Getting it Right from the Ground Up:

Comprehensive ELA & Foundational Skills Materials Reviews

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Objectives

Participants will:

- Learn about EdReports' review process and how materials are selected.
- Understand similarities and differences between comprehensive ELA reviews and the newly released ELA foundational skills reviews.
- Prepare to use EdReports tools and resources to select high-quality, standards-aligned ELA instructional materials.

About EdReports

edreports.org

EdReports' Theory of Action

IDENTIFY EXCELLENCE

INCREASE DEMAND FOR EXCELLENCE

IMPROVE MATERIALS

BETTER OUTCOMES FOR STUDENTS

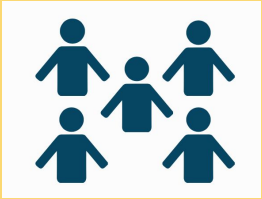
When EdReports Entered the Field in 2015

We found…

- a market flooded with materials that were hastily adapted and repackaged with "CCSS-aligned" stickers.
- new materials that claimed to understand the standards but had very little alignment to the true meaning and intent.
- schools desperate for materials to teach the new standards, experienced enough to know that what they had, or what was out there, wasn't cutting it.
- teachers, frustrated by the lack of good materials, using any and every avenue to cobble together materials.

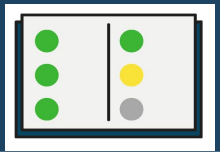
By Educators, for Educators

600+ educator reviewers



from 47 states

Culminating in 641 reports published, representing 90% of the market



Reviews for K-12 Math, K-12 ELA, 6-8 Science, and Foundational Skills products

Why This Work Matters

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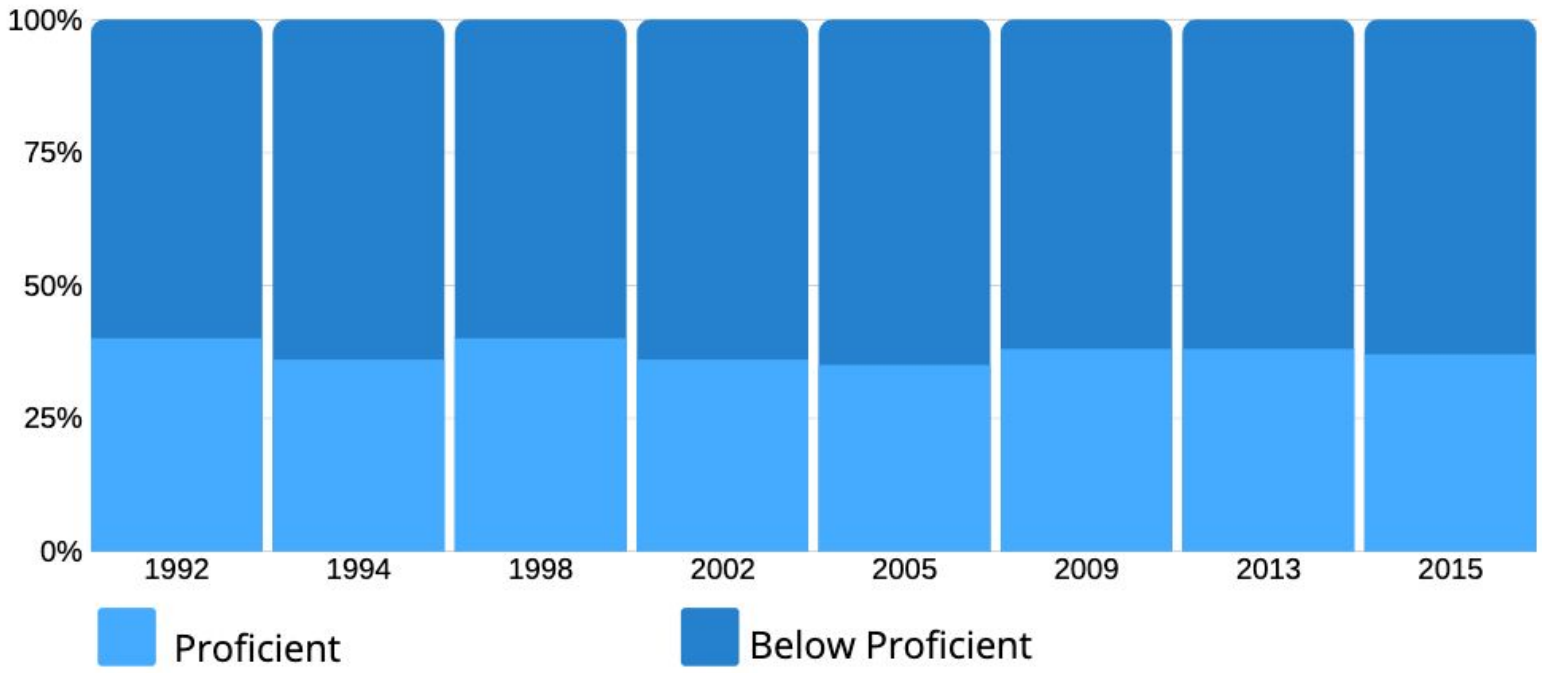
<50% of Students Graduate as Proficient Readers



Source: The National Assessment of Education Progress

Guaranteed, Viable Curriculum

One of the most significant factors that impacts student achievement is that teachers commit to implementing a **guaranteed and viable curriculum** *to ensure no matter who teaches a given class, the curriculum will address certain essential content and provide a coherent experience for every student.*

Source: What Works in Schools, Marzano (2003)

Teachers know that materials matter, but don't always have access to the quality content that students deserve.

High-quality instructional materials are cited as a top funding priority for teachers.

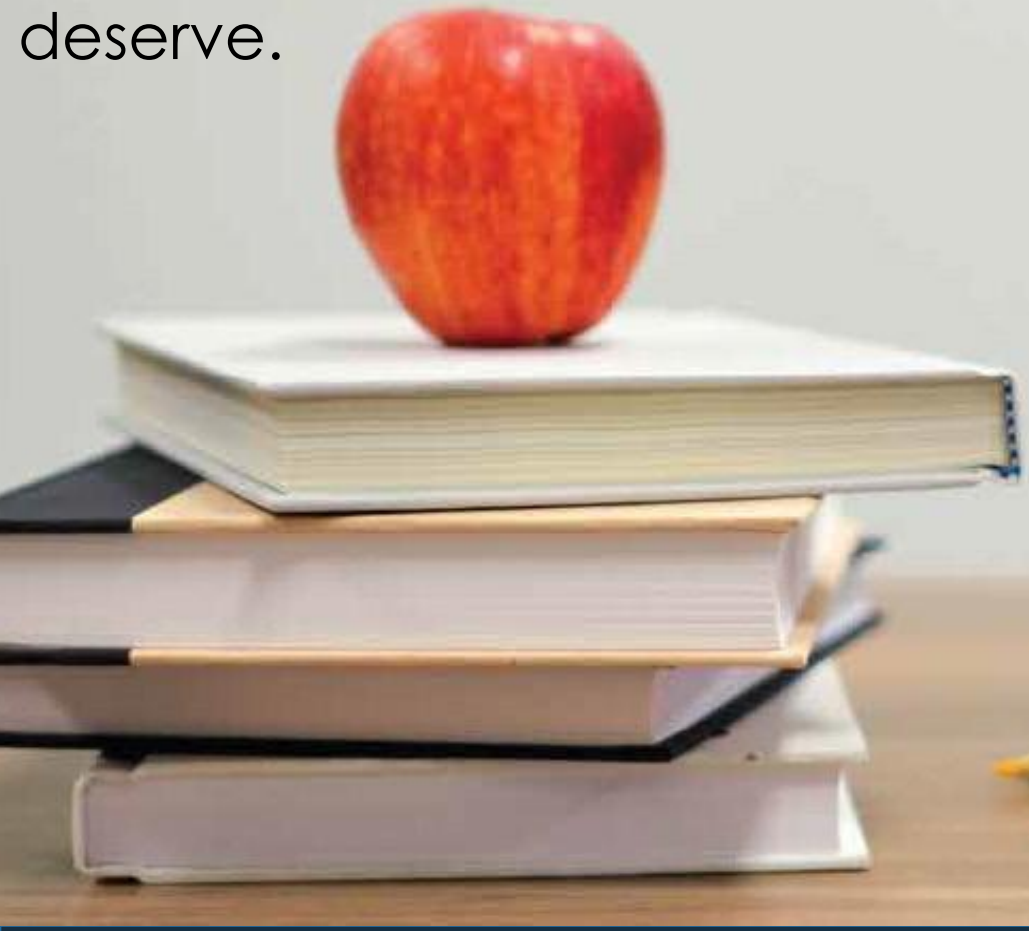
55% High-quality instructional materials and textbooks

55% additional staff

47% digital resources

47% higher salaries

46% intervention programs



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Source: Scholastic. Teacher and Principal School Report: Equity in Education. (2016).

Children's *Rights to Excellent Literacy Instruction*

- Children Have the Right to Knowledgeable and Qualified Literacy Educators
- Children Have the Right to Integrated Support Systems
- **Children Have the Right to Supportive Learning Environments and High-Quality Resources**
- **Children Have the Right to Policies That Ensure Equitable Literacy Instruction**

INTERNATIONAL LITERACY ASSOCIATION

Source: https://literacyworldwide.org/docs/default-source/where-we-stand/ila-childrens-rights-to-excellent-literacy-instruction.pdf

Children's *Right to Read*

There isn't one magic solution to our global literacy crisis—mostly because its causes aren't singular. As literacy educators, we are responsible for providing our students with access to high quality reading instruction and resources and for ensuring conditions that allow children to read in a way that's meaningful, enjoyable, and personally enriching.

INTERNATIONAL LITERACY ASSOCIATION

Source:
http://literacyworldwide.org/docs/default-source/resource-documents/the-case-for-childrens-rights-to-read.pdf

High-Quality ELA Resources

- Align to grade level standards
- Include high-quality texts that are at the appropriate level of rigor for students
- Include not only reading and writing, but also speaking and listening
- Include attention on vocabulary and knowledge building content
- Reflect best practices in literacy

ELA Marketplace

- Comprehensive core programs (all ELA standards taught) year-long instructional materials
  - For-profit
  - Non-profit
  - Open Education Resources (OER)
    - Increasingly popular
    - Can refer to year-long comprehensive, supplementals, or collections of lessons
    - Some are vetted, most are not
- Foundational skills programs

How Reviews are Created

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Creating the Criteria and Tools

Educators created our review tools:

- Incorporated input from a national listening tour of experts and stakeholders
- Designed for consistency with other review tools (i.e. IMET, EQuIP) and informed by state adoption processes

Each review process follows a gateway system:

- Gateways 1 & 2 look for alignment with the standards and the incorporation of the shifts
- Gateway 3 includes indicators around instructional supports and usability

For Foundational Skills:

- Gateway 1 looks for alignment to the standards and research
- Gateway 2 looks for appropriate implementation supports per the standards and research

Selecting Materials for Review

- Determine type of material for pipeline (comprehensive core or foundational skills)
- Work collaboratively with publisher and districts to determine the "base package" today (no "extras" nor "add ons")
- Consider market share, use across different types of districts, and different types of materials (e.g., for foundational skills programs: synthetic and analytic phonics, small and large programs, OER)

We always listen to the field and consider requests through our contact us and website submission

Identifying and Training Educators

- Recruit nationwide
  - Rural, urban, small, large, 47 states
  - Vet through application, task, and interview process
- Provide training on tool and process
  - 25+ hours in-person training
  - Asynchronous, ongoing support
- Calibrate and collaborate in PLCs

edreports.org/about/reviewers

Conducting Reviews

Team Training	Review teams participate in training, are placed in teams, and participate in publisher orientation for assigned review
Independent Examination	Reviewers examine instructional materials independently to gather evidence based on the EdReports.org review tool and evidence guides
Collaboration and Calibration	Review teams meet virtually at least weekly to share evidence, discuss ratings with teammates, and write reports over 4-6 months
Finalize Scores	Team leads and writers meet weekly to ensure consistency and finalize evidence and scores
Feedback and Publish	Reviews shared with publishers, feedback considered, and reviews posted along with publisher response

Conducting Reviews

Figure 1: Gateway Evaluation Process for Review of English Language Arts Materials (grades 3-8)

Gateway 1	**Text Quality and Complexity, and Alignment to Standards with Tasks and Questions Grounded in Evidence** Are quality anchor texts at grade level text complexity? Do they represent the rigor and balance addressed in the standards? Are the tasks and questions in reading, writing, speaking, listening, and language aligned to grade level standards? Do they support student learning?

Meets or **Partially Meets**: Move to Gateway 2

Gateway 2	**Building Knowledge with Texts, Vocabulary, and Tasks** Do materials build students' knowledge across topics and content areas? Is instruction intentionally and coherently sequenced to build vocabulary? Do questions and tasks build to culminating tasks that demonstrate students' ability to analyze components of texts and topic?

Meets for Gateways 1 AND 2: Move to Gateway 3

Gateway 3	**Instructional Supports and Other Usability Indicators** Does the instructional material support high quality instruction?

- Teams of 5; and each reviewer spends 150 hours per program
- Reviewers look at every "page"
- All K-2 ELA products are reviewed by teams of expert foundational skills reviewers

Publishing Evidence-Rich Reviews

Focusing on K-2 Literacy

Comprehensive Core ELA Review Criteria

"Meets" or "Partially Meets" move to Gateway 2

"Meets" for Gateways 1 & 2, move to Gateway 3

Gateway 1: Text Quality and Complexity, and Alignment to Standards with Tasks and Questions Grounded in Evidence

- Are quality anchor texts at grade level text complexity? Do they represent the rigor and balance addressed in the standards?
- Are the tasks and questions in reading, writing, speaking, listening, and language aligned to grade level standards? Do they support student learning?

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

- Do materials build students' knowledge across topics and content areas?
- Is instruction intentionally and coherently sequenced to build vocabulary?
- Do questions/tasks build to culminating tasks that demonstrate students' ability to analyze components of texts and topic?

Gateway 3: Instructional Supports and Other Usability Indicators

- Do the instructional materials support high-quality instruction?
- Do the materials' use and design facilitate student learning?
- Do materials provide teachers with strategies for meeting the needs of a range of learners?

Foundational Skills Review Criteria

Must receive a rating of "Meets" or "Partially Meets" expectations to move to Gateway 2

Must receive a rating of "Meets" in both Gateways to Receive an overall "Meets Expectations" (Green) rating.

Gateway 1: Alignment to Standards and Research-Based Practices for Foundational Skills Instruction

- Print Concepts and Letter Recognition (Alphabet Knowledge) (K-1 only)
- Phonological Awareness (K-1)
- Phonics
- Word Recognition, Word Solving, and Word Analysis
- Decoding Accuracy, Automaticity, and Fluency

Gateway 2: Implementation, Support Materials, and Assessments

- Guidance for Implementation, Including Scope and Sequence
- Decodable Texts
- Assessment and Differentiation
- Effective Technology Use and Visual Design

Common Criteria Across Tools

Gateway 1

High-Quality Texts

Questions, Tasks, Writing, Speaking & Listening

Foundational Skills

Gateway 3

Usability & Instructional Supports

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A Closer Look at Foundational Skills

Core Program Review

1o. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research based progression with opportunities for application both in and out of context.

Foundational Skills Review

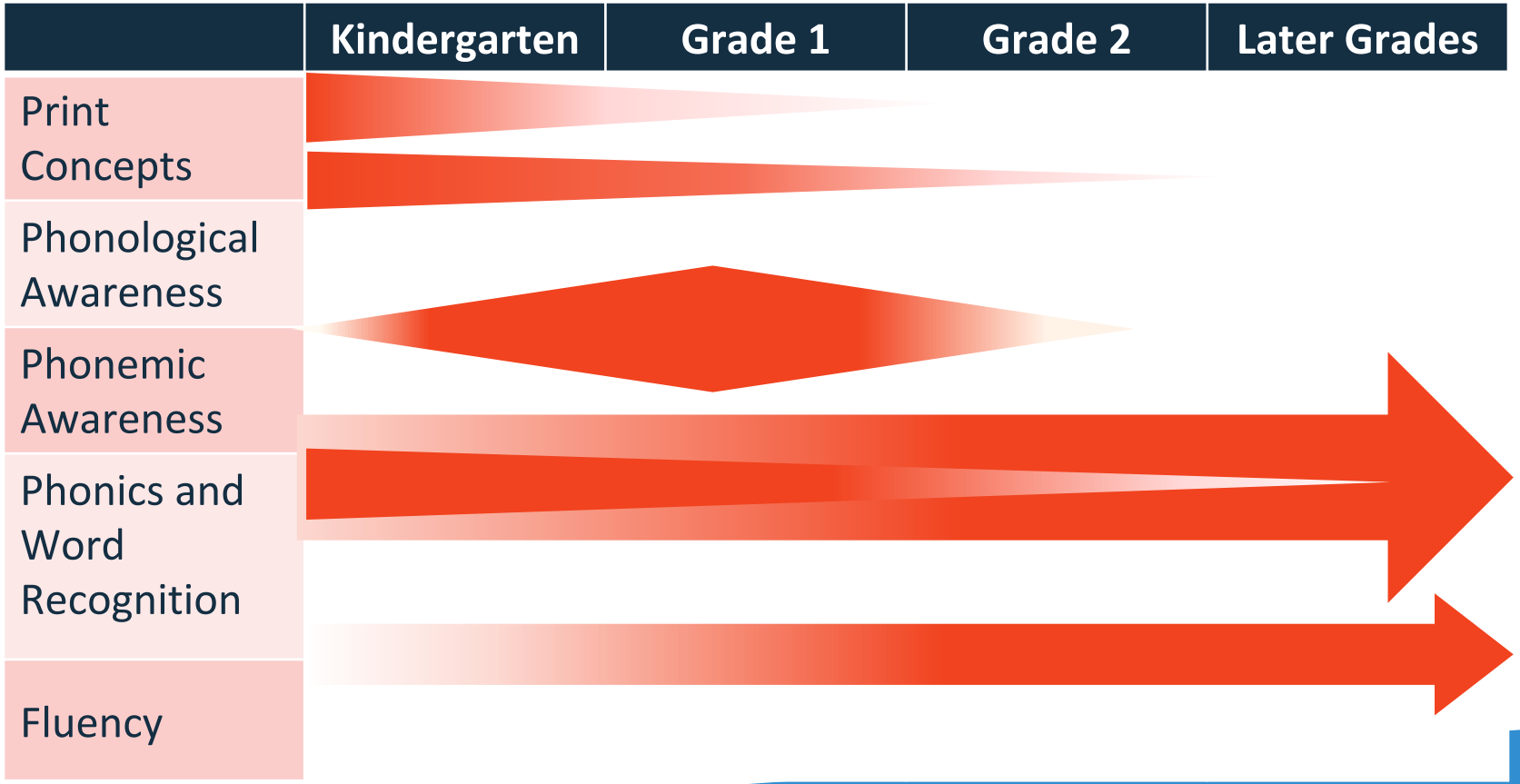
1f. Materials emphasize explicit phonics instruction through systematic and repeated modeling.

1g. Materials include frequent practice opportunities for students to decode words that consist of common and newly-taught sound and spelling patterns and provide opportunities for students to review previously taught phonics skills.

1h. Materials provide frequent opportunities for students to practice decoding phonetically regular words in a sentence.

(approx. 10 indicators)

How Does Foundational Skills Instruction Change Across K-2?



Comparing Foundational Skills Scores

	X	Y	Z
Print Concepts and Letter Recognition (K-1)	10/14	12/14	11/14
Phonological Awareness (K-1)	12/24	18/24	24/24
Phonics	48/60	36/60	54/60
Word Recognition and Word Analysis	14/24	18/24	11/24
Decoding Accuracy, Automaticity, and Fluency	20/36	8/36	12/36

Foundational Skills Tool

edreports.org

RUBRIC

EdReports.org Quality Instructional Materials Tool:
English Language Arts Foundational Skills Review Tool

Gateway 1

Alignment to Standards and Research-Based Practices for Foundational Skills Instruction

Rating Sheet 1.1: Print Concepts and Letter Recognition (Alphabet Knowledge) (K-1 only)

- For 'Print Concepts and Letter Recognition' to attain a score of 'Meets Expectations,' material must earn at least 8 points for Kindergarten and 2 points for Grade 1.
- Rating Sheet 1 is not included in the Grade 2 Score.

Criterion	**Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition.** Maximum Points (K): 10; Maximum Points (Grade 1): 4

Indicators	Points	Notes
1a. Letter Identification		
i. Materials provide explicit instruction for letter indentification of all 26 letters (uppercase and lowercase). (K)	0 1 2 (Not Scored for Grades 1- 2)	
ii. Materials engage students in sufficient practice of letter identification. (K)	0 1 2 (Not Scored for Grades 1-2)	
iii. Materials embed letter identification practice in meaningful print use. (K)	0 1 2 (Not Scored for Grades 1- 2)	
iv. Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)	0 1 2 (Not Scored for Grade 2)	
1b. Materials provide instructional support for general concepts of print and connect learning of print concepts to books (K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)	0 1 2 (Not Scored for Grade 2)	

Gateway 2

Implementation, Support Materials, and Assessment

Rating Sheet 2.1: Guidance for Implementation, Including Scope and Sequence

For 'Guidance for Implementation, Including Scope and Sequence' to attain a score of 'Meets Expectations,' material must earn at least 16 points.

Criterion	**Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts.** Maximum Points (K): 20; Maximum Points (Grade 1): 20; Maximum Points (Grade 2): 16

Indicators	Points	Notes
2a. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	0 2 4	
2b. Materials contain full, adult-level explanations and examples of the foundational skills concepts included in the program so teachers can improve their own knowledge of the subject, as necessary.	0 2 4	
2c. Foundational skills lessons are well-designed and take into account effective lesson structure and pacing. Content can reasonably be completed within a regular school year, and the pacing allows for maximum student understanding.	0 2 4	
2d. Order of Skills		
i. Scope and sequence clearly delineate the sequence in which phonological awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence. (K-1)	0 2 4	
ii. Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence.	0 2 4	

Comparing Foundational Skills Evidence

INDICATOR 2G.II

Materials regularly and systematically offer assessment opportunities that measure student progress of **phonological awareness** (as indicated by the program scope and sequence). (K-1)

0/2

The materials reviewed for Grade 1 do not meet the criteria for the expectation that the materials regularly and systematically offer assessment opportunities that genuinely measure student progress of phonological awareness (as indicated by the program scope and sequence).

materials do not include opportunities to assess phonological awareness skills. Phonological awareness is not formally assessed other than during one section of the progress monitoring assessments in the beginning to mid-year probe from the online companion, the Prevention/Early Intervention Learning Community (PLC). Opportunities are missed to assess phonological awareness progress with no oral reading or s
produce sounds during a one-on-one settin
comprehensively, regularly, or systematicall

INDICATOR 2G.II

Materials regularly and systematically offer assessment opportunities that measure student progress of **phonological awareness** (as indicated by the program scope and sequence). (K-1)

1/2

- Indicator Rating Details

The materials reviewed for Grade 1 partially meet the criteria for materials regularly and systematically offer assessment opportunities that measure student progress of phonological awareness (as indicated by the program scope and sequence). (K-1)

materials, there are opportunities to assess students' skills in phonological awareness during Assess of the Phonological Awareness lessons. There are curriculum-based assessment protocols provided in the online resources, which are directly correlated to the nine areas of literacy instruction included in the program. Each assessment explains what is being tested, why it is important, and how to complete the assessment. These opportunities provide the teacher with information about students' skills; however, there is no guidance or next steps based on assessment results provided for the teacher once the teacher has conducted the assessment. There are Extend learning sections the teacher can do if a student has mastered a content area or if a student needs reteaching.

Small Group Discussion

What types of instructional materials are you, your school, and/or your district using?

What questions do you have about the comprehensive core or foundational skills review criteria?

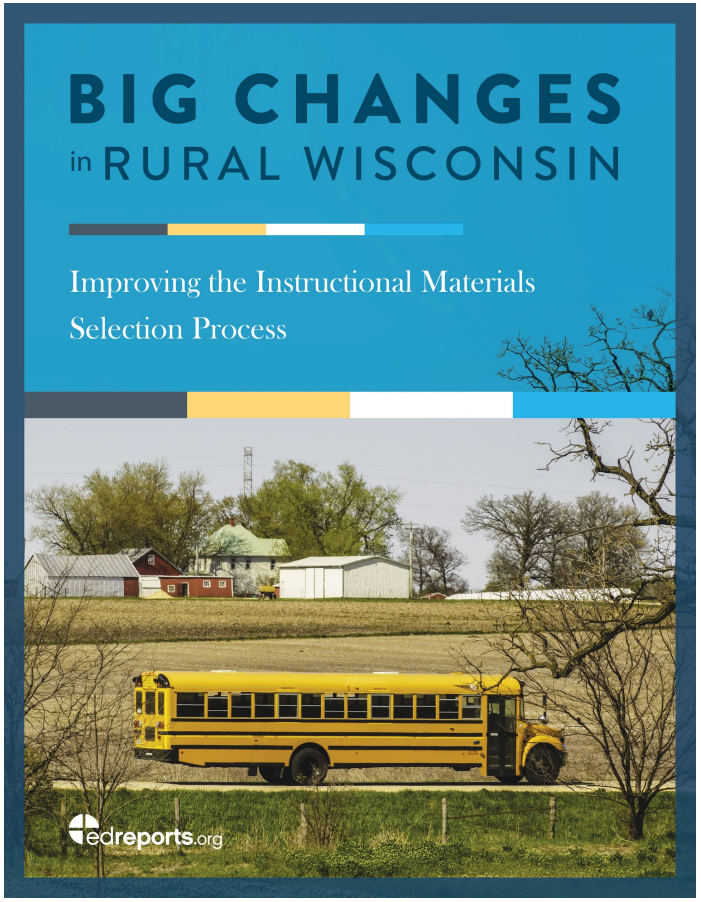
How can you use reviews to support Wisconsin students to get access to high-quality resources?

FAQs

- Will EdReports go back and re-review the foundational skills from comprehensive programs using the new tool?
- How does EdReports determine what to review?
- How do I know which version you reviewed?
- What if I don't see my program listed?
- Can a set of materials rated as "all green" still have indicators that are "yellow" or "red"?

Using the Reports and Evidence

1. Know your needs: what does your data say? What do your educators say they need?
2. Develop a local lens, prioritizing standards alignment and quality foundational skills
3. Know the market and narrow the field
4. Investigate the materials
5. Make a decision
6. Prepare for launch and implement



Additional Resources

- EdReports resources
  - Foundational Skills Materials: Should I Supplement?
  - 4 Ways to Know if You're Using Quality Foundational Skills Materials
  - Compare Materials Tool: 3 Tips for District Leader
- Media
  - APM's Emily Hanford's work from the past 2 years highlighting the need for systematic phonics instruction:
    - Hard Words
    - At a Loss for Words
  - Ed Week's series, *Getting Reading Right to focus on the "science of reading"*
  - There are Four Foundational Reading Skills. Why do we only talk about phonics? By Dr. Heidi Mesmer
- Other reviews
  - Louisiana Believes
  - Student Achievement Partners

Contact us

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