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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** | | | | |
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| **#** | **Reading Standards for Literature Eighth Grade** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |  |  |  |
| **2** | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |  |  |  |
|  | **Craft and Structure-Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **3** | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |  |  |  |
| **4** | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **5** | Analyze the extent to which a filmed or live production of a story or drama stays faithful to, or departs from, the text or script, evaluating the choices made by the director or actors. |  |  |  |
| **6** | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |  |  |  |
| **#** | **Reading Standards for Informational Text Eighth Grade** |  |  |  |
|  | **Key Ideas and Details-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **8** | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.) |  |  |  |
| **9** | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |  |  |  |
|  | **Craft and Structure-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |  |  |  |
| **11** | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |  |  |  |
| **12** | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |  |  |  |
| **14** | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **15** | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |  |  |  |
|  | **Writing Standards-Eighth Grade** |  |  |  |
|  | **Text Types and Purposes/Arguments** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | Write arguments to support claims with clear reasons and relevant evidence.  Support claim or claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |  |  |  |
| **17** | Introduce a claim or claims, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |  |  |  |
| **18** | Use words, phrases, and clauses to create cohesion and clarify the relationships among a claim or claims, counterclaims, reasons, and evidence.  Provide a concluding statement or section that follows from and supports the argument presented.  Establish and maintain a formal style |  |  |  |
|  | **Text Types and Purposes/Informative/Explanatory** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |  |  |  |
| **20** | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings,) graphics (e.g., charts, tables,) and multimedia when useful to aiding comprehension. |  |  |  |
| **21** | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |  |  |  |
| **22** | Provide a concluding statement or section that follows from and supports the information or explanation presented.  Provide a conclusion that follows from and reflects on the narrated experiences or events. |  |  |  |
| **23** | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Establish and maintain a formal style. |  |  |  |
| **24** | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |  |  |  |
| **25** | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |  |  |  |
| **26** | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |  |  |  |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |  |
| **28** | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Editing for conventions should demonstrate command of CCSS language standards 1– 3 up to, and including, grade 8. |  |  |  |
| **29** | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |  |  |  |
|  | **Research to Build and Present Knowledge** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **30** | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |  |  |  |
| **31** | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |  |  |  |
| **32** | Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 8 Reading standardsto literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”)  b. Apply grade 8 readingstandardsto literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.) | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
|  | **Range of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **33** | 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-Eighth Grade** |  |  |  |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues*,* building on others’ ideas and expressing their own clearly. |  |  |  |
| **35** | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |  |  |  |
| **36** | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |  |  |  |
| **37** | Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |  |  |  |
| **38** | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **39** | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |  |  |  |
| **40** | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |  |  |  |
| **41** | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 language standards #1 and #3 for specific expectations.) |  |  |  |
|  | **Language Standards-Eighth Grade** |  |  |  |
| **#** | **Conventions of Standard English** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **42** | Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.  Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |  |  |  |
| **43** | Recognize and correct inappropriate shifts in verb voice and mood.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |
| **44** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission  c. Spell correctly. | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
|  | **Knowledge of Language** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **45** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.) |  |  |  |
|  | **Vocabulary Acquisition and Use** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **46** | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading andcontent, choosing flexibly from a range of strategies. |  |  |  |
| **47** | Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |  |  |  |
| **48** | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede.) |  |  |  |
| **49** | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses,) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |  |  |  |
| **50** | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.) |  |  |  |
| **51** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **52** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |
| **Additional New Mexico Content Standards for English Language Arts** | | | | |
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| **#** | **Reading Literature** |  |  |  |
|  | **Key Ideas and Details** |  |  |  |
| **53** | Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.  Use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value. |  |  |  |
| **54** | Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society. |  |  |  |
|  | **Reading standards for informational text** |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **55** | Distinguish between primary and secondary sources.  Describe how the media use propaganda, bias, and stereotyping to influence audiences. |  |  |  |
|  | **Speaking and listening standards** |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **56** | Understand the influence of heritage language in English speech patterns. |  |  |  |
| **57** | Orally compare and contrast accounts of the same event and text. |  |  |  |
| **58** | 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** | | | | | | | |
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|  | **CONTENT** |  |  | |  | |  |
| **#** |  | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **59** | Content endorses sound research-based practice and is engaging to a range of diverse students and activities are interesting; both promote purposeful learning. The content is differentiated to meet different abilities and needs (accommodations for various developmental levels are provided without compromising text complexity levels). |  |  | |  | |  |
| **60** | Content in Language focuses on conventions, vocabulary acquisition and use using authentic text examples and avoiding isolated instruction in discrete skills. |  |  | |  | |  |
|  | **EQUITY and ACCESSIBILITY** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **61** | Materials are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles without lowering text complexity levels. Strategies are provided for diverse learners (e.g., scaffolding, enrichment, and differentiated instruction.) |  |  | |  | |  |
|  | **ASSESSMENT** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **62** | Assessment provides multiple measures to monitor individual student progress at regular intervals are fully integrated throughout the instructional content/program. Assessments provide data for teachers to design effective interventions. |  |  | |  | |  |
| **63** | Assessment tools are appropriate to inform instruction and are aligned to the ELA CCSS in all four major strands: reading, writing, speaking & listening, and language. |  |  | |  | |  |
|  | **ORGANIZATION AND PRESENTATION** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **64** | The program provides opportunities for direct instruction and independent practice. |  |  | |  | |  |
| **65** | Teacher’s edition is comprehensive, organized, and includes resource package. |  |  | |  | |  |
|  | **INSTRUCTIONAL DESIGN AND SUPPORT** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **66** | Materials and activities are high-interest, engaging, and authentic. Materials support teachers in planning and adjusting instruction to meet the needs of students. |  |  | |  | |  |
| **67** | Materials encourage the use of critical thinking, problem solving, and communication. |  |  | |  | |  |
| **68** | Technology components enhance learning experiences and engage students in the content. |  |  | |  | |  |
| **#** | **SECTION 2.B – Other Relevant Criteria – Student Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
|  | **Complexity of Texts** |  |  |  | |  | |
| **69** | Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes. |  |  |  | |  | |
| **70** | Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond. Submissions will include a demonstrable staircase of text complexity as materials progress across grade bands. |  |  |  | |  | |
|  | **Range of Text** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
| **71** | Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading. |  |  |  | |  | |
| **#** | **SECTION 2.B – Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
|  | **Text-Dependent and Text-Specific Questions** |  |  |  | |  | |
| **72** | Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts. |  |  |  | |  | |
| **73** | High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives. |  |  |  | |  | |
|  | **Scaffolding and Supports** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
| **74** | The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either heard or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through re-reading, discussion and writing about the ideas, events and information regularly and systematically. |  |  |  | |  | |
| **75** | Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.  Pre-reading activities and suggested approaches to teacher scaffolding are highly focused, and begin with the text itself. Pre-reading activities should be no more than 10 percent of time devoted to any reading instruction, and should exclude a summary of the text. |  |  |  | |  | |
| **76** | Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts. |  |  |  | |  | |
| **77** | Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities. |  |  |  | |  | |
| **78** | Instructional materials must provide both re-teaching and additional student learning opportunities. |  |  |  | |  | |
|  | **Quality of Texts** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
| **79** | Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter. |  |  |  | |  | |
| **80** | Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level. |  |  |  | |  | |
|  | **Speaking and Listening** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
| **81** | Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts and would include note taking. Materials include instruction and tasks that build increasingly sophisticated speaking and listening skills. |  |  |  | |  | |
| **82** | Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others. |  |  |  | |  | |
| **83** | Materials include use of multimedia and technology to support student engagement and enrichment in interactive discussion and presentation.  Materials include instruction and tasks that build increasingly sophisticated speaking and listening skills. |  |  |  | |  | |
|  | **Language**  **Instructional materials must adequately address the language objectives for the grade.** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **84** | Instructional materials address the grammar and language conventions specified by the language objectives at each grade level. |  |  |  | |  | |
| **85** | To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking, and listening objectives. |  |  |  | |  | |
| **86** | Materials contain a systematic sequence of vocabulary instruction in the meanings of prefixes, roots, and suffixes used across various content area texts. |  |  |  | |  | |
| **#** | **SECTION 2.B – Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | | **Score** | |
| **87** | Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |  |  |  | |  | |
| **88** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. .  Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students providing instructional strategies, resources, and language development support for English language learners, including below proficiency and advanced learners |  |  |  | |  | |
| **89** | Teacher’s Edition includes content and information that support a variety of approaches to instruction, including. Please score each item separately.   1. Writing activities included where students explain their thinking. 2. Cooperative learning strategies included for student engagement. 3. Daily or weekly lessons identify common core focus standards. | a.  b.  c. | a.  b.  c. | a.  b.  c. | | a\_\_\_  b\_\_\_  c\_\_\_ | |
| **90** | Teacher’s Edition embeds various 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. |  |  |  | |  | |
| **91** | Teacher’s Edition embeds 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** |  |