2018-2019 WCSD CAP K-5 ELA Program Evaluation Rubric

Evaluator Number

31

Includes a fully web-based version of the complete text, including interactive, and multimedia features appropriate for student use, including home use, and accessible on a variety of digital devices and operating systems.

May include supplemental digital materials and enhancements such as virtual manipulatives, interactive games, and video appropriate for collaborative and individual learning environments. May include online professional development components and additional instructional planning resources for teachers.

May include resources in other languages (Spanish for our two-way immersion schools).

Program -	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	10	11	12	13
Does not occur	○	○	○	○	○	●	○	○	○	○	●	●	○
Sometimes occurs	●	○	○	○	○	○	○	○	○	○	○	○	○
Frequently occurs	○	○	○	○	●	○	○	○	○	○	○	○	○
Consistently occurs	○	●	●	●	○	○	●	●	●	●	○	○	●

Comments or concerns

1-game based learning, digital access to trade books, text collections, leveled texts. No evidence of TM version
2. Interactive white board lessons, built-in online features, T can integrate own lessons-some features available offline, S texts available through eReader, iRead adaptive 30" videos before lessons
3. All components for T and S on multiple devices-T can annotate lessons; E Big Book, E Presentation

Includes a balanced assessment program with a variety of formative assessments and a monitoring component.

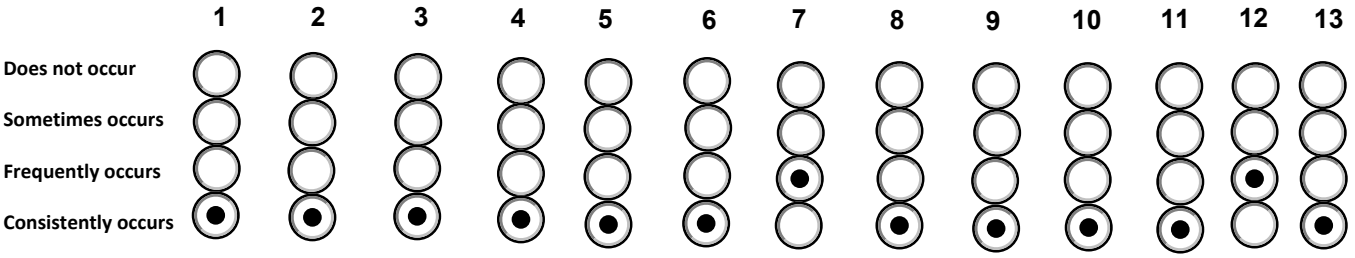
	1	2	3	4	5	6	7	8	9	10	11	12	13
Program -	○	○	○	○	○	○	○	○	○	○	○	○	○
Does not occur Sometimes	○	○	○	○	○	○	○	○	○	○	○	○	○
occurs Frequently occurs	○	○	○	○	○	○	○	○	○	●	○	○	○
Consistently occurs	●	●	●	●	●	●	●	●	●	○	●	●	●

Comments or concerns

1. Baseline, module-level (writing, speaking, listening), anchor-text assessments, summative/end of unit with optional online, close read books, assessment book
2. Throughout daily lessons, 4 pt. rubrics, weekly tests with accommodation tips, EL formative ideas, quick-write ideas weekly, PM assessments (K-2 foundational, 1-5 ORF), running records
3. Benchmark (phonics, alpha knowledge, vocab, comprehension, grammar), fluency component with 3x/year benchmark and weekly checks

Provides Differentiated Instruction including the needs of diverse learners

Program -

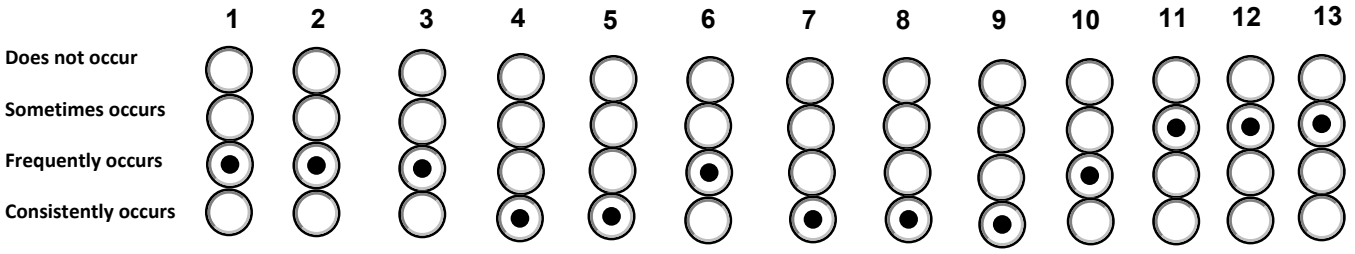


Comments or Concerns

1. Interactive audio digital tests, videos; read to self/working on writing/listening to reading/read to someone/word work; gives support ideas/hints for EL and struggling readers/accelerated readers
2. Whole group/small group/independent; differentiated Spanish vocabulary; leveled readers; EL support with ideas/suggestions, cross curricular connections; think alludes, special EL tab in TM
3. DI and EL support for every lesson, tips for EL (approaching, on, beyond); essential questions; worksheets for intervention groups; ELL kit; close reads

Represents the diversity of our current society in a culturally responsive manner.

Program -

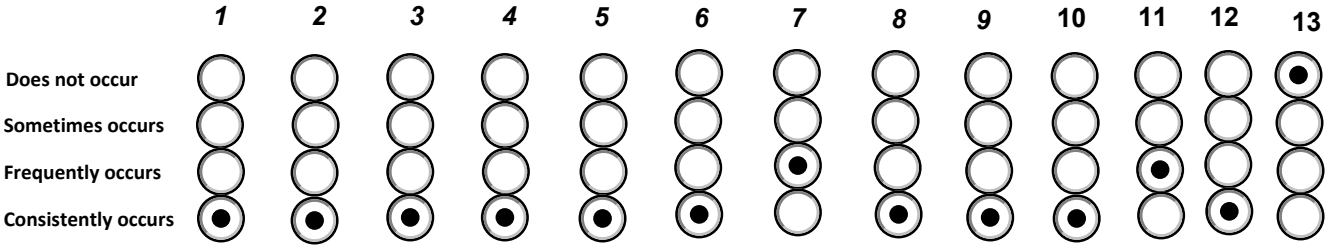


Comments or concerns

1. books/titles are both cartoonish and with photographs; diversity represented in texts and covers
2. Diverse authors with mini-bios relative to text; texts represent multiple ethnicities past and present
3. Lots of cartoon stories; titles represent diversity ("Fighting Discrimination", "Monsoons", "Growing up in Cuba"...)
4. Titles, stories represent wide degree of diversity
5. Lots of "photo" titles, high level of diversity

Quality/Production of materials including cover, binding, and print

Program -



Comments or Concerns

1. Colorful; sturdy and colorful word/letter cards; sturdy Big Books
2. Colorful, picturesque, heavy duty;
3. All materials colorful, easy to read
4. All durable and colorful
5. High quality, lots of materials and resources; instructional/lesson cards in lieu of TM

The program has been shown to have positive scientific achievement results conducted by independent, peer reviewed, and published research.

https://www.evidenceforessa.org/

Programs -

	1	2	3	4	5	6	7	8	9	10	11	12	13
Does not occur	●			●	●	●	●		●		●	●	●
Sometimes occurs			●										
Frequently occurs								●		●			
Consistently occurs		●											

Comments or concerns

1. No evidence of research save for development research shared in product paperwork
2. Strong evidence for K-2 foundational components
3. Significantly positive and negative results
4. No significant positive results (vendor research done in Miami-Dade area)
5. No studies met inclusion requirements

The program supports learning at home
The program offers resources for teachers to communicate instructional goals to parents and help them understand the difference between problem solving and answer-getting and offers suggestions for how to help their children with skills at home including homework.
Homework assignments support classroom learning. Homework assignments extend concepts in the real world, for example, gathering data at home.
The concepts in the homework are clear, accurate, and free of errors. May include digital component for parents/students with calendar, resources, games, manipulatives, and ability to access homework from home.

Program -

	1	2	3	4	5	6	7	8	9	10	11	12	13
Does not occur					●								
Sometimes occurs	●	●	●	●				●					●
Frequently occurs							●				●		
Consistently occurs						●			●	●		●	

Comments or concerns

1. Parents get letter at beg of year with intro to program and how to access e-resources. HW assignments may come from student workbook but not explicit
2. Online component but no evidence of specific HW or home connections. Workbook has spelling, language/grammar, and comprehension
3. Nothing specific to HW but plenty of consumable books and all anchor and leveled texts available digitally
4. Letters to parents in multiple languages; consumables offer HW opportunities but nothing explicit

Textual materials are generally well organized and limit pictures/images that do not support the skills being developed. There is appropriate use of font size and format for intended grade level, appropriate and varied pictures, tables, and graphs. Key academic vocabulary or phrases may be boldfaced and/or italicized. Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians/families, and students.

Program -

	1	2	3	4	5	6	7	8	9	10	11	12	13
Does not occur	○	○	○	○	○	○	○	○	○	○	○	○	○
Sometimes occurs	○	○	○	○	○	○	○	○	○	○	○	○	○
Frequently occurs	○	○	○	○	○	●	●	○	○	○	○	○	○
Consistently occurs	●	●	●	●	●	○	○	●	●	●	●	●	●

Comments or concerns

1. Easy to walk through lesson; teacher talk easily found with lesson objectives; backwards design model based on learning goals/big idea/essential questions
2. Teachers will have to flip back and forth in TM for each day's lesson (whole to small group), grouped by topic of instruction. Teacher pages very busy with leveled reader lessons in TM
3. TM broken into week-long lessons w/ week at a glance pages; T script easy to find; TM for each unit (6)