

Criteria for the Review and Adoption of Instructional Materials for:

Category 1, 2 and 3: English Language Arts and Literacy – Grades K-5/6, 6-8 and 9-12

LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with materials previously submitted/adopted, the submitted materials must make up an organized system of instruction that align with adopted state standards for English Language Development and Proficiency.

Does the program meet the above requirements for basal instructional materials?

Yes

No

B. EQUITY CRITERIA

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all people described in ORS 659.850, OAR 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity?

Yes

No

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

Yes

No

D. Digital Manufacturing Standards and Specifications (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

Does the program meet the above MSST requirements?

Yes

No

Quality Review Rubric for Instructional Materials: Common Core State Standards (CCSS) English Language Arts (ELA) and Literacy

Category 1: CCSS ELA and Literacy – Grades K-5/6			
I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>Instructional material aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> — 1. Addresses all grade-level CCS ELA/Literacy standards. — 2. Includes a clear and explicit purpose for instruction. — 3. Selects text(s) that that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary(tier 2), syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) ** <p><u>Additional Alignment Criteria:</u></p> <ul style="list-style-type: none"> — 4. Integrates reading, writing, speaking. Listening and language so that students apply and synthesize advancing literacy skills.** — 5. (Grades 3-5) Builds students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The instructional material addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> — 6. Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** — 7. 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 (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** — 8. 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 (notes, summaries, short responses, or formal essays). ** — 9. Academic Vocabulary: Focuses on building students’ academic vocabulary (tier 2 and 3) in context throughout instruction. <p><u>Additional Areas of Focus:</u></p> <ul style="list-style-type: none"> — 10. Foundational Skills: (Grades K-1) Materials consistently reinforce key knowledge of print concepts and phonological awareness.** — 11. Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. — 12. Balance of Texts: Includes a balance of information and literary texts stipulated in the CCSS [p.5] and indicated by instructional time. — 13. Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. — 14. Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and multiple short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The instructional material is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> — 15. Cultivates student interest and engagement in reading, writing, speaking and listening about print and digital media. — 16. Addresses instructional expectations and is easy to understand and use. — 17. Provides <i>all</i> 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 text. — 18. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. — 19. Integrates appropriate supports in reading, writing, listening, speaking and language for students who are ELL, have disabilities, or read well below the grade level text band. — 20. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>Additional Support:</u></p> <ul style="list-style-type: none"> — 21. Provides opportunities for fluency instruction and practice. — 22. Includes a progression of integrated learning in reading, writing, listening, speaking and language where concepts and skills advance and deepen over time. — 23. Gradually removes supports, requiring students to demonstrate their independent capacities. — 24. Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. — 25. Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading. — 26. Includes independent reading based on student choice and interest to build fluency, stamina, confidence, and motivation; indicates how students are accountable for that reading. — 27. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The instructional material regularly assesses whether students are mastering standards-based content/skills:</i></p> <ul style="list-style-type: none"> — 28. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the grade level CCSS standards with appropriately complex text(s). — 29. Assesses student proficiency using methods that are unbiased and accessible to all students. — 30. Includes rubrics aligned to CCSS or assessment guidelines that provide sufficient guidance for interpreting student performance showing progression over time. <p><u>Additional Assessment Criteria:</u></p> <ul style="list-style-type: none"> — 30. Uses varied modes of assessment (e.g., selected, constructed, extended response items, self-assessments, and performance tasks) to provide teachers with a range of formative and summative data to inform instruction.

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

Rating Scale for Each Dimension (Alignment, Focus, Supports and Assessment):

- Meets all “must have” criteria (**) and most of the other criteria in the dimension.
- Meets many of the “must have” criteria and many of the other criteria in the dimension.
- Meets some of the criteria in the dimension.

Overall Rating for the Instructional material:

- E: Exemplar - meets all the “must have” criteria (**) and most of the other criteria in all four dimensions (mainly 9-10’s).
- E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 8-9’s).
- R: Needs Revision - is a “work in progress” and requires significant revision in one or more dimensions (mainly 6-8’s).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 2-6’s).
- N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.

Quality Review Rubric for Instructional Materials: Common Core State Standards (CCSS) English Language Arts (ELA) and Literacy

Category 2: CCSS ELA and Literacy – Grades 6-8			
I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>Instructional material aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> — 1. Addresses 6-8 grade-level CCSS ELA/Literacy standards** — 2. Includes a clear and explicit purpose for instruction. — 3. Selects text(s) that that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary (emphasis on tier II), syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) ** <p><u>Additional Alignment Criteria:</u></p> <ul style="list-style-type: none"> — 4. Integrates reading, writing, speaking and listening, and language so that students apply and synthesize advancing literacy skills. — 5. Builds students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The instructional material addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> — 6. Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** — 7. 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 (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** — 8. 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 (notes, summaries, short responses, or formal essays). ** — 9. Academic Vocabulary: Focuses on building students’ academic vocabulary (tier 2) in context throughout instruction. <p><u>Additional Areas of Focus:</u></p> <ul style="list-style-type: none"> — 10. Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. — 11. Balance of Texts: Includes a balance of information and literary texts stipulated in the CCSS [p.5] and indicated by instructional time. — 12. Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. — 13. 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. 	<p><i>The instructional material is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> — 14. Cultivates student interest and engagement in reading, writing, and speaking about texts. — 15. Addresses instructional expectations and is easy to understand and use. — 16. Provides <i>all</i> 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. — 17. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. — 18. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. — 19. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>Additional Support:</u></p> <ul style="list-style-type: none"> — 20. Includes a progression of learning where concepts and skills advance and deepen over time. — 21. Gradually removes supports, requiring students to demonstrate their independent capacities. — 22. Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. — 23. Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades at 2-5. — 24. Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. — 25. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The instructional material regularly assesses whether students are mastering standards-based content/skills:</i></p> <ul style="list-style-type: none"> — 26. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). — 27. Assesses student proficiency using methods that are unbiased and accessible to all students. — 28. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>Additional Assessment Criteria:</u></p> <ul style="list-style-type: none"> — 29. Uses varied modes of assessment (e.g., selected, constructed, extended response items, self-assessments, and performance tasks) to provide teachers with a range of formative and summative data to inform instruction.

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

Rating Scale for Each Dimension (Alignment, Focus, Supports and Assessment):

- Meets all “must have” criteria (**) and most of the other criteria in the dimension.
- Meets many of the “must have” criteria and many of the other criteria in the dimension.
- Meets some of the criteria in the dimension.

Overall Rating for the Instructional material:

- E: Exemplar - meets all the “must have” criteria (**) and most of the other criteria in all four dimensions (mainly 9-10’s).
- E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 8-9’s).
- R: Needs Revision - is a “work in progress” and requires significant revision in one or more dimensions (mainly 6-8’s).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 2-6’s).
- N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.

Quality Review Rubric for Instructional Materials: Common Core State Standards (CCSS) English Language Arts (ELA) and Literacy

Category 3: CCSS ELA and Literacy – Grades 9-12			
I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Support	IV. Assessment
<p><i>Instructional material aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> — 1. Targets a set of grade-level CCSS ELA/Literacy standards. ** — 2. Includes a clear and explicit purpose for instruction. — 3. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) ** <p><u>Additional Alignment Criteria:</u></p> <ul style="list-style-type: none"> — 4. Integrates reading, writing, speaking and listening so that students apply and synthesize increasingly complex literacy skills. — 5. Includes domain-specific texts in content areas such as social studies, science, technical subjects, and the arts. 	<p><i>The instructional material addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> — 6. Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** — 7. 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 (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** — 8. 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 (notes, summaries, short responses, or formal essays). ** — 9. Academic Vocabulary: Focuses on building students’ academic vocabulary in context through systematic instruction. ** — 10. Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. ** <p><u>Additional Areas of Focus:</u></p> <ul style="list-style-type: none"> — 11. Balance of Texts: Includes a balance of informational and literary texts stipulated in the CCSS [p.5] and indicated by instructional time. — 12. Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. — 13. 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. 	<p><i>The instructional material is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> — 14. Cultivates student interest and engagement in reading, writing, and speaking about texts. — 15. Addresses instructional expectations and is easy to understand and use. — 16. Provides <i>all</i> 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. — 17. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. — 18. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, and/or read well below the grade level text band. — 19. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>Additional Support:</u></p> <ul style="list-style-type: none"> — 20. Includes a progression of learning where concepts and skills advance and deepen over time. — 21. Gradually removes supports, requiring students to demonstrate their independent capacities. — 22. Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. — 23. Integrates targeted instruction in such areas as grammar and conventions, writing strategies, and discussion rules. — 24. Supports independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. — 25. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The instructional material regularly assesses whether students are mastering standards-based content/skills:</i></p> <ul style="list-style-type: none"> — 26. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). — 27. Assesses student proficiency using methods that are unbiased and accessible to all students. — 28. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>Additional Assessment Criteria:</u></p> <ul style="list-style-type: none"> — 29. Uses varied modes of assessment (e.g., selected, constructed, extended response items, self-assessments, and performance tasks) to provide teachers with a range of formative and summative data to inform instruction.

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in OAR 581-011-0050.

Rating Scale for Each Dimension (Alignment, Focus, Supports and Assessment):

- Meets all “must have” criteria (**) and most of the other criteria in the dimension.
- Meets many of the “must have” criteria and many of the other criteria in the dimension.
- Meets some of the criteria in the dimension.

Overall Rating for the Instructional material:

- E: Exemplar - meets all the “must have” criteria (**) and most of the other criteria in all four dimensions (mainly 9-10’s).
- E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 8-9’s).
- R: Needs Revision - is a “work in progress” and requires significant revision in one or more dimensions (mainly 6-8’s).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 2-6’s).
- N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.