselection of strategically sequenced, discipline-specifictexts. | 0 1  2 3 4 |  |
| 1. **Balance of Writing**   Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. | 0 1  2 3 4 |  |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_of 28 point**

**Meets expectations (24 -28 points)**

**Partially meets expectations (17 -23** **points)**

**Does not meet expectations (< 17 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Instructional Supports** | **Rating (0-4)** | **Justification/Comments with Examples** | |
| 1. Addresses instructional expectations and is easy to understand, clear structure, and usability for teachers and students to easily access the content. | 0 1  2 3 4 |  | |
| 1. Materials and activities are responsive and adaptable to variety of learning styles focusing on words and concepts that are essential to a basic understanding and that English Learners (ELs) are not likely to know or be able to determine from context. | 0 1  2 3 4 |  | |
| 1. Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. | 0 1  2 3 4 |  | |
| 1. Supports diverse cultural and linguistic backgrounds, interests and styles that are equally represented and adaptability. | 0 1  2 3 4 |  | |
| 1. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. | 0 1  2 3 4 |  |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_of 20 point**

**Meets expectations (18 -20 points)**

**Partially meets expectations (12 -17** **points)**

**Does not meet expectations (< 12 points)**

|  |  |  |
| --- | --- | --- |
| 1. **Assessment** | **Rating (0-4)** | **Justification/Comments with Examples** |
| *The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* | | |
| 1. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance**.** | 0 1  2 3 4 |  |
| 1. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level standards with appropriately complex text(s) | 0 1  2 3 4 |  |
| 1. Uses varied modes of assessment, including a range of pre, formative, summative, and self- assessment measures. | 0 1  2 3 4 |  |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_of 20 point**

**Meets expectations (18 -20 points)**

**Partially meets expectations (12 -17** **points)**

**Does not meet expectations (< 12 points)**