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| Publisher / Imprint |  | Imprint: |  |
| Title of Student Edition: |  | ISBN: |  |
| Title of Teacher Edition: |  | ISBN: |  |

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| Reviewer Name: |  | Reviewer Number: |  | Date: |  | Facilitator: |  |
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**TOTAL SCORE – to be completed after all criteria are scored**

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| **SECTION** | **REVIEWER TOTAL** | **FACILITATOR VERIFICATION** | **FACILITATOR NOTES:**  Facilitator Signature: |
| **Section 1** |  |  |
| **Section 2A** |  |  |
| **Section 2B** |  |  |
| **TOTAL** |  |  |

FACILITATOR USE ONLY

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| FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR) | | | | |
| 🞏 | Verified:  90% or Higher | Facilitator Signature: |  |  |
| 🞏 | Verified:  89% or Lower | Facilitator Signature: |  |  |
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| **Publisher:**   * Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels. * Citations for Section 1 will usually refer to the Student Edition, but may refer to the Teacher Edition |
| **Reviewer: Use the Student Edition and the Teacher Edition to conduct this portion of the review.**   * Ten (10) points: The citation demonstrates Bloom’s Level 3. * Six (6) points: The citation demonstrates Bloom’s Level 2. * Zero (0) points: The citation does not meet either Level 2 or Level 3. * For highlighted rows only – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet. |

| **SECTION 1: Common Core State Standards – English Language Arts** | | | | |
| --- | --- | --- | --- | --- |
|  | **Reading Standards for Literature** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |
| **2** | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |  |  |  |
| **3** | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.) |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4** | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean.) |  |  |  |
| **5** | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |  |  |  |
| **6** | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |  |  |  |
| **8** | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |
|  | **Reading Standards for Informational Text** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |
| **11** | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |  |  |  |
| **12** | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4* topics or subject area. |  |  |  |
| **14** | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |  |  |  |
| **15** | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |  |  |  |
| **17** | Explain how an author uses reasons and evidence to support particular points in a text. |  |  |  |
| **18** | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding, as needed, at the high end of the range. |  |  |  |
|  | **Reading Standards: Foundational Skills** |  |  |  |
|  | **Phonics and Word Recognition** |  |  |  |
| **20** | Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | a. | a. | a\_\_\_ |
|  | **Fluency** |  |  |  |
| **21** | Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
|  | **Writing Standards** |  |  |  |
|  | **Text Types and Purposes** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition.)  d. Provide a concluding statement or section related to the opinion presented. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **23** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because.)  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
| **24** | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **25** | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |
| **26** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |  |  |  |
| **27** | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |  |  |  |
|  | **Research to Build and Present Knowledge** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **28** | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  |  |  |
| **29** | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |  |  |  |
| **30** | Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grade 4 reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions.)  b. Apply *grade 4 reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”) | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
|  | **Range of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |
|  | **Speaking and Listening Standards** |  |  |  |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **32** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and* *texts*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions and carry out assigned roles.  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **33** | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |
| **34** | Identify the reasons and evidence a speaker provides to support particular points. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **35** | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |  |  |  |
| **36** | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |  |  |  |
| **37** | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion;) use formal English when appropriate to task and situation. |  |  |  |
|  | **Language Standards** |  |  |  |
|  | **Conventions of Standard English** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **38** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*.)  b. Form and use the progressive (e.g.*, I was walking; I am walking; I will be walking*) verbtenses.  c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.  d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*.)  e. Form and use prepositional phrases.  f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  g. Correctly use frequently confused words (e.g., to, too, two; there, their.) | a.  b.  c.  d.  e.  f.  g. | a.  b.  c.  d.  e.  f.  g. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_  g\_\_\_ |
| **39** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use correct capitalization.  b. Use commas and quotation marks to mark direct speech and quotations from a text.  c. Use a comma before a coordinating conjunction in a compound sentence.  d. Spell grade-appropriate words correctly, consulting references as needed. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Knowledge of Language** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **40** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.\*  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion.) | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
|  | **Vocabulary Acquisition and Use** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **41** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4* reading andcontent,choosing flexibly from a range of strategies.  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph*,* photograph, autograph.)  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **42** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms.) | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **43** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.) |  |  |  |
| **Additional New Mexico Content Standards for English Language Arts** | | | | |
|  | **English Language Arts** |  |  |  |
| **44** | Students will develop understanding of people, cultures, societies, and explore self-identity through literature, media and oral tradition. |  |  |  |
|  | **Writing** |  |  |  |
| **45** | Students will gather relevant information from multiple sources, including oral knowledge.  Apply digital tools to gather, evaluate, and use information.  Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. |  |  |  |
|  | **Speaking and Listening** |  |  |  |
| **46** | Understand the influence of heritage language in English speech patterns.  Orally compare and contrast accounts of the same event and text.  Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. |  |  |  |

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| **SECTION I:** | **TOTAL SECTION SCORE** |  |

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| **SECTION II: OTHER RELEVANT CRITERIA** |
| **Publisher:**   * Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s. * Citations for Section 2 “Other Relevant Criteria” will usually refer to the Teacher Edition, but may refer to the Student Edition. * All three citations must be found satisfactory by the Review Team to meet the requirements of the standard. |
| **Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.**   * Zero (0): All 3 citations did not meet the requirements of the standard. * Five (5): All 3 citations met the requirements of the standard. |

| **SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria**  **(Specify or cite how the following instructional recommendations occur within this curriculum)** | | | | | |
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|  | **Text Complexity** |  |  |  |  |
|  | **The CCSS State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **47** | Materials provide shorter, challenging texts that elicit close reading and re-reading activities for each grade. |  |  |  |  |
| **48** | Materials provide novels, plays and other extended full-length readings with opportunities for close reading. |  |  |  |  |
| **49** | Materials design opportunities for close reading of selected passages from extended texts to create a series of questions that demonstrate how review of the passages allow students to gather evidence and knowledge from the text. |  |  |  |  |
| **#** | **Range and Quality of Texts** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **50** | Materials include materials containing texts that considered both literature and informational. |  |  |  |  |
| **51** | Materials include a coherent selection of sequence of texts to provide exposure of bodies of literature including American Literature, classic myths, and stories. |  |  |  |  |
|  | **High Quality Text Dependents Questions and Tasks** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **52** | Materials provide high quality sequences of text dependent questions that elicit a sustained discussion of the specifics of the text and their impact. |  |  |  |  |
| **53** | Materials provide the use of textual evidence required in supporting inferences. |  |  |  |  |
| **54** | Materials provide questions and tasks that include comprehension of the text before asking for further critique, evaluation, or interpretation. |  |  |  |  |
|  | **Writing Research that Analyzes Sources and Deploys Evidence** |  |  |  |  |
| **55** | Materials provide activities including extensive opportunities to write in response to sources. |  |  |  |  |
|  | **Additional Key Criteria for Student Reading, Writing, Listening, and Speaking** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **56** | Materials provide independent student work throughout the curriculum. |  |  |  |  |
| **57** | Materials provide speaking and listening prompts and questions offering opportunities for students to share preparation, evidence, and research. |  |  |  |  |
| **58** | Materials include opportunities to read narrative and expository text aloud. |  |  |  |  |
|  | **Fluency** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **59** | Materials include fluency building routines, including goal setting to measure word-level fluency instruction and practice, reading accuracy, and passage reading rate, and timed reading with text understanding. |  |  |  |  |
|  | **Key Criteria for Academic Vocabulary** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **60** | Materials focus on academic vocabulary Prevalent in complex texts throughout reading, writing, listening, and speaking instruction. |  |  |  |  |
| **61** | Materials provide activities designed to acquire knowledge of general academic vocabulary. |  |  |  |  |
|  | **Reading Strategies** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **62** | Materials provide word awareness introduced through the use of research based strategies such as graphic organizers, word walls, and practice activities that encourage deep processing and connecting word meaning to prior knowledge. |  |  |  |  |
| **63** | Materials provide student friendly explanations as well as dictionary definitions. |  |  |  |  |
|  | **Scaffolding** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **64** | Materials provide scaffolding opportunities that enable **all** students to experience rather than avoid complexity of texts. |  |  |  |  |
| **65** | Materials provide scaffolding opportunities that incorporate comprehension and vocabulary strategies for all students. |  |  |  |  |
|  | **Assessment** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **66** | Content regularly assesses whether students are developing standards-based skills. |  |  |  |  |
| **67** | Materials include direct, observable evidence of degree to which students can independently demonstrate foundational skills in addressing reading, writing, listening, and speaking as well as language. |  |  |  |  |
| **68** | Content addresses student proficiency using methods that are unbiased and accessible to all students. |  |  |  |  |
|  | **Efficacy and Aligned materials** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **69** | Publishers provide a clear research plan for how the efficacy of their materials will be assessed and improved over time. |  |  |  |  |
|  | **Grammar and Language** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **70** | Materials provide activities for students to gain mastery of the essential “rules” of standard written and spoken English as well as opportunities to increase vocabulary and academic vocabulary. |  |  |  |  |
| **71** | Materials provide activities that teach students how to approach language as a matter of craft for clear and powerful communication skills. |  |  |  |  |
| **72** | Materials include grammar and spelling activities for additional practice in the areas of categorizing, word building, and analogical reasoning. |  |  |  |  |
|  | **Technology** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **73** | Materials assist in providing opportunities and resources for student presentations, reading, and projects through the use of technology. |  |  |  |  |
| **74** | Materials use multimedia and technology to deepen attention to evidence and text. |  |  |  |  |

|  | **SECTION 2.B – Other Relevant Criteria – Student Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **75** | Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  |
| **76** | Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  |
| **77** | Textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language, or disability. |  |  |  |  |
| **78** | Textbook provides an introduction to the lesson, including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction. |  |  |  |  |
| **79** | Textbook provides visual presentations to assist students’ comprehension. |  |  |  |  |
| **80** | Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge using graphic organizers and scaffolding activities. |  |  |  |  |
| **81** | Textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences. |  |  |  |  |
| **82** | Textbook provides references to support student learning such as a glossary and word lists. |  |  |  |  |
|  | **SECTION 2.B – Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **83** | Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |  |  |  |  |
| **84** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  |
| **85** | Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  |
| **86** | Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  |  |  |  |
| **87** | Teacher’s Edition includes content and information that support a variety of approaches to instruction. |  |  |  |  |
| **88** | Cooperative learning strategies are included for student engagement. |  |  |  |  |
| **89** | Teacher’s Edition has various embedded assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives. |  |  |  |  |
| **90** | Teacher’s Edition has embedded student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. |  |  |  |  |

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| **SECTION II:** | **TOTAL SECTION SCORE** |  |