

Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades 3-12

Introduction

What Are the Purposes of the IMET?

This ELA/Literacy IMET is designed to help educators determine whether or not instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) at the heart of the Common Core State Standards are:

- **Complexity:** Regular practice with complex text and its academic language
- **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational
- **Knowledge:** Building knowledge through content-rich non-fiction

The IMET draws directly from the following documents:

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (www.corestandards.org/ELA-Literacy/)
- Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

There are important considerations for implementation of materials in addition to alignment. Evaluators may want to add their own indicators to the ones provided here in order to evaluate local considerations beyond alignment.

For materials passing the IMET, educators can make use of more detailed instruments available in the Materials Alignment Toolkit (www.achievethecore.org/materials-alignment-toolkit) developed collaboratively by the Council of the Great City Schools, the Council of Chief State

School Officers and Achieve to enable further analysis of individual grade-level alignment, supports for special populations, and other aspects of quality in aligned materials.

Getting Started

When to Use the IMET

1. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the complexity, evidence, and knowledge building of the Standards.
2. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS.
3. Developing materials: Those developing new materials locally can use this tool as guidance for creating aligned ELA/Literacy curricula.

Please note that this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials). It was not designed for the evaluation of standalone supplemental materials.

Getting Started

Who Uses the IMET?

Evaluating instructional materials requires both subject matter and pedagogical expertise. Evaluators should be well versed in the Standards (www.corestandards.org/ELA-Literacy/) for all grades in which materials are being evaluated. Evaluators also should be familiar with the substantial instructional Shifts (www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) of Complexity, Evidence, and Knowledge that are listed above.

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. In addition, each evaluator should have a reference copy of the Common Core State Standards for ELA/Literacy (www.corestandards.org/ELA-Literacy/) and the Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf). Reviewers may also choose to reference the Publishers' Criteria for the Common Core State Standards in ELA/Literacy, Grades 3–12 for additional support and guidance. (www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf).

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process. At a minimum, this would include reading the front matter of the text, looking at the table of contents, and paging through multiple chapters.

There are training materials available for the IMET (www.achievethecore.org/IMET) which provide an overview of the tool and detailed information about each of the criteria. The trainings are broken up by instructional Shift, each of which corresponds with a specific Non-Negotiable and an Alignment Criterion, as follows:

- Complexity: Non-Negotiable 1 and Alignment Criterion 1
- Evidence: Non-Negotiable 2 and Alignment Criterion 2
- Knowledge: Non-Negotiable 3 and Alignment Criterion 3

Alignment Criterion 4, “Access to the Standards for All Students,” will be included with Non-Negotiable 3 training modules.

Evaluators may choose to go through the IMET from start to finish (from Non-Negotiable 1 through Alignment Criterion 4). Alternatively, evaluators might choose to complete the criteria for one Shift before moving to the next, in accordance with how the training materials are sequenced. There are instructions built into the tool to reinforce this option.

Navigating the Tool

Steps 1–3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Step 1: Non-Negotiable Alignment Criteria (p. 5)

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.
- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metrics.
- Record and explain the evidence upon which the rating is based.

Getting Started

Step 2: Alignment Criteria (p. 17)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metrics associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.
- Examine the materials in relation to these criteria, assigning each metric a point value. Rate each criterion as “Meets” or “Does Not Meet” based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.
- Record and explain the evidence upon which the rating is based.

Step 3: Evaluation Summary (p. 43)

- Compile all of the results from Steps 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

All steps should be completed to produce a comprehensive picture of the strengths and weaknesses of the alignment of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Directions for Non-Negotiable 1

High-quality Text

Non-Negotiable 1: 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.

Materials to Assemble

- Teacher's edition and student materials
- Appendix A pages 1-10 for more on the vital role text complexity plays in the CCSS (www.corestandards.org/assets/Appendix_A.pdf)
- Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

Metrics to Review

- **NN Metric 1A:** Anchor texts¹ in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)
- **NN Metric 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.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 1 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 1 as Meets.

1. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

Non-Negotiable 1

High-quality Text

Metric

NN Metric 1A:

Anchor texts² in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)

How to Find the Evidence

What to look for: Evidence of quantitative and qualitative measures of anchor texts in the submission.

- Document what quantitative measure (e.g., ATOS, Lexile, Reading Maturity) was used and how many samples were within the grade band.
- If there is no evidence of quantitative measures, evaluate a sample of texts to ensure anchor texts are within the grade band and ask publisher to send such a list.
- Look for an explanation of specific features regarding levels of meaning/purpose, text structure, language clarity, and knowledge demands. This information should support the grade-level placement.
- If the publisher only provides a summary rating, ask the publisher to send the back up detail on particular features that supports the rating.
- Look for evidence that the publisher has used a qualitative analysis to guide instruction. (This information is not needed to meet the metric but worth noting as a strength, if apparent.)
- In a set of materials, the complexity of texts students read should increase year to year.
- Materials consistently allow teachers and students to spend adequate time working with complex texts.

Where to look: Check to see if the publisher has submitted a separate list or the information is contained within unit materials. If time permits, consider checking a random sample of texts against the publisher's ratings.

Evidence

Every text is accompanied by a **text complexity analysis**. Prose texts are based on **quantitative, qualitative, and reader/task measures** and are accompanied by an icon summarizing its text complexity in the teacher wrap. All texts—prose, poetry, drama, and novels—include a detailed rationale found in Teacher Resources on SpringBoard Digital®.

Quantitative measures, in the form of Lexile scores, are provided and were used to determine grade-band placements. Lexile scores, when appropriate, are included in the text complexity icon located in the teacher wrap of each appropriate selection and in the Independent Reading section of the Teacher Planning pages located in each unit.

Qualitative measures were analyzed by experienced teachers who carefully considered the research, the meaning, the purpose, the structure, the language, and the knowledge demands of each text to determine grade-level placements.

Task requirements are measured and designated as High, Moderate, or Low based on the cognitive demands of the task associated with the text.

Texts vary in complexity levels and are assigned an overall rating of Accessible, Complex, or Very Complex, with Complex representing on grade-level texts.

Grade 9 – [Text Complexity](#) documents are found in the digital platform and referenced with the Teacher wrap at point of use; example of text Pg. 22

Grade 10 – [Text Complexity](#) documents are found in the digital platform and referenced with the Teacher wrap at point of use; example of text Pg. 191

Grade 11 – [Text Complexity](#) documents are found in the digital platform and referenced with the Teacher wrap at point of use; example of text Pg.161

Grade 12 – [Text Complexity](#) documents are found in the digital platform and referenced with the Teacher wrap at point of use; example of text Pg. 56

Rating

Meets

Does Not Meet / Insufficient Evidence

2. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

Non-Negotiable 1

High-quality Text

Metric

NN Metric 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.

How to Find the Evidence

What to look for: Anchor (or read aloud) text selections that are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax. In K-2, look for anchor texts that are read aloud to review for quality and richness and not texts designed for mastering foundational reading.

- Look to see whether selections include a copyright (as that will signal that they are previously published).
- Make judgments about whether the selections exhibit exceptional craft or provide useful information.
- Check whether the selections are worth multiple reads (e.g., well-crafted, provide useful or important information).
- Check for a mix of texts, literary and informational, that reflect the proportion of literary and informational reading distribution required for that grade level.

Where to look: Examine publisher provided information or do a survey of text types across all the units for each year. Read over the passages in a representative sample of lessons for quality evaluations.³

Evidence

Within SpringBoard® instructional units, **texts are chosen and grouped by topic/theme** and are all **purposefully selected texts** that are **worthy of careful and close reading**. As students engage in close reading, writing, and speaking and listening about high-quality fiction and literary nonfiction, they are investigating the topic under study and preparing for the culminating Embedded Assessment. This is true instructional integration.

The instructional materials reflect a **balance of distribution** of text types and genres, **including both literary and informational**, across the entirety of the instructional school year.

In SpringBoard ELA, we move into compelling texts including fiction, nonfiction, poetry, drama, visuals, and film, and give teachers the tools, supports, and pedagogical approaches that will help students engage with the content. Texts take center stage in the SpringBoard ELA classroom, where students will prepare for close, critical reading of a wide range of materials.

With teacher guidance, high school students develop the habits of close reading that will serve them for a lifetime.

Anchor texts in every unit are used to **build knowledge** about topics or text structures, and these texts receive substantial instructional time, multiple readings, and deep textual analysis. Unit Overview, Working from the Text, Writing Prompts, and Embedded Assessments within each unit highlight and thread the themes and topics throughout the unit.

Grade 9 – Anchor texts are found in the Core ELA resource as well as within the Language Workshop. Pg. 21

Grade 10 – Anchor texts are found in the Core ELA resource as well as within the Language Workshop. Pg. 8

Grade 11 – Anchor texts are found in the Core ELA resource as well as within the Language Workshop. Pg. 15

Grade 12 – Anchor texts are found in the Core ELA resource as well as within the Language Workshop. Pg. 56

Rating

Meets

Does Not Meet / Insufficient Evidence

3. Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1)

Non-Negotiable 1

High-quality Text

Non-Negotiable 1: 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.

Rating for Non-Negotiable 1

If both metrics were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

Meets

Does Not Meet

Strengths / Weaknesses:

***There are additional metrics under Alignment Criterion 1 that pertain to evaluating texts. If you wish to continue reviewing for test qualities, skip to Alignment Criterion 1 on page 17. Otherwise, continue on to Non-Negotiable 2 on page 9.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on page 43.

Directions for Non-Negotiable 2

Evidence-based Discussion and Writing

Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)

Metrics to Review

- **NN Metric 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.
- **NN Metric 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.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric

NN Metric 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.

How to Find the Evidence

What to look for: 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).

- Document such things as whether or not the questions:
 - o Require readers to produce evidence from the texts to support their claims.
 - o Are specific enough and can only be answered through careful reading.
 - o Go beyond the text to make other connections in extension activities only after the text has been deeply and completely explored.
- Pay special attention to culminating and extended response tasks since they constitute a higher proportion of instructional time. These tasks should call on the knowledge and understanding acquired through the questions.

Where to look: Analyze a sample set of questions, tasks and assessment items from across the submission. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

SpringBoard English Language Arts activities offer students multiple opportunities to reenter each selection and directly engage with the content. Students are guided to provide textual evidence to support their assertions by completing a variety of tasks such as **Focus on the Sentence, Making Observations, Returning to the Text, Working from the Text**, and a wide range of **Writing Prompts**. Activities guide students to consistently return to the text and focus not only on selecting specific details but also considering the connection of the text to others they read throughout the unit. Daily tasks require students to provide textual evidence from texts and apply learned skills to new content as well. Please see the following examples:

Grade 9 – Unit 3, Activity 3.3: Students read “Drowning in Dishes, but Finding a Home” and answer questions that guide them to specific paragraphs and analyze the possible effect of the author moving a particular sentence to another paragraph and/or choosing to use less descriptive vocabulary.

Grade 10 – Unit 2, Activity 2.15: Students read “The Second Coming” and are guided to “Reread the poem to answer these text dependent questions. What images and words does Yeats use to develop the theme that anarchy has overrun the world? Why do you think the poet chooses this language to describe conflicts?”

Grade 11 – Unit 1, Activity 1.18: Students read “Let America Be America Again” and then answer questions that specifically ask them to return to the text. For example, Question 3 – Two voices speak in Lines 1–18. Who is speaking the words in the parentheses (Lines 5, 10, 15–16)? How is that voice different from the voice speaking in Lines 1-18? What points of view are expressed by the two voices?

Grade 12 – Unit 4, Activity 4.5: Students read “President Outlines Hurricane Katrina Relief Efforts” and then are guided to reread the text to answer questions. For example, Question 10 – According to President Bush, what are the federal government’s three priorities? How would you categorize?

Scaffolding Text Dependent Questions.

Example Questions: “Based on the information given in the text, explain the difference between ‘cultural heritage’ and ‘cultural inheritance.’”; “How does the author use food to develop her ideas of cultural identity?”

Scaffolded Text Dependent Questions can be found throughout the text for example:

Grade 9 – Pg.88–90 (bottom teacher wrap); **Grade 10** – Pg.68–69 (bottom teacher wrap);

Grade 11 – Pg.77–79 (bottom teacher wrap); **Grade 12** – Pg.83 (bottom teacher wrap)

Performance-based Embedded Assessments are the culmination of a series of activities **purposefully designed** to prepare students to be successful on the assessment with layers of learning and practice with the skills and knowledge necessary for the Embedded Assessment. These activities include formative assessment opportunities for teachers to gauge student progress prior to the independence required by the Embedded Assessment.

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric

NN Metric 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.

How to Find the Evidence

What to look for: Tasks that do and do not require writing to sources. Calculate a percentage of aligned tasks (i.e., the number of tasks that require writing to sources compared with the total number of tasks). Look also for materials that support teachers in planning and engaging students in discussions around grade-level topics and texts that students have studied and researched in advanced.

- For alignment, about three-quarters of tasks should require writing to sources at all grade levels.
- There should be minimal use of decontextualized prompts that ask students to detail personal experiences or opinions on subjects they have not read about or researched or prompts that ask students to go beyond the text.
- Look for materials that require students to marshal evidence when speaking.
- Look for speaking and listening prompts and questions that offer opportunities for students to share with others their evidence and research.

Where to look: Examine a sampling (minimum 8 per grade) of the writing tasks from a sample of lessons. Examine the tasks and instructions in the relevant sections. Prefatory materials might also help determine if speaking and listening is emphasized through instruction and use of routines.

Evidence

Academic conversations and **collaboration** are one of the four key principles of every SpringBoard English Language Arts text. Students participate in discussion groups, writing groups, debates, Socratic seminars, and literature circles thus developing both active listening and effective speaking skills. SpringBoard activities help create an environment in which students can share, compare, critique, debate, and build on others' ideas to advance their learning. In each teacher's edition, the **Activity Features at a Glance** (Pg. 1c) highlights the speaking and listening activities students will encounter in each of the four units at each grade level. Small group, peer-to-peer, and whole class activities help students develop confidence in their ability to communicate successfully. Strategies to develop and hone speaking and listening skills include choral reading, debate, drama games, fishbowl, note-taking, oral reading, rehearsal, role-playing, and other activities. Graphic organizers provide structure for collaborative dialogue, discourse starters, and roundtable discussion. Scaffolding suggestions in the teacher's edition offer guidance for differentiation and extension. Please see the following:

Grade 9

Unit 1, Activity 1.2

Unit 2, Activity 2.24 – Class discussion of poem analysis and completion of a graphic organizer

Unit 4, Activity 4.31 – Presentation of individual contributions to a group project and completion of supporting graphic organizer

Grade 10

Unit 1, Activity 1.6 – Students discuss in small groups specific events noted in the selection and note evidence that supports assertion.

Unit 2, Activity 2.7 – Students actively practice and participate in a Socratic seminar.

Unit 3, Activity 3.4 – Students read independently and then discuss as a class the Making Observations questions and complete a Focus on the Sentence independently and in pairs.

Grade 11

Unit 1, Activity 1.6 – Students use the Roundtable Discussion graphic organizer to organize ideas and prepare for discussion.

Unit 3, Activity 3.9 – Students read in small groups and apply metacognitive markers discussing how vocabulary choice impacts tone and then continue discussion as a whole class activity.

Unit 4, Activity 4.2 – Students work in groups to complete a multimedia presentation.

Grade 12

Unit 1, Activity 1.14 – Students participate in a Socratic seminar.

Unit 2, Activity 2.16 – Students work as a whole class to discuss vocabulary and author's intent as well as parallelism.

Unit 3, Activity 3.17 – Students work in groups to discuss characterization and create class presentations to share findings.

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 2

Evidence-based Discussion and Writing

The SpringBoard English Language program provides a vertically aligned and **scaffolded approach to writing instruction**. Students write in all the major modes, emphasizing argumentative, informational, and narrative. Students write often and learn to become critical reviewers of their own as well as peers' work through frequent opportunities for revising and editing—a critical part of the writing process. Students read texts by skilled authors and observe author choices and how authors use words, sentences, and structures to convey meaning. Students then apply this knowledge to their own writing. Multiple opportunities for authentic, task-based writing and writing to sources are provided throughout each grade level unit. Instruction emphasizes the writing process with modeling the incorporation of details, reasons, and textual evidence to support ideas. Mode specific **writing workshops**, formative writing prompts, and performance based Embedded Assessments with Scoring Guides provide regular practice. Explicit writing instruction throughout the materials is based on strategies that were developed by The Writing Revolution. These evidence-based strategies are based on the Hochman Method, a system that teaches writing across all content areas and grades and builds from the sentence foundation level to help students then develop more powerful paragraphs and full-length compositions. Writing and grammar instruction is embedded in the core text content. Additionally, Writing Workshops per grade level, available digitally and in print, offer stand-alone workshops that directly instruct the writing process and practice in different modes. Each workshop includes activities that move students from class writing exercises to writing independently. Please see the following examples:

Grade 9

Unit 1 – Activity 1.7 – Students begin using notes to find stated and indirectly stated emotions

Unit 2 – Activity 2.5 – Students read the last stanza of a poem and respond in writing regarding the effect of the stanza versus the whole poem. Activity 4.5 – Students can choose to rewrite a novel section from either the third person or first-person point of view

Grade 10

Unit 1 – Activity 1.11 – Students write an explanation of how an author builds an argument

Unit 2 – Activity 2.5 – Students build an argumentative paper

Unit 4 – Activity 4.5 – Students read a Shakespearean sonnet and react to a prompt regarding satire

Grade 11

Unit 1 – Activity 1.4 – Students construct an on-demand, timed writing exploring how diction and syntax affect a specific narrative

Unit 2 – Activity 2.13 – Students work in a small group to develop a short scene

Unit 3 – Activity 3.11 – Students brainstorm and write letters to the editor in response to published editorials

Grade 12

Unit 2 – Activity 2.5 – Students study two different texts and write a comparative analysis

Unit 4 – Activity 4.3 – Students complete a quick-write after reading the first few lines of a published article

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 2

Evidence-based Discussion and Writing

Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Rating for Non-Negotiable 2

If both metrics were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

- Meets
- Does Not Meet

Strengths / Weaknesses:

***There are additional metrics under Alignment Criterion 2 that pertain to evidence-based discussion and writing. For continuity, skip to Alignment Criterion 2 on page 23. Otherwise, continue on to Non-Negotiable 3 on page 14.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on page 43.

Directions for Non-Negotiable 3

Building Knowledge

Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking, and listening, and language study.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)
- Staying on Topic Within and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5 (http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf, p. 33)

Metrics to Review

- **NN Metric 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.
- **NN Metric 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.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 3

Building Knowledge

Metric

NN Metric 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.

How to Find the Evidence

What to look for: Collections of texts and other resources carefully sequenced and organized around a series of topics:

- Look for collections of texts to be connected to the anchor texts where logical connections are possible such that students could easily see the relationship.
- Look for a focused line of inquiry included for each set of connected texts.
- Check supplementary reading materials, too, to see if they provide further opportunities for students to engage in a volume of reading connected to the topics explored in the central materials.

Where to look: Review the table of contents or grade-level curriculum maps to look for sequences of texts on topics.

Evidence

Each grade level contains four units of study with two Embedded Assessments in each unit. These performance-based tasks are focused on allowing students to demonstrate their understanding of the skills and knowledge taught in the unit. Additionally, students complete Knowledge Quests across smaller collections of texts to build knowledge around a specific topic and its vocabulary. After reading a collection of texts, students consider the knowledge question and demonstrate their learning in a variety of tasks, written and oral. **Embedded Assessments** and **Knowledge Quests** allow students to practice reading, writing, thinking, speaking, and listening skills.

SpringBoard materials provide sequences of texts and text-dependent tasks that help students build knowledge and integrate their ideas within a text and across multiple texts throughout a school year. The Shared Principles (close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations) are designed to support this kind of learning. Daily tasks like **Returning to the Text** and **Working from the Text** are text-specific and text-dependent tasks that bring students back to each text for deeper engagement and synthesized thinking and learning. The year-long embedded approach to vocabulary instruction provides students with ample opportunities to read and hear new words, explore their meaning, origins, and connotations, and use them in written and oral responses. This regular practice with vocabulary through the activities and assessments also asks them to apply their new knowledge in written and oral tasks.

Grade 9 – ELA Table of Contents within Teacher Wrap Pg. 2; ELA Text: Unit 1 Embedded Assessment 1; Activity 2.15 Pg.244; Activity 3.12 13 and 3.14; Activity 4.28 Pg.580; Close Reading Workshop – Social Studies & STEM Pgs.61–104; [ZINC Learning Labs](#);

Grade 10 – ELA Table of Contents within Teacher Wrap Pg. 2, ELA: Activity 1.2 Pg. 6; Activity 3.15 Pg. 329; Close Reading Workshop – Social Studies & STEM Pgs. 71–14; [ZINC Learning Labs](#);

Grade 11 – ELA Table of Contents within Teacher Wrap Pg. 2; ELA: Activity 1.19 Pg. 128; Activity 3.2 and 3.3 Pg. 321; Activity 3.21 Pg. 461; Close Reading Workshop – Social Studies & STEM Pgs. 81–22; [ZINC Learning Labs](#);

Grade 12 – ELA Table of Contents within Teacher Wrap Pg. 2; ELA Activity 4.7 Pg. 415; Activity 3.9 Pg. 291; Close Reading Workshop – Social Studies & STEM Pgs.73-112; [ZINC Learning Labs](#)

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 3

Building Knowledge

Metric

NN Metric 3B:

Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading that is assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.

How to Find the Evidence

What to look for: Materials that include prominent directions and support for students to read, independently and regularly—even daily. Look for additional topic-related readings connected to the anchor text. Document evidence of these kinds of guidance for independent reading. For example:

- Offer texts at a variety of complexity levels.
- Include texts that are a mix of informational texts and literature, as well as texts that vary in length and density of ideas.
- Offer suggestions for how volume of reading could be organized around key topics.
- Offer additional readings that are connected in meaningful ways to the knowledge and understanding of the anchor texts.
- Suggest ways teachers could track student reading in light weight ways that ensure students are actually engaging in reading independently.

Where to look: Directions and lists of suggested selections in units and/or in supplemental materials.

Evidence

SpringBoard students practice good reading habits in class so that they can read challenging texts in other classes on their own. Independent reading is an integral part of every SpringBoard ELA unit. At the beginning of each grade, students learn how to make a plan for independent reading. Each unit in the Teacher Edition begins with a **Planning the Unit** section that includes a range of supports, including **Suggestions for Independent Reading**. The list of titles is connected to the themes, topics, and genres that students are studying closely within the unit. Built into activities and lessons are frequent opportunities for students to connect their Independent Reading to the topics and concepts within the unit. **Independent Reading Checkpoints** and **Independent Reading Links** allow students to articulate connections they are making between their self-selected titles and those they are reading in class. These tasks and discussions allow for a deeper connection to the texts while also holding them accountable for completing the independent reading books and reading logs. Additional reading can also be accessed in **Zinc Learning Labs**.

Grade 9 – See Table of Contents; Pgs.1d-1e,5, 51, 151, 174

Grade 10 – See Table of Contents; Pgs.1d-1e, 4, 20, 48, 66, 105, 144

Grade 11 – See Table of Contents; Pgs.1d-1e, 6, 19, 71, 101

Grade 12 – See Table of Contents; Pgs.1d-1e, 5, 31, 45, 49, 68

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 3

Building Knowledge

Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

Rating for Non-Negotiable 3

If both metrics were rated as Meets, then rate Non-Negotiable 3 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 3 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

- Meets
- Does Not Meet

Strengths / Weaknesses:

***There are additional metrics under Alignment Criterion 3 that pertain to how texts, tasks, and assignments should build knowledge. If you wish to continue focusing on building knowledge, skip to Alignment Criterion 3 on page 31. Otherwise, continue on to Alignment Criterion 1 on page 18.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on page 43.

Directions for Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: 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.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards

Metrics to Review

- **AC Metric 1A:** In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.
- **AC Metric 1B:** A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.
- **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.

Rating this Criterion

1. Rate how well the submission meets each of the criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 5 out of 6 points means ~~that~~ the materials have met this Alignment Criterion. Note: for grades 6–12, if reading fluency is not an issue in your setting, you can ignore 1C and score this alignment criterion as met with a rating of 3 out of 4 points.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before proceeding to Alignment Criterion 2 (or going back to complete Non-Negotiable 2). The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1A:

In grades 3–5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.

How to Find the Evidence

What to look for: List of all the selections selected for submission by genre as defined by the Standards:

- For grades 3–5: Calculate the percentage of literary vs. informational texts listed in the table of contents. (Then, calculate the balance of instructional time spent on literature vs. instructional time spent on informational texts within each unit over each year. For example if one genre of texts includes long passages and the other very short passages, the balance won't be right.)
- For grades 6–12 ELA classes: Measure whether or not there is “substantial attention to high-quality nonfiction.” (Literary nonfiction includes essays, speeches, opinion pieces, journalism, historical or scientific articles written for a broad audience.) The standards do not call for specific percentages of informational text in ELA classes.

Where to look: Review table of contents for the list of included selections or review a list of selections within the units' scope and sequences.

Evidence

Distribution of Texts Types by Grade Level, ©2021 National Edition

Grade Level	% Literary	% Informational
6	62	38
7	59	41
8	52	48
9*	65	35
10	42	58
11	37	63
12	44	56

*Note: The percentage of texts reflected here is based on titles read. 9th grade contains a higher percentage of literary texts due to the number of poems read unit 2. The distribution of informational and literary texts as mentioned in the NAEP 2009 Reading Framework considers a distribution across all contents.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1B:

A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

How to Find the Evidence

What look for: Specific texts or text types that match the demands of the Standards in each grade level.

Look for materials that include:

- Specific titles of texts mentioned in the grade-specific standards (e.g., certain founding documents, Shakespeare, works from an American dramatist, folktales, myths, and traditional literature from a variety of cultures).
- Specific grade-level text characteristics, including but not limited to stories written by the same author, texts with visual or quantitative elements, texts on the same topic, texts with similar characters, texts providing conflicting information, texts with first- and secondhand accounts, texts from outside the U.S., early American literature, etc.
- Specific genres called for in the Standards: poetry, drama, prose, folktales, myths, and traditional literature.

Where to look: Check to see if the publisher submitted a list of texts required specifically by the grade-level standards. Otherwise, scan the table of contents or curriculum maps.

Evidence

SpringBoard Grades 6–12 reflect a balance of distribution of text types and genre, both literary and information, across each grade level. Students engage with a variety of text types suggested by the standards, including journals, speeches, essays, short stories, editorials, graphic novels, articles, drama, memoirs, novels, and letters. Many instructional units are built around a specific text type or genre, though typically include a variety of text types for making connections across topic or theme.

Grade 9 – Table of Contents Pgs.-xiii, please note multiple genres are included throughout the units of instruction including but not limited to short stories, poems, essays, speeches, and informational texts

Grade 10 – Table of Contents Pgs.-xi, please note multiple genres are included throughout the units of instruction including but not limited to short stories, poems, essays, speeches, and informational texts

Grade 11 – Table of Contents Pgs.-xiii, please note multiple genres are included throughout the units of instruction including but not limited to short stories, poems, essays, speeches, and informational texts

Grade 12 – Table of Contents Pgs.-xii, please note multiple genres are included throughout the units of instruction including but not limited to short stories, poems, essays, speeches, and informational texts

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 1

Range and Quality of Texts

Metric

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.

Note: This metric may not apply to materials for grades 6–12.

How to Find the Evidence

What look for: Instructional opportunities that are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

Where to look: Conduct a full reading of several lessons and the associated fluency tasks.

Evidence

This metric does not apply.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: 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.

Points Assigned for Alignment Criterion 1

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 1. If materials earn fewer than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (6 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

***If you skipped ahead to Alignment Criterion 1 from Non-Negotiable 1, go back to Non-Negotiable 2 on Page 9 to begin your review of evidence-based discussion and writing.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.

Directions for Alignment Criterion 2

Questions, Tasks, and Assignments

Alignment Criterion 2: 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.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)
- Language Progressive Skills, by Grade (http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf, p. 30 or 56)

Metrics to Review

- **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.
- **AC Metric 2B:** Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.
- **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).
- **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.

- **AC Metric 2E:** Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.
- **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.
- **AC Metric 2G:** Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research based and transparent progression to develop proficient readers.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 11 out of 14 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before proceeding to Alignment Criterion 3. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

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.

How to Find the Evidence

What to look for: The prevalence of a set of coherent question sequences that direct students to draw evidence from the text.

Look for materials that include:

- Relatively simple questions requiring attention to specific words, details, events, ideas, and arguments and then move on to explore the impact of those specifics on the text as a whole.
- Questions that move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text.
- Questions that attend to the particular ideas and details that illuminate each text.
- Questions that linger over phrases and sentences key to comprehension.
- Questions that support students' ability to address a culminating task focused on the central idea(s) of the text.
- Questions that focus on significant parts of a text and do not skip over opportunities to deepen understanding (for example, because they don't fit the lesson's identified focus standards).

Where to look: Conduct a full reading of several lessons and the associated questions and task sets. Analyze one in four sets of questions and tasks completely to get a valid sample size.

Evidence

SpringBoard is built around activities, tasks, and assessments that are designed to work together and reinforce skills and concepts over time and recursively. Each unit provides a range of activity types, including assessments, writing prompts, collaborative tasks, presentations, debates, discussions, and more. Each **Embedded Assessment** is supportive of the topic/theme and genre of study within the unit, and the **Planning the Unit** pages give teachers a depth of support around the skills, knowledge, and resources to support planning and instruction. Daily lessons and activities build on the skills and knowledge necessary for success on the Embedded Assessments, and students unpack the assessment early in every unit in order to begin with the end in mind. Each activity includes sequences of text-dependent and text-specific questions and tasks to build understanding. Formative assessment built into the unit allow students to practice their skills and teachers to assess student progress.

Grade 9 – Unit 3, Activity 3.3 Students read “Drowning in Dishes, but Finding a Home” and then answer questions that guide them to specific paragraphs and analyze author's choices.

Grade 10 – Unit 2, Activity 2.15 Students read “The Second Coming” and are guided to “Reread the poem to answer these text dependent questions.

Grade 11 – Unit 1, Activity 1.18 – Students read “Let America Be America Again” and then answer questions that specifically ask them to return to the text.

Grade 12 – Unit 4, Activity 4.5 – Students read “President Outlines Hurricane Katrina Relief Efforts” and then are guided to reread the text to answer questions.

Scaffolding Text Dependent Questions.

Example Questions: “Based on the information given in the text, explain the difference between ‘cultural heritage’ and ‘cultural inheritance.’”; “How does the author use food to develop her ideas of cultural identity?”

Scaffolded Text Dependent Questions can be found throughout the text for example:

Grade 9 – Pg.88–90 (bottom teacher wrap)

Grade 10 – Pg.68–69 (bottom teacher wrap)

Grade 11 – Pg.77–79 (bottom teacher wrap)

Grade 12 – Pg.83 (bottom teacher wrap)

Rating

Meets (2)

Partially Meets (1)

Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2B:

Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.

How to Find the Evidence

What to look for: Questions and tasks designed for comprehension associated with every passage in the sample ask students to address the meaning of academic vocabulary and to unpack complex sentences. Look for materials that include:

- Questions and tasks that guide students to determine the meaning of these words from the context or how they are being used in the text.
- Questions and tasks that require students to explain the impact of specific word choices on the text with emphasis on those words that are consequential to the meaning of the text.
- Questions and tasks that support students in paying attention to particular sentences, considering how and why they are constructed as they are and figuring out what they mean.

Where to look: Conduct a full reading of several lessons and the associated questions and task sets. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

SpringBoard English Language Arts materials provide a range of support and guidance to implement grade level standards and engage in reading, writing, speaking, and listening skills that encourage students engage with the language of texts, including the use of academic vocabulary and syntax appropriate to the texts. Students practice their vocabulary throughout lessons, activities, and assessments across the year. Students learn meanings of words, origins, and connotations; they apply their knowledge in written and oral communication. **Literary Terms** and **Academic Vocabulary** call-out boxes, **Word Connections**, **Language and Writer’s Craft**, **Focus on the Sentence**, and **Language Checkpoints** all support understanding of vocabulary and syntax in the context of the texts they are reading and writing. **Spanish Cognate Directories** are found in the opening of each teacher unit, and the **Resources** section of both student and teacher editions provide a wealth of strategies, graphic organizers, and tools to support acquisition of vocabulary and supports for writing. When vocabulary is taught, it is essential to understanding the text and analyzing the purpose of work choices.

Grade 9

Activity 1.9, Activity 2.8 & 2.9, Activity 3.2, 3.20, Activity 4.6

Grade 10

Activity 1.4, Activity 2.2, Activity 3.4, Activity 4.6 & 4.7

Grade 11

Activity 1.3, Activity 2.2 & 2.5, Activity 3.12 & 3.15, Activity 4.3

Grade 12

Activity 1.5 & 1.6, Activity 2.3 & 2.6, Activity 4.11

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2C:

Materials focus on argument and informative writing in the following proportions.

Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion):

Grades 3–5 Exposition 35%

Opinion 30%

Narrative 35%

Grades 6–8 Exposition 35%

Argument 35%

Narrative 30%

Grades 9–12 Exposition

40%

Argument 40%

Narrative 20%

How to Find the Evidence

What to look for: Writing and culminating assignments that match up with the grade band distribution.

- If assignments ask for blended writing (i.e., exposition and argument), give credit for both, and tally how frequently blended writing assignments are assigned.
- Look for materials that provide opportunities for students to address different genres of writing.

Where to look: Examine the table of contents. When the title does not clearly indicate the type of writing, look at the assignment itself.

Evidence

While writing in each SpringBoard grade level text encompasses many modes, opportunities for argumentative, informational, and narrative writing are the primary focus. Multiple opportunities for students to make arguments, support claims, and synthesize information help develop argumentative composition skills. Opportunities for students to engage in task-based writing through direct instruction in narrative and informational writing appear consistently in each unit. Varied and frequent writing opportunities, with specific attention to developing complex and precise sentences as the building blocks to sophisticated paragraph and essay length writing abound throughout the materials. Writing exercises and opportunities are integrated into the curriculum rather than being isolated so students' comprehension and ability to compose a variety of texts is enhanced. Additionally, more direct instruction and practice for argumentative, narrative, and explanatory writing is included in the previously mentioned Writing Workshops available digitally. Within each grade level, there are two Embedded Assessments, along with daily writing activities that ask students to respond to texts for a variety of purposes. These are found in Working from the Text, Writing Prompts, Writing to Sources, and writing tasks that allow students to practice all modes of writing, including narrative, informative, argumentative, writing to sources, and research. Outside the core materials, Writing Workshops and Close Reading Workshops include additional writing opportunities so teachers and build support and experience in the areas of writing students need them most.

Grade 9: All Embedded Assessments; Activity 1.10 and 1.15, Activity 2.7, Activity 3.10 & 3.11, Activity 4.12

Grade 10: All Embedded Assessments; Activity 1.5, Activity 2.7, Activity 3.8, Activity 4.5, 4.10, 4.11

Grade 11: All Embedded Assessments; Activity 1.6, Activity 2.25, Activity 3.11, Activity 4.17

Grade 12: All Embedded Assessments; Activity 2.2 & 2.4; Activity 4.7, 4.9

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

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.

How to Find the Evidence

What to look for: Regular (daily or at least weekly) writing opportunities that vary in purpose and length, embedded to support instruction, and that flow from the instruction and text-dependent questions. Materials include methods for teaching writing (e.g., specific methods for establishing a purpose, organizing writing, selecting and using evidence, etc.).

Where to look: Examine the table of contents and a sample of lessons.

Evidence

SpringBoard provides a yearlong comprehensive approach to writing that is built across each unit and embedded through a series of formative writing tasks, frequent writing prompts, Embedded Assessments, Language and Writer’s Craft, Language Checkpoints, research tasks, Writing Workshops, and presentations. Students engage in formal and informal writing—on-demand tasks, multi-paragraph writing over time, creative, and analytical. Writing activities are incorporated daily in order for students to respond to texts in a variety of modes and for a variety of purposes. Students make observations, analyze author’s purpose and craft, discuss writing—small-group and independent writing. Language and Writer’s Craft and Language Checkpoints are designed to give students practice in utilizing language and grammar skills.

Every unit in SpringBoard includes multiple writing prompts that build to the two Embedded Assessments in each unit and reflect a range of genres.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2E:

Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.

How to Find the Evidence

What to look for: Materials offer protocols to engage students regularly, even daily, in productive, substantive discussions around grade-level topics and texts that students have studied and researched in advance.

Look for:

- Speaking and listening that is routinely emphasized, supported, and integrated into the lessons examined.
- Materials that center on real, substantive discussions that require students to respond directly to the ideas of their peers.
- Materials that develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.
- Materials that encourage students, through directions and modeling, to use academic language in their speech.

Where to look: Examine the tasks and instructions in the relevant sections. Prefatory materials might also help determine if speaking and listening is emphasized through instruction and use of routines. Use grade level standards materials to make sure the speaking and listening standards match the grade-level being reviewed.

Evidence

SpringBoard English Language Arts materials provide a range of support and guidance to implement grade level standards and engage in reading, writing, speaking, and listening skills that encourage students engage with the language of texts. **Academic conversations** and **collaborations** are one of the four key principles of every SpringBoard English Language Arts text. Students participate in discussion groups, writing groups, debates, Socratic seminars and literature circles thus developing both active listening and effective speaking skills. The SpringBoard activities help create an environment in which students can share, compare, critique, debate, and build on others' ideas to advance their learning. In each teacher's edition, the **Activity Features at a Glance** (Pg.1c) highlights the speaking and listening activities students will encounter in each of the four units at each grade level. Small group, peer-to-peer, and whole class activities provide not only protocols but help students develop confidence in their ability to communicate successfully verbally. Strategies to develop and hone speaking and listening skills include choral reading, debate, drama games, fishbowl, note-taking, oral reading, rehearsal, role-playing, and other activities. Additionally, graphic organizers provide structure for collaborative dialogue, discourse starters, and roundtable discussion. Scaffolding suggestions in the teacher's edition offer guidance for differentiation and extension.

Grade 9

Unit 1 – Activity 1.2 – Observation and analysis of working environments via class discussion
Activity 1.2 – Knowledge quest closing task; Unit 2 – Activity 2.24 – Class discussion of poem analysis and completion of a graphic organizer; Unit 4 – Activity 4.31 – Presentation of individual contributions to a group project and completion of supporting graphic organizer.

Grade 10

Unit 1 – Activity 1.6 – Students discuss in small groups specific events noted in the selection and note evidence that supports assertion; Unit 2 – Activity 2.7 – Students actively practice and participate in a Socratic seminar; Unit 3 – Activity 3.4 – Students read independently and then discuss as a class the Making Observations questions and complete a Focus on the Sentence independently and in pairs.

Grade 11

Unit 1 – Activity 1.6 – Students use the Round Table Discussion graphic organizer to organize ideas and prepare for discussion; Unit 3 – Activity 3.9 – Students read in small groups and apply metacognitive markers discussing how vocabulary choice impacts tone and then continue discussion as a whole class activity; Unit 4 – Activity 4.2 – Students work in groups to complete a multimedia presentation.

Grade 12

Unit 1 – Activity 1.14 – Students participate in a Socratic seminar; Unit 2 – Activity 2.16 – Students work as a whole class to discuss vocabulary and author's intent as well as parallelism Unit 3 – Activity 3.17- Students work in groups to discuss characterization and create class presentations to share findings.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

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.

How to Find the Evidence

What to look for: Grade-specific standard materials that retain and further develop skills and understandings and demonstrate explicit instruction to support student mastery. Look for:

- Materials that include understanding of preceding grade skills.
- Lessons that demonstrate explicit instruction of the full range of grammar and conventions as they are applied in increasingly sophisticated context.
- Texts that include elements so teachers can craft grammar instruction (e.g., to teach about the use of semicolons, texts are provided that demonstrate their use).
- Activities and lessons that teach students the craft of writing so they can communicate clearly and powerfully.
- Materials that provide regular opportunities for students to practice their presentation skills in real-world applications.

Where to look: Look for publisher-produced alignment documentation of the standards addressed by specific lessons. Analyze a sample of lessons and tasks from across the submission to validate the publisher's assignments. Analyze one in every four sets of questions and tasks completely to get a valid sample size. Investigate several (3-4) of the pages where usage and convention are addressed to evaluate whether they demand student self-correction in ways aligned to that of the grade level's standards.

Evidence

Throughout the SpringBoard English Language Arts materials, grammar and language instruction and opportunities for practice and instruction occur at contextual point of use and out of context through supplemental online grammar and language activities. **Grammar and Usage** sections in each unit guide students to note authors' use of grammatical constructs and provide models for students to incorporate varying phrases, clauses, and sentence structures in their writing. As students complete **Language and Writer's craft** tasks, they see how sentence construction impacts meaning. Daily lesson activities incorporate sentences from the preceding selection and include opportunities for students to model those grammatical structures. **Language Checkpoints** throughout each grade level and unit delve even more deeply into usage and conventions and guide students to complete multiple exercises such as revising sample sentences as well as revising their own writings. As students work through the text, concepts become more sophisticated and allow students to progress gradually but successfully. For students who may need differentiation in order to develop more grammatically sophisticated writing, **Language Workshops**—available online and through an additional printed resource—provide supplemental practice as well. Please see the following:

Grade 9

Unit 1 – Activity 1.4 – Students read and analyze textual phrases and complete activities in Language and Writer's Craft that focuses on subordinating conjunctions and complex sentences

Activity 1.16 – Students study semicolons, colons, and dashes and complete related tasks and then apply that learning to their own writing

Unit 2 – Activity 2.5 – Students study selection punctuation and complete tasks applying that study

Unit 3 – Activity 3.12 – Language Checkpoint Using Parallel Structure—students note how parts of speech and clauses convey variety and improve clarity and understanding

Grade 10

Unit 1 – Activity 1.10 – Students study parallelism and apply that study to their writing

Activity 1.4 – Students study use of the semicolon and complete a Focus on the Sentence

Activity 1.6 – Students study colons and semicolons and complete exercises practicing their correct usage

Grade 11

Unit 3 – Activity 3.21 – Students study dashes and how they impact a selection's meaning and impact and then revise contextual sentences with different punctuation marks

Unit 4 – Activity 4.9 – Students study dialectical variations and how those impact meaning and tone

Grade 12

Unit 1 – Activity 1.8 – Students study the use of hyphens and how their use heightens impact and meaning and then practice their use

Activity 1.5 – Students complete a writing prompt making careful note of utilizing varied sentence structure and correct punctuation and grammar

Unit 3 – Activity 3.6 – Students study complex sentence use by Shakespeare noting independent clauses, dependent clauses, conjunctions, and adverbial clauses

Rating

Meets (2)

Partially Meets (1)

Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2G:

Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research-based and transparent progression to develop proficient readers.

Note: This metric does not apply to materials for grades 6–12. When reviewing materials for those grades, automatically award a score of “Meets” to this metric.

How to Find the Evidence

What to look for: Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a wide range of students. Look for materials that include:

- High-quality activities (both in and out of context) for students who require multiple practice opportunities, as well as those who reach mastery of the foundational skills with less practice.
- Routines and guidance that will remind teachers to monitor student progress.
- Sufficient practice to achieve fluency for all, that is, a variety of fluency-building techniques supported by research that involve the student in monitoring progress toward a specific fluency goal.
- Foundational skill practice where making meaning from reading is expected.
- Limited introductions to passages (i.e., pre-reading activities are at a minimum) so the central ideas of a text are not simply given to students, or alternatively, students’ attention is drawn away from the text.

Where to look: Examine the research-based scope and sequence for foundational skills or the table of contents to see if this matches up with the foundational standards for each of the grades. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

Evidence

This metric does not apply.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Alignment Criterion 2: 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.

Points Assigned for Alignment Criterion 2

Materials must earn at least 11 out of 14 points to meet Alignment Criterion 2. If materials earn fewer than 11 points, the Criterion has not been met. Remember to automatically award 2 points for AC2G when reviewing materials for grades 6–12. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (14 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

***If you skipped ahead to Alignment Criterion 2 from Non-Negotiable 2, go back to Non-Negotiable 3 on page 14 to begin your review of building knowledge.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on page 43.

Directions for Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Alignment Criterion 3: Materials build students' knowledge across topics and content areas.

Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards

Metrics to Review

- **AC Metric 3A:** Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.
- **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.
- **AC Metric 3C:** Materials include a cohesive, yearlong plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 4 out of 6 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before proceeding to Alignment Criterion 4. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3A:

Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.

How to Find the Evidence

What to look for: The frequency of knowledge-based culminating assignments. Look for:

- At least one culminating task per unit.
- Questions and tasks that support students' ability to complete culminating tasks.

Where to look: Examine the table of contents, sample lessons, and/or index.

Evidence

Project-based Embedded Assessments (mentioned above) are the culmination of a series of activities **deliberately scaffolded** to prepare students to be successful on the assessment, by preparing them in explicitly incremental layers of learning and practice with the skills and knowledge necessary for the Embedded Assessment. These activities include formative assessment opportunities for teachers to gauge student progress during the gradual release model prior to the independence required by the Embedded Assessment.

Each unit of SpringBoard English Language Arts is built from Embedded Assessments that drive the instructional pathway and give students and teachers a clear destination so they can “begin with the end in mind.”

The Embedded Assessments come with scoring support for teachers including scoring guides and student examples. Along the way, there are many opportunities built into daily lessons for teachers to progress monitor and make sure their students are on track:

Making Observations questions help teachers quickly gauge students' initial understanding of key details in a text.

Returning to the Text includes text-dependent questions aligned to College and Career Readiness Standards that guide students to develop and demonstrate their comprehension and analysis of a text.

Check Your Understanding tasks occur at key moments in the instructional sequence when it is appropriate for students to demonstrate learning before moving on to subsequent work.

Focus on the Sentence provides a quick but worthwhile opportunity for teachers to assess students' understanding of key concepts or comprehension of texts, films, discussions, or visuals.

Graphic organizers throughout the student edition prompt students to map out ideas, evidence, and analysis based on the materials they're studying.

Writing prompts provide useful evidence of how students are progressing toward the Embedded Assessment task. Sometimes, the responses to writing prompts can be used as early drafts that students later develop and revise for the Embedded Assessment.

Reflection questions follow each Embedded Assessment and provide opportunities for students to take ownership of their learning by identifying strategies that worked for them.

Activity Quizzes—Activity Quizzes are quick, formative, multiple-choice assessments that assess students' learning of the knowledge and skills practiced in SpringBoard activities. Teachers can select which quizzes to assign over the span of a unit to monitor student understanding and make instructional adjustments based on results. These assessments are available on SpringBoard Digital. Activity quizzes are aligned to every activity, contain 2–4 multiple-choice questions, and can be given digitally or in print. If digital, automated scoring is available.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

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.

How to Find the Evidence

What to look for: The frequency of research assignments. Look for materials that include:

- At least one shared research project per unit.
- Repetitions of the research process many times both in group and supported settings to develop the expertise needed to conduct research independently.
- Research projects that take from a couple of days to no more than a week to encourage students to develop expertise in a range of topics.

Where to look: Examine the table of contents, sample lessons, and/or index. Examine the sections devoted to research to see if students are asked to present their findings. "Research" as a term should be listed in the Index.

Evidence

SpringBoard English Language Arts materials consistently guide students to make connections between concepts they are reading, researching, and studying to the real world. Throughout the year, students practice evaluating sources, gathering relevant evidence, citing and reporting findings, and collaborating with others in the process. They engage in shorter research tasks as well as longer, more involved projects. Students work collaboratively and independently on their research skills. Students analyze texts both in class and out.

Grade 9

Unit 3 – Activity 3.19; Activity 3.20; Activity 3.21 Unit 4 Activity 4.27; Activity 4.20; Activity 4.30; Activity 4.31

Grade 10

Unit 1 – Activity 1.14 – Students work collaboratively to develop and revise a plan for research, organize information from relevant sources, and cite and evaluate resources as they work toward understanding how authors persuade; Unit 3 – Activity 3.9 – Students examine how to develop a research plan; Activity 3.12 – Students examine sources for fallacies and examine how to determine the reliability and credibility of sources Activity 3.15 – Students modify research questions; Activity 3.17 – Students utilize ideas from different texts/sources

Grade 11

Unit 4 – Activity 4.1 – Students study and work through the research process using graphic organizers; Activity 4.2 – Students develop research questions using a KWL chart; Activity 4.3 – Use different sources/texts in research; Activity 4.4 – Students locate and select appropriate sources to answer research questions; Activity 4.6 – Students construct a thesis statement that answers a research question

Grade 12

Unit 2 – Activity 2.15 – Students research self-generated questions about Feminist Criticism and check their understandings through a quick write activity based on research findings
Unit 4 – Activity 4.8 – Students continue applying their critical lenses to real-world events by collaborating to select a topic and generate research; Activity 4.9 – Students continue applying their critical lenses to real-world events by locating and evaluating sources; Activity 4.13 – Students continue applying their critical lenses to real-world events by synthesizing research and utilizing their collective research

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3C:

Materials include a cohesive, yearlong plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

How to Find the Evidence

What to look for: Directions for teachers about how to engage in regular and systematic vocabulary and syntax instruction. Look for:

- Ample opportunities for students to practice the use of targeted academic vocabulary in their speaking and writing.
- Ample opportunities for students to notice and practice using grade-appropriate academic language, with particular attention to syntax.
- Materials that hold the students responsible for acquiring vocabulary from what they read (as opposed to only being accountable for words they are directly taught).
- Questions and tasks guide students to use academic vocabulary and increasingly sophisticated syntax in speaking and writing about knowledge gained from texts.
- Materials that explore word relationships and how word and clause choice impact the interpretation of evidence.

Where to look: Conduct a full reading of several lessons and the associated instructional guidance. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

SpringBoard provides embedded instruction in grammar and language across the year. Grammar and Usage, Language and Writer's Craft, and Language Checkpoints focus on teaching concepts in context of the readings and applying skills learned in their own writing. SpringBoard writing instruction focuses on the sentence. Language and Writer's Craft tasks address topics in writing such as style, word choice, and sentence construction. This approach to writing is at the heart of SpringBoard design.

Language Checkpoints offer in-depth practice with standard English conventions and usage, and guide students in revising sample sentences as well as their own work. This combination of features and approach to instruction allows students to build skills and sophistication over time.

Grade 9

Unit 1 – Activity 1.4 – Students read and analyze textual phrases and complete activities in Language and Writer's Craft that focuses on subordinating conjunctions and complex sentences

Activity 1.16 – Students study semicolons, colons, and dashes and complete related tasks and then apply that learning to their own writing

Unit 2 – Activity 2.5 – Students study selection punctuation and complete tasks applying that study

Unit 3 – Activity 3.12 – Language Checkpoint Using Parallel Structure – students note how parts of speech and clauses convey variety and improve clarity and understanding

Grade 10

Unit 1 – Activity 1.10 – Students study parallelism and apply that study to their writing

Activity 1.4 – Students study use of the semicolon and complete a Focus on the Sentence

Activity 1.6 – Students study colons and semicolons and complete exercises practicing their correct usage

Grade 11

Unit 3 – Activity 3.21 – Students study dashes and how they impact a selection's meaning and impact and then revise contextual sentences with different punctuation marks

Unit 4 – Activity 4.9 – Students study dialectical variations and how those impact meaning and tone

Grade 12

Unit 1 – Activity 1.8 – Students study the use of hyphens and how their use heightens impact and meaning and then practice their use

Activity 1.5 – Students complete a writing prompt making careful note of utilizing varied sentence structure and correct punctuation and grammar

Unit 3 – Activity 3.6 – Students study complex sentence use by Shakespeare noting independent clauses, dependent clauses, conjunctions, and adverbial clauses

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Alignment Criterion 3: Materials build students’ knowledge across topics and content areas.

Points Assigned for Alignment Criterion 3

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 3. If materials earn fewer than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (6 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

Before moving to Alignment Criterion 4, record the final Meets or Does Not Meet rating in the Evaluation Summary on page 43.

Directions for Alignment Criterion 4

Access to the Standards for All Students

Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, evaluation requires that careful attention be paid to ensure that all students, including English Language Learners and those with different learning needs, have access to high-quality, aligned materials. The IMET is designed primarily to help educators determine whether instructional materials are aligned to the Shifts and major features of the CCSS. The IMET also allows room for local considerations to ensure that selected materials provide access for the specific set of students who will be using those materials.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- If the submission includes formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

Metrics to Review

- **AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students’ learning.
- **AC Metric 4B:** Materials regularly provide all students, 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.

- **AC Metric 4C:** Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- **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).
- **AC Metric 4E:** Materials regularly and systematically 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.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4A:

Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.

How to Find the Evidence

What to look for: Materials that are streamlined and allow teachers and students to carefully read and thoughtfully respond to grade-level complex texts. Look for:

- Multiple lessons across the year and in different grades to evaluate whether they can reasonably be completed in the recommended time.
- Specific recommendations for how much time to allot for student discussion and tasks or in responding to questions. Is a range of time provided such that most students could accomplish what is being asked within that time?
- Recommended pacing charts, weeks at a glance or “how to use this...” documents that offer a clear picture of how the materials are paced and how thoroughly rich texts are studied.

Where to look: Examine the tasks and instructions in the selection chapters from **to go** and across grades.

Evidence

Each unit begins with a Planning the Unit section that provides teachers with the context, instructional sequence, goals, and recommended pacing. Instructional activities are described in terms of length and their relationship to preceding and subsequent activities so that teachers can make unit as well as daily plans. Individual activities always begin with a “Plan” section that indicates how long a lesson may take based on a 50-minute class period.

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4B:

Materials regularly provided all students, 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.

How to Find the Evidence

What to look for: Materials that support the varying needs of all students.

Where to look: Examine the tasks and instructions in the selection chapters from throughout and across grades.

Evidence

Among the resources available to SpringBoard teachers is a collection of **graphic organizers** and **English Language development strategies** that can help scaffold instructions in boundless and creative ways. One effective way to support English language learners and students who are struggling with a task is to give them a graphic organizer that helps spark ideas, activate metacognition, organize thoughts, or frame academic discussion. The resources section of this book includes dozens of graphic organizers designed to do that. SpringBoard also includes strategies and techniques that teacher can use to boost students' ability and confidence with using academic language that applies to their tasks.

SpringBoard offers **Language Workshops** to give struggling and ELL students the opportunity to read complex and engaging texts appropriate for their grade level. Language Workshops map directly to each ELA unit and include robust differentiation options that can be used flexibly depending on learners' needs.

Close Reading Workshops address the skill of reading with deliberate attention to purpose, audience, language, and tone with activities in every unit that guide students through the steps of close reading. These workshops are designed to be an extra support for teachers to help students understand the process of close reading and address each genre.

The **Writing Workshops** provide students with direct instruction of the writing process and practice writing in modes of writing including narrative, argumentative, and informational, as well as creative modes like poetry and script writing. Students are guided through planning, drafting, revising and editing, researching, and other steps. All writing workshops are accompanied by a Scoring Guide that outlines the performance expectations for each writing mode and provides an evaluation tool.

Grade 9 – Each unit planning pages f–k (Pathways and resources) EX: Unit 1 pages 1f–1k

Grade 10 – Each unit planning pages f–k (Pathways and resources) EX: Unit 1 pages 1f–1k

Grade 10 – Pg. 68–69 (bottom teacher wrap)

Grade 11 – Pg. 77–79 (bottom teacher wrap)

Grade 12 – Pg. 83 (bottom teacher wrap)

Strategies are presented as tools to help students to access, comprehend, and analyze and produce complex texts. Accessing and producing texts is the goal, and strategies serve as tools to accomplish the goal. In the second read, students focus on deepening understanding of texts and comprehension of ideas before applying skills (Key Ideas & Details, Craft and Structure). Teachers are encouraged to monitor student understanding, scaffold support of complex reading using the **Scaffolding Text Dependent Questions**.

Example Questions: “Based on the information given in the text, explain the difference between ‘cultural heritage’ and ‘cultural inheritance.’”; “How does the author use food to develop her ideas of cultural identity?”

Rating

Meets (2)

Partially Meets (1)

Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4C:

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

How to Find the Evidence

What to look for: Materials that support the varying needs of all students.

Where to look: Examine the tasks and instructions in the selection of chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to providing extension activities and study.

Evidence

Leveled Differentiated Instruction suggestions are located throughout the text in the teacher wrap that offers suggestions for scaffolding the challenging tasks of the activity. The suggestions provide the tools that learners at various levels of language proficiency need to successfully participate in class. Teachers will discover that the scaffolding suggestions model techniques that they can adapt to other tasks in the unit work. Our differentiation spans six levels. The first four levels map to the proficiency level descriptors defined by WIDA. As students become more proficient, teachers can select flexibly from the leveled scaffolding options provided to find the one that will enable the student to complete the task successfully while remaining appropriately challenged. The ultimate goal is to build students' capacity so they can perform tasks with increasing independence. The last level is EXTEND, which provides opportunities for the student to challenge themselves even further.

Zinc Reading Labs is a SpringBoard partner where teachers and students can find a huge library of reading material chosen specifically to align with the SpringBoard curriculum.

This partnership includes:

- Fresh and engaging nonfiction and fiction content for independent reading and direct instruction with reading levels ranges from 4th grade to college-level work
- Interactive games, quizzes, and tasks that build skills and confidence
- Freedom of choice: Zinc's massive and ever-growing library means that all students should find texts they want to read, increasing interactivity and engagement with texts
- Detailed reporting based on the results of student engagement help teachers to identify gaps in learning and address through strategic instruction

Grade 9 – Embedded in Teacher Wrap throughout each unit—stepped out in each Language Workshop. Unit 1 Pg. 156–157

Grade 10 – Embedded in Teacher Wrap throughout each unit—stepped out in each Language Workshop. Unit 1 Pg. 21

Grade 11 – Embedded in Teacher Wrap throughout each unit—stepped out in each Language Workshop. Unit 1 Pg. 173

Grade 12 – Embedded in Teacher Wrap throughout each unit—stepped out in each Language Workshop. Unit 1 Pg. 63

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

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).

How to Find the Evidence

What to look for: Materials that support teachers to plan and present differentiating instructions.

Where to look: Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.

Evidence

Planning the Unit in every unit provides teachers with information on the context of the unit and a list of resources that can be used to support learners' needs. Additionally, the **Instructional Pathways** are designed to provide teachers information for differentiation with customizable pathways: English Language Pathway, Language Development Pathway, and Flexible Pathway. **Unit Resources at a Glance** gives support for differentiation. **Leveled Differentiated Instruction** suggestions are located throughout the text in the teacher wrap that offers suggestions for scaffolding the challenging tasks of the activity. The suggestions provide the tools that learners at various levels of language proficiency need to successfully participate in class. Teachers will discover that the scaffolding suggestions model techniques that they can adapt to other tasks in the unit work. Our differentiation spans six levels. The first four levels map to the proficiency level descriptors defined by WIDA. As students become more proficient, teachers can select flexibly from the leveled scaffolding options provided to fine the one that will enable the student to complete the task successfully while remaining appropriately challenged. The ultimate goal is to build students' capacity so they can perform tasks with increasing independence.

Language Workshop follows the research and supports the notion that all students, including those who are still developing English language skills, should have the opportunity to read complex and engaging texts appropriate for the grade level. Supports include vocabulary previews and practice, accessible texts that help students build background knowledge, scaffolded close reading and discussion of an anchor text that is shared with ELA, and more. Because Language Workshops are so closely integrated with ELA, they build a bridge to help English language learners and other students progress smoothly toward proficiency with grade level skills.

Grade 9 – Language Workshop in each lesson; Leveled Differentiated support in Core Text Ex: Page 88

Grade 10 – Language Workshop in each lesson; Leveled Differentiated support in Core Text Ex: Page 55

Grade 11 – Language Workshop in each lesson; Leveled Differentiated support in Core Text Ex: Page 173

Grade 12 – Language Workshop in each lesson: Leveled Differentiated support in Core Text Ex: Page 86

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4E:

Materials regularly and systematically 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.

How to Find the Evidence

What to look for: Formative and interim assessments.

Where to look: Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessments, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.

Evidence

Assessment is a key part of the design in SpringBoard. SpringBoard is built with a series of frequent formative and summative assessment opportunities. Embedded Assessments measure performance on key skills and concepts studied throughout each unit. The scoring guides are aligned to standards and there are student exemplars available for teachers and students to use. Daily lessons are built around assessment opportunities where students practice their learning and teachers can assess student progress. Features like Making Observations, Returning to the Text, Working from the Text, Check Your Understanding, Focus on the Sentence, graphic organizers, Writing Prompts, and more are discreet and scaffolded opportunities for teachers to assess their student progress. The multiple-choice, multi-select, and Open Response digital assessments are available on SpringBoard Digital for additional formative assessments.

Grade 9 – Embedded Assessment Pg. 434, Making Observations Pg. 421, Returning to the Text Pg. 399 and 405, Check Your Understanding Pg. 409, Focus on the Sentence Pg. 399 and 404, Graphic Organizers Pg. 407, Writing Prompts Pg. 425

Grade 10 – Embedded Assessment Pg. 87, Making Observations Pg. 41, Returning to the Text Pg. 42, Check Your Understanding Pg. 62, Focus on the Sentence Pg. 43, Graphic Organizers Pg. 67 Step 4 in Teacher Wrap, Writing Prompts Pg.56

Grade 11 – Embedded Assessment Pg. 99, Making Observations Pg. 24, Returning to the Text Pg. 25, Check Your Understanding Pg. 27, Focus on the Sentence Pg. 51 and 59, Graphic Organizers Pg. 59 Step 21 in Teacher Wrap, Writing Prompts Pg.14 and 28

Grade 12 – Embedded Assessment Pg. 69, Making Observations Pg. 13, Returning to the Text Pg.15, Check Your Understanding Pg. 20, Focus on the Sentence Pg. 62, Graphic Organizers Pg. 17-19, Writing Prompts Pg. 35

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Points Assigned for Alignment Criterion 4

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 4. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (10 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Instructional Materials Evaluation Tool (IMET)
ELA/Literacy, Grades 3–12

Title of Submission: _____

Name of Evaluator(s): _____

Publisher: _____

Date of Evaluation: _____

Date of Publication: _____

Signature of Each Evaluator(s): _____

IMET Evaluation Summary 1 of 2

Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1: High-Quality Text

- Meets
- Does Not Meet

Non-Negotiable 2: Evidence-Based Discussion and Writing

- Meets
- Does Not Meet

Non-Negotiable 3: Building Knowledge

- Meets
- Does Not Meet

Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as “Meets” overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1: Range and Quality of Texts

Points: ____ of 6 possible.
(Materials must receive at least 4 of 6 points to align. Materials for grades 6–12 should have an automatic 2 points awarded for AC1C if fluency is determined not to be a factor in materials selection.)

- Meets N/A
- Does Not Meet

Alignment Criterion 3: Building Knowledge with Texts, Vocabulary, and Tasks

Points: ____ of 6 possible.
(Materials must receive at least 4 of 6 points to align.)

- Meets N/A
- Does Not Meet

Alignment Criterion 2: Questions, Tasks, and Assignments

Points: ____ of 14 possible.
(Materials must receive at least 11 of 14 points to align. Materials for grades 6–12 should have an automatic 2 points awarded for AC2G.)

- Meets N/A
- Does Not Meet

Alignment Criterion 4: Access to the Standards for All Students

Points: ____ of 10 possible.
(Materials must receive at least 7 of 10 points to align.)

- Meets N/A
- Does Not Meet

Overall

Non-Negotiables Overall

- Meets
- Does Not Meet

Alignment Criteria Overall

- Meets
- Does Not Meet

IMET Evaluation Summary 2 of 2

Title of Submission: _____

Name of Evaluator(s): _____

Publisher: _____

Date of Evaluation: _____

Date of Publication: _____

Signature of Each Evaluator(s): _____

Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

Yes

No

What are the specific areas of strength and weakness based on this evaluation?

Publishers or those implementing curricula can use this information in order to modify the materials or use them differently to improve alignment.