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

Evaluator Number

30

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

#4-Online tools available for assessments and practice. Various forms of support and to reinforce learned skills. Spanish version available.
#8- online assessment tools, digital library & student editions, vocabulary notebook, comprehension coach, interactive whiteboard resources. Online PD. No Spanish version
9min. Online resources/assessments. All materials are also in Spanish. Readers workshop model w/ mini lessons. No online interactive games
#10- K-2 only. Many online resources and games. Online student assesesments-however minimal

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

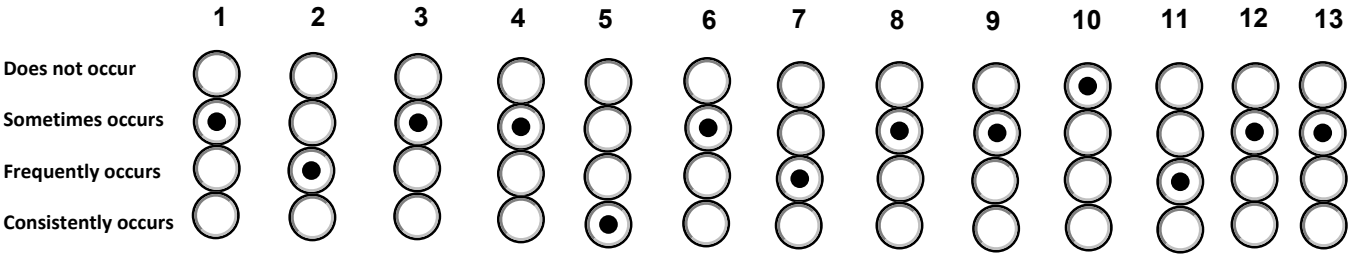
	1	2	3	4	5	6	7	8	9	10	11	12	13
Program -	○	○	○	○	○	○	○	○	○	●	○	○	○
Does not occur Sometimes	○	○	●	●	○	●	○	●	●	○	●	●	●
occurs Frequently occurs	●	○	○	○	○	○	○	○	○	○	○	○	○
Consistently occurs	○	●	○	○	●	○	●	○	○	○	○	○	○

Comments or concerns

#4- In early grades, it does not appear there is a true formative assessment system for monitoring students as they acquire strategies for learning to read (example: running records). The intermediate grades (4/5) appear to have a comprehensive system to monitor students using a variety of methods that are more appropriate to that ability level.
#8- online assessment tools. Same feedback as #4 as for primary grades
#9- same as #4 and #8
#10-Weak assessment system

Provides Differentiated Instruction including the needs of diverse learners

Program -

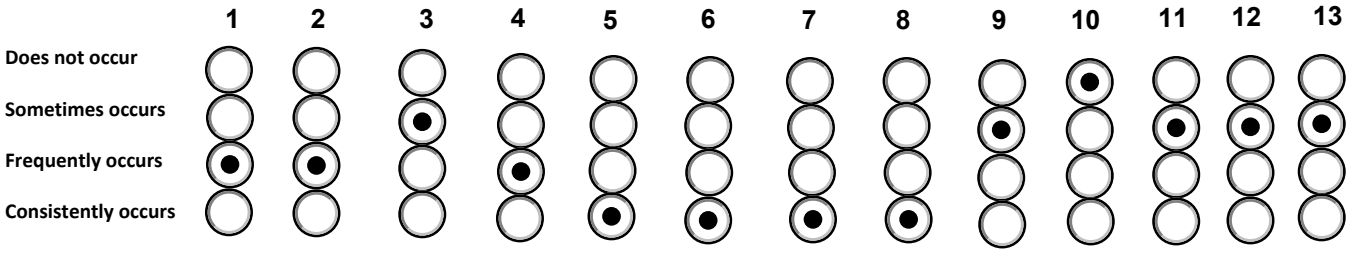


Comments or Concerns

#4- Leveled texts are provided, however limited to four levels.
#8- Level readers (only 4 levels), additional classroom library resources based on theme/topic
#9- EL instructional component. Leveled readers provide minimum picture support for struggling readers
#12 min. Decodable texts
#6 minimal opportunities for differentiation. Separate component for EL learners- "Language Studio"

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

Program -

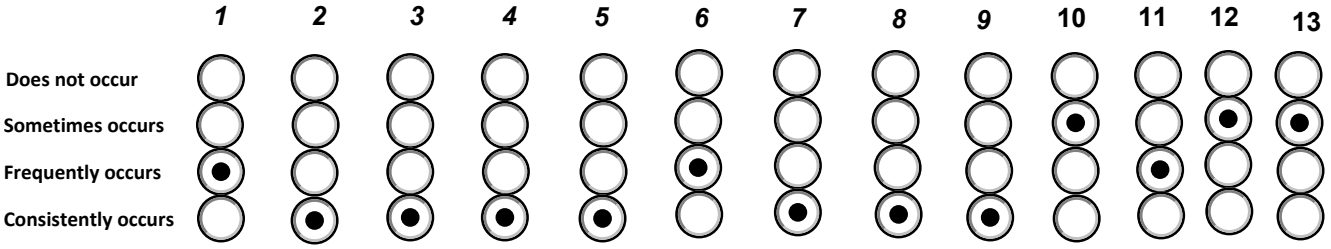


Comments or concerns

#8- strong representation of diversity and cultural issues
#6 Strong content imbedded through each unit. Topics typically align with grade level content standards in social studies
#7 text selection varies to represent our current and past society in a culturally responsive manner
#13 variety of text titles and topics, however no link to an essential learning or theme
#2 various text titles and topics

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

Program -



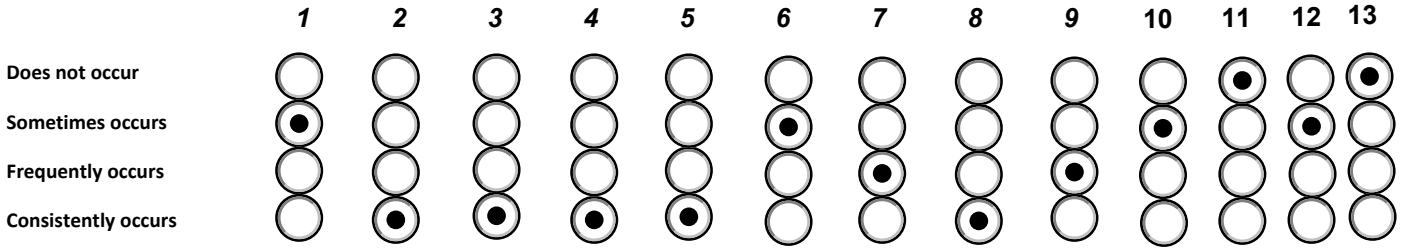
Comments or Concerns

#10- materials and format not engaging or appropriate for young readers. Lack of sequential development for reading instruction (levels of texts jump from lesson to lesson with no building of concepts, is not reflective of a typical student that age)
#6 intermediate materials appear to be better suited for the age level. Primary resources (K/1) do not support methods for teacher young readers with picture support

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

https://www.evidenceforessa.org/

Programs -

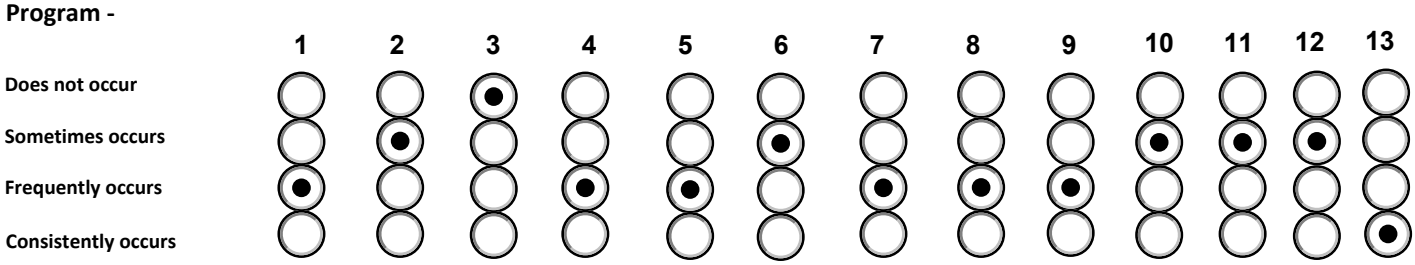


Comments or concerns

#1 curriculum shares positive results beginning from 2013 in some school districts
#6 three-year study in New York, identifies one grade level in one year that had greater gains
#11 does not share evidence of positive results
#13 did not see evidence of positive impact in student achievement or peer review
#2 co-author Irene Fountas, workshop model, gradual release model

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 -



Comments or concerns

#1 online resources, digital books, and games accessible to students and families at home
#7 several resources to communicate with families how to support at home and the intended learning in each particular unit.
#11 online tools are available for students and families (leveled texts, online games)
#13 All materials are assessable at home. Teachers can adjust materials to individual students and to communicate with families electronically
#2 online tools for students to access at home

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 student materials well-designed to clearly identify targeted objective, stopping points throughout the text supports the skill and and how to analyze the text. Vocabulary is highlighted
#1 teacher's guide lays out lessons in a sequential order. Identified objectives, additional resources needs, each step of the lesson, separate books for assessments, foundational package, student package, leveled text library,
#6 family letter to send home explaining topics, teacher materials in several skill books, appropriate