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

Evaluator Number

36

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

2: I found the online student component disorganized and difficult to navigate.
13: seems to be a fully web-based program. Gamified learning. ELL resources are extra.
10:the digital components seem cursory, not fully integrated. The pad for teachers is limited. No reading materials in languages other than English.
1: digital materials seem comprehensive and interesting for kids. Biliteracy materials are integrated.
5: digital resources for teachers, but I didn't see resources for students or families.
6: digital resources are not included for the life of the program; they are extra after the first year. Not

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

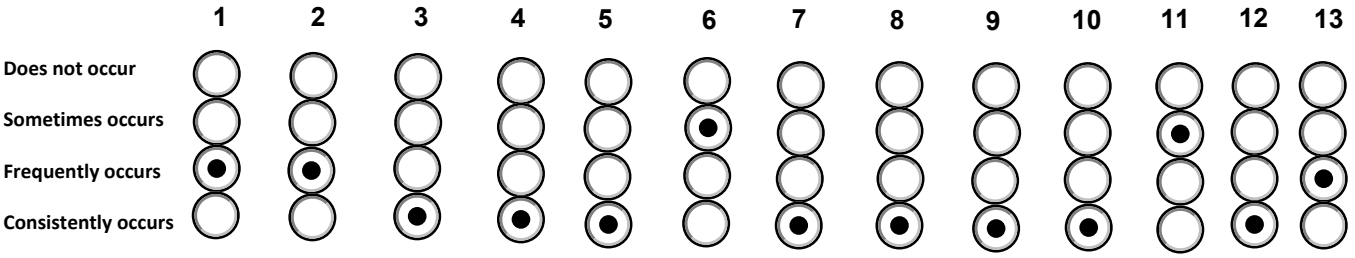
Program -	1	2	3	4	5	6	7	8	9	10	11	12	13
Does not occur Sometimes	○	○	○	○	○	○	○	○	○	○	○	○	○
occurs Frequently occurs	○	○	○	○	○	●	○	●	○	○	●	○	●
Consistently occurs	○	○	●	●	○	○	○	○	●	●	○	●	○
	●	●	○	○	●	○	●	○	○	○	○	○	○

Comments or concerns

2: Many varied assessments and a lot of support for long-term monitoring. Clear instructions.
13: not a very robust assessment system. Has a few assessments, but all individual, no discussion.
10: assessment occurs frequently enough, but the program is not clear about what skills are being assessed. The assessments seems to take the power out of teachers' hands in favor of using the program without question or expertise.
1: assessment is ongoing, connected to lessons and units. Assessment is not only surface-level

Provides Differentiated Instruction including the needs of diverse learners

Program -

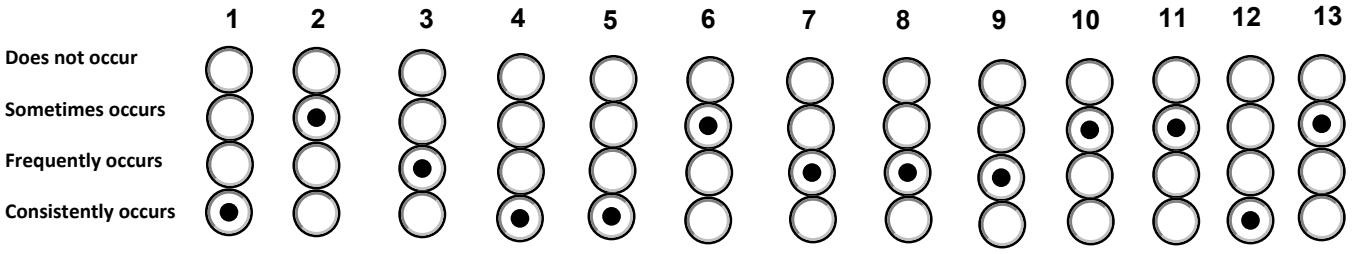


Comments or Concerns

2: The ELŁ components are disconnected/ not well integrated into the instructional plan for native speakers. ELL components seem to be an add on.
13: provides leveled readers and assessments. ELL materials are extra. Kids move at their own pace.
10: the program provides clear differentiation opportunities.
1: includes differentiation strategies for all levels, including those who are above grade level. Includes resources for supporting ELs.

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

Program -

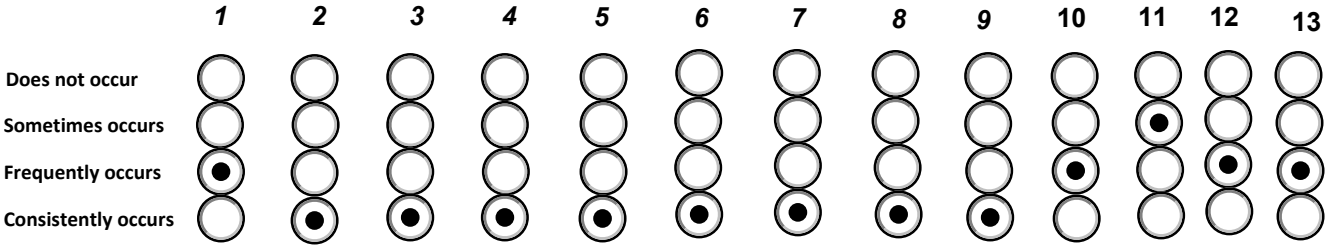


Comments or concerns

2: The pictures and some literature represent diverse people's, but the instruction includes assumptions that students are white or of majority culture. Example: a lesson about names stated and included practice for first and last name only. Referred to having one last name.
13: surface-level diversity. Some books have diverse characters, but not much diversity of experience, culture, etc.
10: the program says it includes lasting lessons that are culturally relevant, but I couldn't find any.

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

Program -



Comments or Concerns

2: materials are of high quality and full color.
13: website is beautiful and would appeal to kids.
10: student materials seem high quality, but teacher materials are a bit flimsy.
1: teacher materials are a bit flimsy. Student materials are good.
5: thick pages, clear instructions for assembling materials.

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

2: the program refers to studies that show its effectiveness, but the evidence seems scant or could be refuted.
13: research is only in small groups and summer sessions. Major lack of research to support district-wide adoption except for supplemental use.
10: research is mostly about the importance of learning to read. Studies cited lack context.

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

2: I didn't see much evidence of family engagement, but the program says that it is included in every unit and lesson.
13: students can access the materials at home and parents can comment on student work. Superficial family engagement.
10: really vague ideas and engagement component
1: not much evidence of family engagement.
5: I didn't see much mention of family or home engagement

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

2: I find the teacher materials to be confusing and perhaps overwhelming. I was not clear about how the student text connected to the teacher text.
13: seems well organized and straightforward, but there is very little support for teachers.
10: student materials don't seem to provide textual support (highlighting, bold, etc.). Not many graphs that I saw. Lots of worksheet type materials.
1: materials are well organized and clear.