Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

<Course Description>

Title: [Title]	**Grade-Level(s)/Course: [Grade/Course]**
Publisher: [Publisher]	**Copyright: [Copyright]**

<table>
<tr><td colspan="2" align="center">

Overall Rating (Choose one):

Tier I, Exemplifies Quality   90% - 100%
Tier II, Approaching Quality   80% - 89%
Tier III, Not representing Quality 79% and below

</td></tr>
</table>

Reviewed by: _____ **Date:** _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

Guidelines for Review

- Review and document all evidence before deciding on ratings.
- Consider quantity as well as quality of evidence for each indicator.
- Consider evidence of high quality as well as evidence of low quality.
- Do not feel compelled to weight each indicator and criterion equally.
- Do not consider provided examples to be exhaustive or restrictive.
- If evidence is lacking for an indicator, flag it for further data collection.

Sources of Evidence

- The product itself: unit and lesson plans, teacher guides, student-facing resources, associated software, and other components
- Other credible and comprehensive reviews of materials, such as those by EdReports and the Louisiana Department of Education
- Perceptual data, such as survey responses and focus group findings, from educators with experience using the product in schools.
- Information—such as product specifications and videos of teachers using the product—provided by its developers or publishers.
- Research findings that demonstrate that the materials have a positive impact on student learning.

Definitions of Ratings

4--Exceeds Expectations:
All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations:
Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations:
Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations:
Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence:
More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

SECTION 1: *NON-NEGOTIABLES*
Publishers must comply with all indicators below for participation in the review process.

YES NO   Instructional Material(s) are aligned to *Alabama Course of Study:* _____

YES NO   Instructional Material(s) have a publication year of 2018 or later.

YES NO   Instructional Material(s) are available for review online or in a digital format, when applicable.

YES NO   Username(s) and password(s) are created and active for online access by reviewers and
public throughout the entire state and local review process.

YES NO   Publishers must ensure that Lexile text measures and Quantile lesson calibrations are incorporated into all
proposed textbooks and related instructional material.

YES NO   Instructional Materials are closely aligned with the Science of Reading which develops foundational reading
skills for K-3.

YES NO   Completion of the Curriculum Evaluation Tool provided by the Reading League.

SECTION 2: *ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS*

_____ Number of Standards   _____ Number of Standards Met   _____ Percentage of Standards Met

Note: The scoring rubric for specific subject area Courses of Study Standards will be an addendum for scoring purposes. Reviewers will use the results from the rubric to complete the information above. The percentage of standards met will be determined by dividing the number of standards met by the number of standards for the subject area.

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

SECTION 3: *CLASSROOM APPLICATION*

<u>236</u>   Possible Points   _____   Points Obtained   _____   Percentage of Points Obtained

Directions for reviewers using this rubric:
Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 236 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Content

Alignment with Curriculum					
1. The content aligns with the standards for grade level and expected learning outcomes.	1	2	3	4	IE
2. The content is written to the correct skill level of the standards in the course.	1	2	3	4	IE
3. The materials are adaptable and useful for classroom instruction.	1	2	3	4	IE
Level of Treatment					

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

4. The level of complexity is appropriate for instruction of the standard.	1	2	3	4	IE
5. The content is developmentally appropriate for the age of the students, student ability and level of language acquisition.	1	2	3	4	IE
6. The curriculum provides guidance for teachers on differentiating instruction.	1	2	3	4	IE
Accuracy of Content					
7. The content presented is accurate in historical context and contemporary facts and concepts.	1	2	3	4	IE
8. The content is factual, objective, and free of mistakes, errors, inconsistencies, contradictions, and biases of interpretation.	1	2	3	4	IE
9. Visuals and other elements contribute to the accuracy of text or narrative.	1	2	3	4	IE
10. The content uses proper grammar, linguistics, terminology, definitions, descriptions and visuals that contribute to the accuracy of the text narrative.	1	2	3	4	IE
Relevance of Content					
11. The content is up-to-date for the course and the context in which the content is presented.	1	2	3	4	IE
12. The text, visuals, photographs, and other features reflect the time period appropriate for the objectives and intended learners.	1	2	3	4	IE
Authenticity of Content					

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

13. The content includes problem-centered connections to real life in a context that is meaningful to students.	1	2	3	4	IE
14. The material includes interdisciplinary connections which are intended to make the content meaningful to students.	1	2	3	4	IE
15. The instructional materials include texts that relate to core academic content that would assist the student in maintaining, meeting, or exceeding grade-appropriate proficiency levels in academic sessions in addition to reading.	1	2	3	4	IE
Multicultural Representation					
16. There is a balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles.	1	2	3	4	IE
17. Content reflects inclusiveness and equity among gender, ethnicity, age, work situations and multicultural groups.	1	2	3	4	IE
Humanity and Compassion					
18. Instructional material portray the appropriate care and treatment of people and animals.	1	2	3	4	IE

SUBTOTAL _____

Presentation

Comprehensiveness of Student and Teacher Resources

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

19. Guidelines and resources are provided on how to implement and evaluate instruction (e.g., sample projects, alternative assessments, rubrics, peer or performance assessments, and portfolios).	1	2	3	4	IE
20. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	1	2	3	4	IE
21. Practice materials are of a sufficient variety and frequency so that students have ample opportunities for practice of concepts taught.	1	2	3	4	IE
Alignment of Instructional Components					
22. All components of the instructional package align with each other as well as with the curriculum.	1	2	3	4	IE
23. All materials provided by the publisher are integrated with, and interdependent of, each other.	1	2	3	4	IE
Organization of Instructional Components					
24. The curriculum provides order, clarity, and an explicit and teachable structure. The text is organized and coherent.	1	2	3	4	IE
25. The curriculum provides features that facilitate access to the content (e.g., table of contents index, outlines, key concepts, drop down menus, etc.)	1	2	3	4	IE
26. The curriculum has a visible structure and format - at a glance features (e.g., chapter headings, subheadings, highlighting, etc.)	1	2	3	4	IE
27. The pattern of organization is consistent and logistical for the type of subject or topic.	1	2	3	4	IE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

Readability of Instructional Materials					
28. The narratives and visuals engage students in reading and/or listening and understanding the content at a level appropriate to the students' level of language acquisition.	1	2	3	4	IE
29. The curriculum uses organized, coherent text language and concepts familiar to the student.	1	2	3	4	IE
30. The curriculum uses visual features that improve readability. (e.g., color/size of print, paper without glare, relevant and clear visuals, etc.)	1	2	3	4	IE
Pacing of Content					
31. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	1	2	3	4	IE
Ease of Use of Materials					
32. Both print and media formats of materials are easy to access, use, and replace	1	2	3	4	IE
33. Materials are durable enough for multiple uses over time.	1	2	3	4	IE
34. Materials are designed for practical use in the classroom and school environment.	1	2	3	4	IE
35. Technology resources work properly without the purchase of additional software.	1	2	3	4	IE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

36. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material.	1	2	3	4	IE

SUBTOTAL _____

Learning

Motivational Strategies					
37. Instructional materials include features that maintain learner motivation, provide thought provoking challenges and activities that stimulate intellectual curiosity.	1	2	3	4	IE
38. Materials positively influence the expectations of students for success through tasks that relate to student interests, connect to cultural backgrounds, and provide activities that are relevant to the student's life.	1	2	3	4	IE
39. Materials include informative and positive feedback on progress through frequent progress checks and varied forms of assessment.	1	2	3	4	IE
40. Appearance should be attractive to the students.	1	2	3	4	IE
Teaching a few "Big Ideas"					
41. Curriculum focuses on developing a deeper and more complete understanding of the major themes appropriate for the course.	1	2	3	4	IE
42. Curriculum provides an organizing framework for integrating new information.	1	2	3	4	IE
Explicit Instruction					

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

43. The curriculum includes clear presentation and explanation of purposes, goals, and expected outcomes, concepts, rules, information, terms, models, examples, and feedback.	1	2	3	4	IE
44. Curriculum avoids terms and phrases with ambiguous meanings, confusing directions, and inadequate explanations.	1	2	3	4	IE
Guidance and Support					
45. Instructional materials include scaffolding and differentiated support to help students safely and successfully become more independent learners and thinkers.	1	2	3	4	IE
46. The curriculum's guidance and support is adaptable to the developmental differences of various learning styles.	1	2	3	4	IE
Active Participation of Students					
47. Instructional materials provide opportunity to engage the students during the learning process. Students should be given opportunities to demonstrate mastery of skills orally and/or in writing.	1	2	3	4	IE
48. Assignments in the curriculum include questions and application activities during learning that give students opportunities to respond in an active way (e.g., generating products, illustrations, graphs, applying, or extending what they've learned, etc.)	1	2	3	4	IE
Targeted Instructional Strategies					
49. Instructional materials include instructional strategies known to be successful for the targeted learning outcomes for the course and meet the needs of all learners (Students with Disabilities, English Learners, Gifted, Advanced, At-Risk, Remedial, Multiple Learning Styles, Multisensory)	1	2	3	4	IE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

50. Instructional materials address current research based and evidence-based best practices targeting instructional learning strategies.	1	2	3	4	IE
51. Instructional materials provide appropriate reading strategies and opportunities to embed literacy into content.	1	2	3	4	IE
52. Instructional materials include assessment strategies that are known to be successful, vary based on the type of learning, match the standards, and performance requirements for the course and *inform the teacher on student misconceptions.*	1	2	3	4	IE
53. The teacher can make clear instructional decisions based on the outcomes of the assessments.	1	2	3	4	IE
54. The curriculum provides the teacher with multiple assessment tools at a variety of complexity levels.	1	2	3	4	IE
55. The instructional program includes assessments that are based on scientific reading research and are reliable.	1	2	3	4	IE

SUBTOTAL _____

Digital Platform

Digital Platform					
56. Has a user-friendly layout/organization and is accessible on mobile devices?	1	2	3	4	IE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

	1	2	3	4	IE
57. Searchability for teachers and students (topic, benchmarks, keyword)	1	2	3	4	IE
58. Students can annotate digital text, submit work, and receive feedback electronically.	1	2	3	4	IE
59. Resources are available for teacher support in content and pedagogy.	1	2	3	4	IE

SUBTOTAL _____

TOTAL _____

Comments:

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

SECTION 4: *ADDITIONAL CRITERIA OF SUPERIOR QUALITY* (may not apply for all subject areas)

<u>44</u>   Possible Points   ____   Points Obtained   ____   Percentage of Points Obtained

Directions for reviewers using this rubric:
Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 44 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

To Be Determined:

1. *The K-3 instructional materials include a direct, explicit, systematic, and cumulative plan for the teaching of reading and writing, with extensive practice in Literacy Foundation skills: oral language, concepts of print, phonological and phonemic awareness, phonics (decoding), fluency, vocabulary, comprehension, and writing (including encoding). (AL ELA COS 2021)*	1	2	3	4	IE
2. The K-3 instructional materials include the teaching of phonological awareness, including phonemic awareness, in a clearly explicit and appropriate, sequential manner.	1	2	3	4	IE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

3. The K-3 instructional materials include the teaching of phonics that goes beyond the teaching of letter-sound correspondence and is applied in a manner that supports the teaching of reading and spelling and is ongoing through third grade, including longer, more complex words and word analysis.	1	2	3	4	IE
4. The K-3 instructional materials include decodable texts that provide and include sufficient practice in phonics skills.	1	2	3	4	IE
5. The K-3 instructional materials include the teaching of fluency and is aligned with the science of reading.	1	2	3	4	IE
6. The K-3 instructional materials include language comprehension aligned with the science of reading (Abundant opportunities are evident for the development of oral language with an emphasis on academic vocabulary).	1	2	3	4	IE
7. The K-3 instructional materials emphasize the direct and indirect teaching of vocabulary aligned with the science of reading.	1	2	3	4	IE
8. The k-3 instructional materials include text-driven comprehension instruction that are aligned with the science of reading.	1	2	3	4	IE
9. The k-3 instructional materials include direct teaching of writing including: foundational writing skills and composition that are aligned with the science of reading. (Simple View of Writing)	1	2	3	4	IE
10. There is a clear and consistent instructional framework, with a scope and sequence of foundational skills, with the application of taught skills in the context of real reading and writing experiences.	1	2	3	4	IE
11. Instructional program effectively capitalizes on the interrelated nature of the standards and connect content in ways that allow standards to be taught simultaneously.	1	2	3	4	IE

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

For example, aligning phonemic awareness, decoding, fluency, and encoding standards according to skills being taught allows students to focus on specific patterns and progressions as they practice identifying phonemes, decoding, encoding, and working on fluency.	

TOTAL _____

Comments:

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts

FINAL EVALUATION

Compile the results for Sections 2-4 to make a final recommendation for the instructional material(s) under review. To determine the total for the material scored, the reviewer will add the results of the sections and divide by 3. If there are no scores for Section 4, then the reviewer will divide the results by 2.

SECTION	SCORE
SECTION 1: *NON-NEGOTIABLES*	YES NO
SECTION 2: *ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS*	
SECTION 3: *CLASSROOM APPLICATION*	
SECTION 4: *ADDITIONAL CRITERIA OF SUPERIOR QUALITY*	
TOTAL	

FINAL RECOMMENDATION FOR THE INSTRUCTIONAL MATERIAL(S):

Choose one:

Tier I, Exemplifies Quality   90% - 100%
Tier II, Approaching Quality   80% - 89%
Tier III, Not representing Quality 79% and below

Comments: