2015 Instructional Material Summer Review Institute

Grade K – 8 : English Language Arts/Reading; CORE Reading Intervention; Modern, Classical and Native Languages

**Review Team Appraisal of Title – English Language Arts/Reading**

This information is provided for local school boards and governing authorities of charter schools to consider in their selection process to meet the needs of their student population.

|  |  |  |  |
| --- | --- | --- | --- |
| Text Title: | SpringBoard English Language Arts Grade 6 | Publisher: | The College Board |
| Course: | 6th Grade ELA | Grade Level: | 6 |
| SE ISBN: | 978-1-4573-0218-3 | TE ISBN: | 978-1-4573-0225-1 |

|  |
| --- |
| **SECTION 1 SCORE** |
| Reviewer # and Section 1 Total: 1. #16 TOTAL 645 2. #17 TOTAL 675 3. #18 TOTAL 656  Average Score: 659 |
| **SECTION 1 ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 1:   * As often as the requirement to cite textual evidence appeared in the assessment rubric, the publishers made that task part and parcel of analytical writing assignments about five times as much. * The use of “Sentence Starters” as discussion prompts for the sixth grade level were both engaging and useful, helping to scaffold young students into productive discussions in which they are encouraged to make positive contributions. * The use of Shakespeare quotes to introduce rhetorical terminology and analysis provided an interesting and engaging means to approach both tasks. |
| **SECTION 2 SCORE** |
| Reviewer # and Section 2 Total: 1. #16 TOTAL180 2. #17 TOTAL175 3. #18 TOTAL 165  Average Score: 173 |
| **SECTION 2.A ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 2.A:   * The content consistently, even overwhelmingly, uses sound research-based practices and should prove engaging to a wide range of diverse students; activities are interesting and promote purposeful learning. * Shorter and more complex texts abound, but are paired with, in the teacher’s edition, sound guidance as to how to differentiate those texts for ELL and inclusion settings which early-in-career teachers would find invaluable. * Great, structured, activities for breaking down complex meanings by breaking down texts into smaller, paragraph or even sentence, units. |
| **SECTION 2.B ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 2.B:   * The teacher’s edition is especially easy to follow, and to coordinate with the student work. * The teacher’s edition is truly a useful asset, and treats the teacher as an intelligent and respected professional as opposed to the patronizing tone and instruction offered in some standard textbooks. * The units build through tasks and to an assessment which, by the end of the unit, is: a logical extensions of what was covered and discussed; a natural extension of the tasks completed; within the reach of all the students who have paid nominal attention through the steps leading to that assessment. |
| **Reviewer Comments** |
| Reviewer #: 16 Reviewer Background: Nine years teaching, Level III, English 11 and AP L&C  Comments: SpringBoard is the bomb. Looking at the thought and structure given this effort, and the outcome, it is hard not to feel almost inadequate. SpringBoard is the first textbook offering this reviewer would be tempted to use as exclusive curriculum.  Reviewer #: 17 Reviewer Background: Eighteen years of teaching, English III and AP Lang for the last six. Comments: Typically, when a student receives a textbook at the beginning of the year, that student might find him or herself daunted. The consumable the student receives actually looks negotiable.  Reviewer #: 18 Reviewer Background: Twenty-one years of teaching, fifteen in ELA along with eight in secondary ELL. Comments: The CollegeBoard has taken rigorous, near-pre-AP level work, and made it both accessible and doable for the regular curriculum student. Well done. |