Instructional Materials Evaluation Tool (6th – 8th)

OREGON DEPARTMENT OF EDUCATION

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This document lays out the criterion and scoring scale to evaluate English Language Arts instructional materials. The document serves as a scoring rubric to determine whether instructional materials meet State Board-adopted criteria for high quality instructional materials. Districts and educators can use this evaluation tool in an independent adoption to determine if independently adopted instructional materials meet State Board-approved criteria.

In pursuant to [OAR 581-022-2350: Independent Adoption of Instructional Materials](#):

Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions. In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

(1) The subject, category, and grade level(s) in which the instructional materials will be used; (2) The title of the instructional materials; (3) The publisher of the instructional materials; (4) The copyright date of the instructional materials; (5) The date on which the district intends to install the instructional materials for sue in the school system; and (6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.) (7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standards (NIMAS) specifications regarding accessible instructional materials.

Non-Negotiable (NN) Criteria: Materials must meet these criteria at 100% in order to be considered for adoption. That means that ALL NN criteria and metrics must score no less than a 3.

Alignment Criteria (AC) Criteria: Materials must meet Alignment Criteria at 66% overall. That means that AC criteria may score below a 3 on individual criteria and metrics, but the overall composite score for ALL Alignment Criteria must meet the 66% threshold in order to be considered for adoption.

Note: After each embedded metric, ODE has provided a few evidence examples to utilize as when evaluating instructional materials, districts may choose to add additional evidence descriptors in alignment to the metrics within each criterion.

Criterion	Metric	6 – 8 Evidence Examples (Look Fors)	Scoring Criteria

NN1 High-quality text: Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade
 	
Overall Criteria Scoring:
  0 1 2 3
	NN 1A: Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)	• Materials include evidence of quantitative and qualitative measures of anchor texts' complexity	**Individual Metric Scoring:**
			  0 1 2 3

	NN 1B: Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.	• Anchor (or read- aloud) text selections are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax. • Materials include a variety of narrative and informational texts. • Materials minimize content that is unrelated to standards.	**Individual Metric Scoring:** 0 1 2 3

NN 2 Evidence-Based Discussion and Writing: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
 	
Overall Criteria Scoring:
  0 1 2 3
	NN 2A: 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 valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.	• Questions that are based on evidence from the texts and are specific to the text (i.e., not "generic" questions that could be asked about any text).
		• Comprehension questions should be based upon texts and reflect a variety of complexity levels.
			Individual Metric Scoring:
			  0 1 2 3

	NN 2B: Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.	- Approximately ¾ of all writing tasks require students write to sources. - Speaking prompts require students to marshal evidence from texts when speaking. - Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students. - Materials include opportunities for students to analyze and apply critical thinking through facilitated oral and written discussion, including opportunities to cite the text when making arguments or taking a position.	**Individual Metric Scoring:** 0 1 2 3
NN 3 Building Knowledge: Materials build knowledge systematically through reading, writing, speaking and listening, and language study. **Overall Criteria Scoring:** 0 1 2 3	**NN 3A:** Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.	Collections of texts and other resources carefully sequenced and organized around a series of topics.	**Individual Metric Scoring:** 0 1 2 3
	NN 3B: Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.	- Materials provide ample opportunity for students to engage in a variety of reading, assigned, self- chosen, or outside reading. - Materials include additional topic- related readings connected to the anchor text. - Materials include opportunities for whole group, small group, and independent reading.	**Individual Metric Scoring:** 0 1 2 3
AC 1 Range and Quality of Texts: Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.	**AC Metric 1A:** In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text.	Materials reflect a balance of text types and genres, at varying levels of complexity.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 1B: A large majority of texts included in the instructional materials reflect the	Materials provide guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and	**Individual Metric Scoring:** 0 1 2 3

Overall Criteria Scoring: 0 1 2 3	text, characteristics, and genres that are specifically required by the Standards at each grade level.	relevant by representing: ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ different learning styles ○ a range of interests. • Connect to social studies, science, and a broad range of other content disciplines. • Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.). • Materials engage students in learning and skill- based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	
	AC Metric 1C: Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.	• Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.	**Individual Metric Scoring:** 0 1 2 3
AC 2 Questions, Tasks, and Assignments: Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language. **Overall Criteria Scoring:** 0 1 2 3	**AC Metric 2A:** High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.	• Texts build background knowledge, vocabulary, language structures, and verbal reasoning. • Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 2B: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.	• Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate. • Questions and tasks guide students to determine the meaning of words with vocabulary and language	**Individual Metric Scoring:** 0 1 2 3

		scaffolds and supports. • Materials provide vocabulary and language supports.	
	AC Metric 2C: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).	• Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 2D: Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.	• Includes text that serves as the basis for communication, including speaking, listening, and writing. • Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 2E: Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.	• Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. • Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback. • Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 2F: Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	• Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.	**Individual Metric Scoring:** 0 1 2 3

AC 3 Building Knowledge with Texts, Vocabulary, and Tasks: Materials build students' knowledge across topics and content areas. **Overall Criteria Scoring:** 0 1 2 3	**AC Metric 3A:** Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.	• Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 3B: Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.	• Materials provide opportunities for students to personalize, internalize and curate their learning to promote student agency.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 3C: Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.	• Includes grade- level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate. • Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons. • Materials provide vocabulary and language supports. • The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.	**Individual Metric Scoring:** 0 1 2 3
AC 4: Access to Standards for All Students: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.	**AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	• Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice ELA content.	**Individual Metric Scoring:** 0 1 2 3
	AC Metric 4B: Materials regularly provide all students,	• Materials should contain various levels of scaffolding to allow all students access to core instruction	**Individual Metric Scoring:** 0 1 2 3

Overall Criteria Scoring:
0   1   2   3
	including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	• Materials provide direct access to equitable resources through various levels of technology, including things such as,
		   ○ speech to text
		   ○ text to speech
		   ○ audio books
		   ○ digital copies
		   ○ available in various languages
		• Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.
		• Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.)	

	AC Metric 4C: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	• Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.	**Individual Metric Scoring:** 0 1 2 3

	AC Metric 4D: Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).	• Materials include opportunities for whole-group, small group, and independent literacy activities.
		• Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:
		   ○ planning instruction
		   ○ providing ongoing feedback to students
		   ○ sharing to guardian/parents
		   ○ sharing to classrooms, schools/districts
		• Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.
			Individual Metric Scoring:
			0 1 2 3

	AC Metric 4E: Materials regularly and systematically	• Materials assess student proficiency using vocabulary, examples, and applications that are	**Individual Metric Scoring:** 0 1 2 3

offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

accessible, diverse, and aligned to student grade level achievement level expectations.
- Student assessment is aligned with Oregon's adopted state content standards and established grade- level outcomes, across the full depth, breadth, and complexity.
- Materials provide online assessments that are aligned and have large item banks.
- Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.
- Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade level outcomes.
- Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.
- Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.
- Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).
- Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).
- Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, summative, peer, and self- assessment measures of

		three-dimensional learning. • Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students. • Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives. • Provides a variety of exit tickets both written and electronic.	

AC5: Cultural Representation:
Materials are designed to be culturally relevant and engaging for all students
 	
Overall Criteria Scoring:
  0   1   2   3
	AC Metric 5A: Texts included in the instructional materials are culturally responsive and relevant	• Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).
		• Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative
		• Language includes all protected classes and historical underserved populations.
		• Materials provide opportunities to see diverse cultures in significant roles.
		• Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.
		• Materials provide a social-emotional learning connection.
			Individual Metric Scoring:
			  0 1 2 3

	AC Metric 5B: Materials promote equitable instruction by providing guidance for teachers to support learning activities that are culturally responsive/relevant	• Materials support learning activities by representing
		  ○ diverse cultures with significant roles
		  ○ various linguistic backgrounds
		  ○ a range of interests
		• Materials make connections to culture, home, neighborhood, and communities, as appropriate.
		• Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.
		• Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.
		• Materials contain a variety of regularly-updated and user-friendly online materials and resources in culturally-sensitive language that are responsive to
			Individual Metric Scoring:
			  0 1 2 3

		• current events and changes in perspectives that are available to teachers, students, and families. • Materials provide evidence-based, high leverage instructional practices.	

AC 6: Accessibility/ Usability: Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.
 	
Overall Criteria Scoring:
   0   1   2   3
	AC Metric 6A: Technological supports	• Where available, digital materials include supports like
		  o Key vocabulary highlighted with accessible kid-friendly definitions.
		  o technology supports and resources that allow digital and print materials to extend and enhance learning.
		  o Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).
		  o Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.
			Individual Metric Scoring:
			  0 1 2 3

	AC Metric 6B: Teacher usability	• Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill. • Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online) • Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics). • Materials lend themselves to being able to apply principles of UDL.	**Individual Metric Scoring:** 0 1 2 3