

Appendix C: Composite Score Sheet

Foundational Skills Instructional Practices Evaluation Form

PHASE ONE: EVALUTING INSTRUCTIONAL PRACTICES									
Foundational Skills Instructional Practices Evaluation:									
1 To the best of your ability, evaluate the instructional practices used by most teachers in the district. The survey data will help inform this rating. <i>*Reading materials are assessed in Phases Two and Three.</i> 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record individual scores on a rating sheet. 4 The chair of the team will average the scores of each individual rating and record on them on the group composite score sheet.									
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident					
Concepts About Print									
Instructional Practices	Shared reading with print referencing and concept of word development are explicitly taught				1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Instruction includes shared writing with focus on concept about print				1	2	3	4	5
	Concepts about print is assessed and results guide small-group instruction				1	2	3	4	5
	Concepts About Print Average Rating:								
Alphabetic Knowledge									
Instructional Practices	Scope and sequence for systematic alphabet knowledge is utilized				1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Explicit and differentiated instruction in letters and sounds is provided				1	2	3	4	5
	Instruction focuses upon correct pronunciation of letter sounds				1	2	3	4	5
	Alphabet charts or sound walls are purposefully used on classroom walls and within instruction				1	2	3	4	5
	Letters and sounds are taught together				1	2	3	4	5
	Quality alphabet books are accessible to children in the classroom library				1	2	3	4	5
	Handwriting is explicitly taught (see Chapter 7 for full evaluation of handwriting instruction)				1	2	3	4	5
	Alphabetic Knowledge Average Rating:								

Phonological Awareness						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Phonological awareness—importantly phonemic awareness is frequently assessed; results are used to guide instruction	1	2	3	4	5
	Scope and sequence for systematic phonological awareness instruction is utilized	1	2	3	4	5
	Differentiated (small group) explicit instruction in phonological and, importantly, phonemic awareness is provided	1	2	3	4	5
	Phonemic awareness instruction averages approximately 20 hours (yet differentiated for specific needs of children)	1	2	3	4	5
	Readers who struggle are provided phonemic awareness intervention with more intensive instruction	1	2	3	4	5
	Phonemic awareness instruction progresses from simple (e.g., hearing initial sounds) to more complex activities (e.g., manipulating sounds)	1	2	3	4	5
	Opportunities for writing through invented spelling and dictation are provided	1	2	3	4	5
	Shared writing is used to support phonemic awareness	1	2	3	4	5
	Phonological Awareness Average Rating:					
Phonics						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Phonics knowledge is assessed, and results are used to guide small-group instruction	1	2	3	4	5
	Explicit, daily phonics instruction is provided in small-group lessons	1	2	3	4	5
	Scope and sequence for systematic phonics instruction is utilized; simple to more complex patterns are presented for instruction	1	2	3	4	5
	Phonics lessons include a focus on hearing sounds, segmenting, blending, and spelling words with taught pattern	1	2	3	4	5
	Phonics lessons include opportunities for recently learned patterns to be practiced in texts that contain taught pattern (decodable texts are used in early phonics lessons)	1	2	3	4	5
	Students are taught to use phonics patterns to read words in connected text; context is only suggested as a confirmation strategy (not taught as a decoding strategy)	1	2	3	4	5
	Strategies for multisyllable word analysis are provided to students as they advance in their phonics knowledge	1	2	3	4	5
	High-frequency words are assessed, taught, and practiced by students in both reading and writing	1	2	3	4	5
	Spelling is assessed and explicitly taught alongside phonics	1	2	3	4	5
	Spelling instruction includes an emphasis upon phonology, orthography, and morphology	1	2	3	4	5
	Assessments are consistently used to monitor phonics and spelling acquisition	1	2	3	4	5
	Phonics Average Rating:					

Fluency						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Fluency is assessed for prosody as well as speed	1	2	3	4	5
	Practices such as echo reading, choral reading, partner reading, repeated reading, and readers theater are used to support oral reading fluency	1	2	3	4	5
	Wide reading: students have daily uninterrupted time to practice reading in a variety of connected texts (not just decodables)	1	2	3	4	5
	Prosody is a key focus of fluency instruction	1	2	3	4	5
	Fluency Average Rating:					
Additional Comments: Please provide any additional insights: Is instruction organized around a structured year-long plan? Are teachers given a framework to structure their reading block to teach foundational skills? Is coaching and quality professional development provided to teachers?						

PHASE TWO: EVALUTING CURRENT PROGRAM PROVIDED IN THE DISTRICT

Foundational Skills Current Program Evaluation:

- 1 Evaluate the current reading materials provided by the school district. This only includes materials the school district has purchased for instructional use. This does not include materials teachers purchase on their own.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record on them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Concepts About Print						
Program/Materials Currently Available Do current district materials support foundational skills?	Lessons on shared reading with print referencing are provided in the program	1	2	3	4	5
	Lessons include concept of word development and opportunities for student practice	1	2	3	4	5
	Lessons for shared writing are provided	1	2	3	4	5
	Concepts about print is assessed and results guide small-group instruction	1	2	3	4	5
	Concepts About Print Average Rating:					
Alphabetic Knowledge						
Program/Materials Currently Available Do current district materials support foundational skills?	Scope and sequence for systematic alphabet knowledge are provided	1	2	3	4	5
	Lessons provide explicit instruction in letters and sounds	1	2	3	4	5
	Lessons focus upon correct pronunciation of letter sounds	1	2	3	4	5
	Guidance on using alphabet charts or sound walls is provided in the program	1	2	3	4	5
	Letters and sounds are taught together	1	2	3	4	5
	Quality alphabet books are accessible to children in the classroom library	1	2	3	4	5
	Handwriting is explicitly taught (see Chapter 7 for full evaluation on handwriting)	1	2	3	4	5
	Alphabetic Knowledge Average Rating:					
Phonological Awareness						
Program/Materials Currently Available Do current district materials support foundational skills?	Phonological awareness—importantly phonemic awareness—is frequently assessed; results are used to guide instruction	1	2	3	4	5
	Scope and sequence for systematic phonological awareness (including phonemic awareness) instruction are provided	1	2	3	4	5

	Lessons provide for differentiated (small group) explicit instruction in phonological and, importantly, phonemic awareness	1	2	3	4	5
	Program provides approximately 20 hours of phonemic awareness instruction (yet can be differentiated for specific needs of children)	1	2	3	4	5
	Program provides additional instruction for children who struggle with phonemic awareness	1	2	3	4	5
	Phonemic awareness instruction progresses from simple (e.g., hearing initial sounds) to more complex activities (e.g., manipulating sounds)	1	2	3	4	5
	Opportunities for writing through invented spelling and dictation are provided	1	2	3	4	5
	Lessons on shared writing are provided to support phonemic awareness	1	2	3	4	5
Phonological Awareness Average Rating:						
Phonics						
Program/Materials Currently Available	Phonics knowledge is assessed, and results are used to guide small-group instruction	1	2	3	4	5
Do current district materials support foundational skills?	Explicit daily phonics instruction is provided through small group, differentiated lessons.	1	2	3	4	5
	Scope and sequence for systematic phonics instruction is provided in the program; simple to more complex patterns are presented for instruction	1	2	3	4	5
	Phonics lessons are straightforward and include a focus on hearing sounds, segmenting, blending, and spelling words with taught pattern	1	2	3	4	5
	Phonics lessons include opportunities for recently learned patterns to be practiced in texts that contain taught pattern (decodable texts are provided in the early stages of phonics instruction)	1	2	3	4	5
	Instructional materials prompt students to rely on phonics patterns to read words in connected text; context is only suggested as a confirmation strategy (not taught as a decoding strategy).	1	2	3	4	5
	Advanced phonics lessons for multisyllable word analysis are provided	1	2	3	4	5
	High-frequency words are assessed, taught, and practiced by students in both reading and writing	1	2	3	4	5
	Spelling is assessed and explicitly taught alongside phonics	1	2	3	4	5
	Spelling instruction includes an emphasis upon phonology, orthography, and morphology	1	2	3	4	5
	Assessments are consistently used to monitor phonics and spelling acquisition	1	2	3	4	5
Phonics Average Rating:						

Fluency						
Program/Materials Currently Available	Fluency is assessed for prosody as well as speed	1	2	3	4	5
Do current district materials support foundational skills?	Fluency lessons such as echo reading, choral reading, partner reading, repeated reading, and readers theater are provided to support oral reading fluency	1	2	3	4	5
	Wide reading: students have daily uninterrupted time to practice reading in a variety of connected texts (not just decodables)	1	2	3	4	5
	Prosody is a key focus of fluency lessons in the program	1	2	3	4	5
	Fluency Average Rating:					
Additional Comments: Please provide insights about any of the scores pertaining to the current program: Are materials engaging? Culturally relevant? Teacher friendly? Is assessment dynamic? Other comments						

PHASE THREE: EVALUTING NEW PROGRAM FOR ADOPTION						
Foundational Skills New Program Evaluation:						
<ol style="list-style-type: none"> 1 Evaluate the new reading materials that are being considered for adoption. 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Concepts About Print						
Program/Materials Under Review	Lessons on shared reading with print referencing are provided in the program	1	2	3	4	5
Does the program under review support comprehension development?	Lessons include concept of word development and opportunities for student practice	1	2	3	4	5
	Lessons for shared writing are provided	1	2	3	4	5
	Concepts about print is assessed and results guide small-group instruction	1	2	3	4	5
	Concepts About Print Average Rating:					

Alphabetic Knowledge						
Program/Materials Under Review	Scope and sequence for systematic alphabet knowledge are provided	1	2	3	4	5
Does the program under review support foundational skills?	Lessons provide explicit instruction in letters and sounds	1	2	3	4	5
	Lessons focus upon correct pronunciation of letter sounds	1	2	3	4	5
	Guidance on using alphabet charts or sound walls is provided in the program	1	2	3	4	5
	Letters and sounds are taught together	1	2	3	4	5
	Quality alphabet books are accessible to children in the classroom library	1	2	3	4	5
	Handwriting is explicitly taught (see Chapter 7 for full evaluation on handwriting)	1	2	3	4	5
	Alphabetic Knowledge Average Rating:					
Phonological Awareness						
Program/Materials Under Review	Phonological awareness—importantly phonemic awareness—is frequently assessed; results are used to guide instruction	1	2	3	4	5
Does the program under review support foundational skills?	Scope and sequence for systematic phonological awareness (including phonemic awareness) instruction are provided	1	2	3	4	5
	Lessons provide for differentiated (small group) explicit instruction in phonological and, importantly, phonemic awareness	1	2	3	4	5
	Program provides approximately 20 hours of phonemic awareness instruction; yet can be differentiated based on specific needs of children	1	2	3	4	5
	Program provides additional instruction for children who struggle with phonemic awareness	1	2	3	4	5
	Phonemic awareness instruction progresses from simple (e.g., hearing initial sounds) to more complex activities (e.g., manipulating sounds)	1	2	3	4	5
	Opportunities for writing through invented spelling and dictation are provided	1	2	3	4	5
	Lessons on shared writing are provided to support phonemic awareness	1	2	3	4	5
	Phonological Awareness Average Rating:					
	Phonics					
Program/Materials Under Review	Phonics knowledge is assessed, and results are used to guide small-group instruction	1	2	3	4	5
Does the program under review support foundational skills?	Explicit daily phonics instruction is provided through small group, differentiated lessons.	1	2	3	4	5
	Scope and sequence for systematic phonics instruction are provided in the program; simple to more complex patterns are presented for instruction	1	2	3	4	5

	Phonics lessons are straightforward and include a focus on hearing sounds, segmenting, blending, and spelling words with taught pattern	1	2	3	4	5
	Phonics lessons include opportunities for recently learned patterns to be practiced in texts that contain taught pattern(decodable texts are provided in the early stages of phonics instruction)	1	2	3	4	5
	Instructional materials prompt students to rely on phonics patterns to read words in connected text; context is only suggested as a confirmation strategy (not taught as a decoding strategy).	1	2	3	4	5
	Advanced phonics lessons for multisyllable word analysis are provided	1	2	3	4	5
	High-frequency words are assessed, taught, and practiced by students in both reading and writing	1	2	3	4	5
	Spelling is assessed and explicitly taught alongside phonics	1	2	3	4	5
	Spelling instruction includes an emphasis upon phonology, orthography, and morphology	1	2	3	4	5
	Assessments are consistently used to monitor phonics and spelling acquisition	1	2	3	4	5
Phonics Average Rating:						
Fluency						
Program/Materials Under Review Does the program under review support foundational skills?	Fluency is assessed for prosody as well as speed	1	2	3	4	5
	Fluency lessons such as echo reading, choral reading, partner reading, repeated reading and readers theater are provided to support oral reading fluency	1	2	3	4	5
	Wide reading: students have daily uninterrupted time to practice reading in a variety of connected texts (not just decodables)	1	2	3	4	5
	Prosody is a key focus of fluency lessons in the program	1	2	3	4	5
	Fluency Average Rating:					
Additional Comments: Please provide insights about any of the scores pertaining to materials under review: Are materials engaging? Culturally relevant? Teacher friendly? Is assessment dynamic? Other comments?						

K–3 Reading Comprehension Instructional Practices Evaluation Form

PHASE ONE: EVALUTING INSTRUCTIONAL PRACTICES										
K–3 Reading Comprehension Instructional Practices Evaluation:										
<ol style="list-style-type: none"> 1 To the best of your ability, evaluate the instructional practices used by most teachers in the district. The survey data will help inform this rating. <i>*Reading materials are assessed in Phases Two and Three.</i> 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record on group composite score sheet. 										
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident						
Oral Language/Listening Comprehension										
Instructional Practices Are evidence-based instructional practices routinely implemented?	Oral language and listening comprehension are elements of instruction	1	2	3	4	5				
	Native language and dialect are embraced	1	2	3	4	5				
	Children are provided opportunities for listening, sharing, and oral language development	1	2	3	4	5				
	Dialogic reading is used in grades K–1	1	2	3	4	5				
	Oral language is assessed	1	2	3	4	5				
	Retelling is assessed	1	2	3	4	5				
	Bilingual learners are assessed and provided differentiated instruction as needed	1	2	3	4	5				
	Listening and speaking activities are provided for bilingual learners and include culturally relevant mentor texts with discussions	1	2	3	4	5				
	Bilingual learners are provided small-group learning that leverages strengths and background knowledge	1	2	3	4	5				
Oral Language Average Rating:										
Read-Alouds with Discussion										
Instructional Practices Are evidence-based instructional practices routinely implemented?	Students have ground rules for talk and have strategies for engaging in academic discussions	1	2	3	4	5				
	Read-alouds with student-centered discussion are routinely implemented; teachers engage in dialogic classroom discussions; students add on, ask questions, and provide challenges to ideas to construct deeper understanding of a text or topic	1	2	3	4	5				
	High-level questions are prioritized during read-alouds	1	2	3	4	5				
	Teachers use think-alouds and model how to comprehend complex texts (e.g., point of view, author’s craft, text structure).	1	2	3	4	5				
	Range of text types (fiction, nonfiction, grade level, and complex) and several texts about a theme or topic are read aloud and discussed	1	2	3	4	5				
	Read-Alouds With Discussion Average Rating:									

Informational Text and Content-Based Approaches						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Nonfiction read-alouds with texts sets are used; knowledge developed across a topic	1	2	3	4	5
	Text features/graphical devices are explicitly taught	1	2	3	4	5
	Opportunities for authentic nonfiction text reading are provided	1	2	3	4	5
	Close reading and comparing/contrasting complex texts are routinely instructed	1	2	3	4	5
	High-quality project-based learning opportunities are provided	1	2	3	4	5
	Assessments help identify who needs support with nonfiction comprehension	1	2	3	4	5
	Informational Text Average Rating:					
Cognitive Strategies						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Comprehension/cognitive strategies are taught for authentic purposes	1	2	3	4	5
	Cognitive strategy instruction is taught through a gradual release model	1	2	3	4	5
	Text structures (narrative and information) are taught and used to support comprehension	1	2	3	4	5
	Summarization is explicitly taught; students practice summarizing	1	2	3	4	5
	Text-based questioning is utilized during instruction and supports critical thinking about a text	1	2	3	4	5
	Self-monitoring strategies for comprehension are taught	1	2	3	4	5
	Readers are provided opportunities for answering and asking questions about a text	1	2	3	4	5
	Assessments are consistently used to monitor comprehension	1	2	3	4	5
Cognitive Strategy Average Rating:						
Writing to Learn						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Writing in response to reading is emphasized (e.g., reader's notebook)	1	2	3	4	5
	Content area summary writing is implemented	1	2	3	4	5
	Writing To Learn Average Rating:					

<p>Additional Comments: Please provide any additional insights: Is instruction organized around a structured year-long plan? Are teachers given a framework to structure their reading block to teach comprehension? Is coaching and quality professional development provided to teachers?</p>	
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PHASE TWO: EVALUTING CURRENT PROGRAM PROVIDED IN THE DISTRICT

K-3 Reading Comprehension Current Program Evaluation:

- 1 Evaluate the current reading materials provided by the school district. This only includes materials the school district has purchased for instructional use. This does not include materials teachers purchase on their own.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1	2	3	4	5
Never Evident	Sometimes Evident	Satisfactorily Evident	Often Evident	Always Evident

Oral Language and Listening Comprehension

Program/Materials Currently Available	Oral language and listening comprehension are elements of instruction	1	2	3	4	5
Do current district materials support comprehension development?	Native language and dialect are embraced	1	2	3	4	5
	Children are provided opportunities for sharing and oral language development	1	2	3	4	5
	Dialogic reading is used in grades K–1	1	2	3	4	5
	Oral language is assessed	1	2	3	4	5
	Retelling is assessed	1	2	3	4	5
	Bilingual learners are assessed and provided differentiated instruction as needed	1	2	3	4	5
	Listening and speaking activities are provided for bilingual learners and include an emphasis on discussion with culturally relevant texts	1	2	3	4	5

	Bilingual learners are provided small-group learning that leverages strengths and background knowledge	1	2	3	4	5
Oral Language Average Rating:						
Read-Alouds with Discussion						
Program/Materials Currently Available	Read-alouds with student-centered discussion are emphasized in the reading program	1	2	3	4	5
Do current district materials support comprehension development?	Lessons includes ground rules for talk and support engagement in student-led discussions about a book	1	2	3	4	5
	High-level questions are prioritized during read-alouds and include questions about character actions, traits, and other story elements	1	2	3	4	5
	Readers ask and answer questions throughout the read-aloud; by third grade, readers provide text evidence to support their responses	1	2	3	4	5
	Instruction provides opportunities for teacher to model or use a think-aloud to demonstrate specific reading skills (point of view, author’s craft, characterization, and text structure)	1	2	3	4	5
	Range of text types, including fiction and nonfiction, as well as complex texts, are provided in the reading program and used for teacher read-alouds	1	2	3	4	5
	Literature and other texts are of high quality and culturally relevant	1	2	3	4	5
	Multiple texts on a topic and theme are provided in the reading program and used to build knowledge through teacher read-alouds	1	2	3	4	5
	Read-Alouds With Discussion Average Rating:					
Informational Text and Content-Based Approaches						
Materials Currently Available	Nonfiction read-alouds with texts sets are provided; materials provide the opportunity for students to learn about a topic in depth	1	2	3	4	5
Do current district materials support comprehension development?	Opportunities for learning and demonstrating understanding of text features/graphical devices are provided	1	2	3	4	5
	Instruction provides opportunities for learners to analyze texts and determine the validity of an argument	1	2	3	4	5
	Nonfiction magazines and articles (online or traditional print) are routinely read and discussed	1	2	3	4	5
	Project-based learning opportunities are provided	1	2	3	4	5
	A wide range of high-quality nonfiction texts, including both complex and grade-level texts, for independent practice are provided	1	2	3	4	5
	High-quality assessments are provided and used to monitor who needs support with nonfiction comprehension	1	2	3	4	5
	Informational Text Average Rating:					

Cognitive Strategies						
Program/Materials Currently Available Do current district materials support comprehension development?	Comprehension/cognitive strategies are taught and practiced for authentic purposes; materials provide the opportunity for students to read grade-level texts independently	1	2	3	4	5
	Cognitive strategy instruction is taught through a gradual release model; lessons emphasize how strategies can support comprehension	1	2	3	4	5
	Story element lessons are provided and used to support students' ability to retell	1	2	3	4	5
	Informational text structures are explicitly taught	1	2	3	4	5
	Lessons on summarization are provided; students practice summarizing for meaningful purposes	1	2	3	4	5
	Graphic organizers are provided to help readers track their comprehension while reading	1	2	3	4	5
	Text-based questioning and responding are emphasized within the reading program	1	2	3	4	5
	Lessons about self-monitoring for comprehension are provided	1	2	3	4	5
	High-quality assessments are provided and used to formatively monitor comprehension	1	2	3	4	5
	Differentiated instruction is provided for readers who need more or less support with cognitive strategy use	1	2	3	4	5
	Cognitive Strategy Average Rating:					
Writing to Learn						
Program/Materials Currently Available Do current district materials support comprehension development?	Writing in response to reading is emphasized	1	2	3	4	5
	Content area summary writing is done through quick writes that allow readers to summarize what was learned	1	2	3	4	5
	Writing to Learn Average Rating:					
Additional Comments: Please provide insights about any of the scores pertaining to current materials/program. Is pacing appropriate? Are materials engaging? Culturally relevant? Teacher friendly? Is comprehension assessment dynamic? Other comments?						

PHASE THREE: EVALUTING NEW PROGRAM FOR ADOPTION

K-3 Reading Comprehension New Program Evaluation:

- 1 Evaluate the new reading materials that are being considered for adoption.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident
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Oral Language and Listening Comprehension

Program/ Materials Under Review Does the program under review support comprehension development?	Oral language and listening comprehension are elements of instruction	1	2	3	4	5
	Native language and dialect are embraced	1	2	3	4	5
	Children are provided opportunities for sharing and oral language development	1	2	3	4	5
	Dialogic reading is used in grades K–1	1	2	3	4	5
	Oral language is assessed	1	2	3	4	5
	Retelling is assessed	1	2	3	4	5
	Bilingual learners are assessed and provided differentiated instruction as needed	1	2	3	4	5
	Listening and speaking activities are provided for bilingual learners and include an emphasis on discussion with culturally relevant texts	1	2	3	4	5
	Bilingual learners are provided small-group learning that leverages strengths and background knowledge	1	2	3	4	5
	Oral Language Average Rating:					

Read-Alouds with Discussion

Program/ Materials Under Review Does the program under review support comprehension development?	Read-alouds with student-centered discussion are emphasized in the reading program	1	2	3	4	5
	Lessons includes ground rules for talk and support engagement in student-led discussions about a book	1	2	3	4	5
	High-level questions are prioritized during read-alouds and include questions about character actions, traits, and other story elements	1	2	3	4	5
	Readers ask and answer questions throughout the read-aloud; by third grade, readers provide text evidence to support their responses	1	2	3	4	5
	Instruction provides opportunities for teacher to model or use a think-aloud to demonstrate specific reading skills (point of view, author’s craft, characterization, and text structure)	1	2	3	4	5
	Range of text types, including fiction and nonfiction, as well as complex texts, are provided in the reading program and used for teacher read-alouds	1	2	3	4	5

	Literature and other texts are of high quality and culturally relevant	1	2	3	4	5
	Multiple texts on a topic and theme are provided in the reading program and used to build knowledge through teacher read-alouds	1	2	3	4	5
Read-Alouds with Discussion Average Rating:						
Informational Text/Content-Based Approaches						
Program/ Materials Under Review	Nonfiction read-alouds with texts sets are provided; materials provide the opportunity for students to learn about a topic in depth	1	2	3	4	5
Does the program under review support comprehension development?	Opportunities for learning and demonstrating understanding of text features/graphical devices are provided	1	2	3	4	5
	Instruction provides opportunities for learners to analyze texts and determine the validity of an argument	1	2	3	4	5
	Nonfiction magazines and articles (online or traditional print) are routinely read and discussed	1	2	3	4	5
	Project-based learning opportunities are provided	1	2	3	4	5
	A wide range of high-quality nonfiction texts, including both complex and grade-level texts, for independent practice are provided	1	2	3	4	5
	High-quality assessments are provided and used to monitor readers who need support with nonfiction comprehension	1	2	3	4	5
	Informational Text Average Rating:					
Cognitive Strategies						
Program/ Materials Under Review	Comprehension/cognitive strategies are taught and practiced for authentic purposes; materials provide the opportunity for students to read grade-level texts independently	1	2	3	4	5
Does the program under review support comprehension development?	Cognitive strategy instruction is taught through a gradual release model; lessons emphasize how strategies can support comprehension	1	2	3	4	5
	Story element lessons are provided and used to support students' ability to retell	1	2	3	4	5
	Informational text structures are explicitly taught	1	2	3	4	5
	Lessons on summarization are provided; students practice summarizing for meaningful purposes.	1	2	3	4	5
	Graphic organizers are provided to help readers track their comprehension while reading	1	2	3	4	5
	Text-based questioning and responding are emphasized within the reading program	1	2	3	4	5
	Lessons about self-monitoring for comprehension are provided	1	2	3	4	5

	High-quality assessments are provided and used to formatively monitor comprehension	1	2	3	4	5
	Differentiated instruction is provided for readers who need more or less support with cognitive strategy use	1	2	3	4	5
Cognitive Strategy Average Rating:						
Writing to Learn						
Program/ Materials Under Review Does the program under review support comprehension development?	Writing in response to reading is emphasized	1	2	3	4	5
	Content area summary writing is done through quick writes that allow readers to summarize what was learned	1	2	3	4	5
	Writing to Learn Average Rating:					
Additional Comments: Please provide insights about any of the scores pertaining to materials under review: Is pacing appropriate? Are materials engaging? Culturally relevant? Teacher Friendly? Is comprehension assessment dynamic? Other comments?						

4–12 Reading Comprehension Instructional Practices Evaluation Form

PHASE ONE: EVALUTING INSTRUCTIONAL PRACTICES						
4–12 Reading Comprehension Instructional Practices Evaluation:						
<ol style="list-style-type: none"> 1 To the best of your ability, evaluate the instructional practices used by most teachers in the district. The survey data will help inform this rating. <i>*Reading materials are assessed in Phases Two and Three.</i> 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record the individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Discussion-Based Approaches						
Instructional Practices Are evidence-based instructional practices routinely implemented?	Discussion-based approaches for text discussion such as Socratic Seminar or book club are utilized	1	2	3	4	5
	Opportunities for critical literacy discussions are provided	1	2	3	4	5
	Students are taught strategies for engaging in student-led discussions	1	2	3	4	5
	Student-centered discussion are routinely implemented; teachers engage in dialogic classroom discussions; students add on, ask questions, and provide challenges to ideas to construct deeper understanding of a text or topic	1	2	3	4	5
	Instructional supports for bilingual learners are utilized	1	2	3	4	5
	Student participation in discussions is assessed and formatively monitored	1	2	3	4	5
	Discussion-Based Approaches Average Rating:					
Content-Based Approach						
	Close reading with complex texts is taught; students practice reading complex texts and get practice asking and answering text-dependent questions	1	2	3	4	5
	Culturally relevant texts are used for instruction and practice	1	2	3	4	5
	Readers are taught to compare/contrast texts on a similar topic	1	2	3	4	5
	Project-based learning is utilized to deepen content knowledge	1	2	3	4	5
	Bilingual learners provided opportunity to learn content in native language as well as English (e.g., through audio and video supports)	1	2	3	4	5
	Content strategies like Questioning the Author are used to build knowledge	1	2	3	4	5
	Formative and summative assessments are used to monitor comprehension	1	2	3	4	5
Content-Based Approaches Average Rating:						

Cognitive Strategy Instruction						
Instructional Practices	Cognitive strategy instruction is taught through a gradual release model	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Cognitive strategies are purposefully instructed (not overdone)	1	2	3	4	5
	Instruction in text structure is provided to help readers navigate expository texts	1	2	3	4	5
	Cognitive strategies are taught through meaningful activities such as Reciprocal Teaching or DRTA	1	2	3	4	5
	Graphic organizers are utilized to support active engagement during reading	1	2	3	4	5
	Cognitive Strategy Instruction Average Rating:					
Disciplinary Literacy						
Instructional Practices	Opportunities for reading a variety of discipline-specific texts are provided. Includes analysis of primary and secondary sources in history; technical and scientific reports in science	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Digital tools or multimodal texts are used to support knowledge building	1	2	3	4	5
	Discipline specific writing skills are taught such as DBQs or science writing heuristic	1	2	3	4	5
	Disciplinary reading comprehension is assessed	1	2	3	4	5
	Disciplinary Literacy Average Rating:					
Writing to Learn						
Instructional Practices	Students are taught strategies for note taking	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Graphic organizers are frequently used to develop comprehension on a topic	1	2	3	4	5
	Exit slips and admit slips or other quick writes are used to develop comprehension and formatively assess student learning	1	2	3	4	5
	Writing About Reading Average Rating:					
Online Reading Comprehension						
Instructional Practices	Students are taught strategies for locating credible sources	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Students are taught strategies for evaluating sources	1	2	3	4	5
	Online reading comprehension is monitored	1	2	3	4	5
	Online Reading Comprehension Average Rating:					

<p>Additional Comments: Please provide any additional insights: Is instruction organized around a structured year-long plan? Are teachers given a framework to structure their reading block to teach comprehension? Is coaching and quality professional development provided to teachers?</p>	
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PHASE TWO: EVALUTING CURRENT PROGRAM PROVIDED in the DISTRICT						
4–12 Reading Comprehension Current Program Evaluation:						
<ol style="list-style-type: none"> 1 Evaluate the current reading materials provided by the school district. This only includes materials the school district has purchased for instructional use. This does not include materials teachers purchase on their own. 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record the individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Discussion-Based Approaches						
Program/ Materials Currently Available	Discussion-based approaches for text discussion such as Socratic Seminar or book club are emphasized	1	2	3	4	5
	Lessons on critical literacy discussions are provided/ emphasized	1	2	3	4	5
Do current district materials support comprehension development?	Lessons on strategies for engaging in student-led discussions are provided	1	2	3	4	5
	Frequent opportunities for speaking and listening are provided. Materials emphasize classroom discussions where students add on, ask questions, and provide challenges to ideas to construct deeper understanding of a text or topic.	1	2	3	4	5
	Strategies for teaching bilingual learners are provided	1	2	3	4	5
	Student participation in discussions is assessed and formatively monitored	1	2	3	4	5
	Discussion-Based Approaches Average Rating:					

Content-Based Approach						
	Culturally relevant texts are provided for instruction	1	2	3	4	5
	Differentiated lessons on close reading with complex texts are provided; with scaffolding, students read and reread complex texts and ask and answer text-based questions	1	2	3	4	5
	Lessons on how to compare and contrast two topics within a text or two or more texts on a similar topic are provided	1	2	3	4	5
	Project-based learning is used in concert with content instruction	1	2	3	4	5
	Bilingual learners are provided opportunity to learn content in native language as well as English (e.g., through audio and video supports)	1	2	3	4	5
	Content strategies like Questioning the Author are used to build knowledge	1	2	3	4	5
	Formative and summative assessments are provided and used to monitor comprehension and differentiate instruction	1	2	3	4	5
Content-Based Approaches Average Rating:						
Cognitive Strategy Instruction						
Program/ Materials Currently Available	Cognitive strategy instruction is included through a gradual release model	1	2	3	4	5
	Expository text structure lessons are provided	1	2	3	4	5
Do current district materials support comprehension development?	Cognitive strategies are purposefully instructed (not overdone) and used to support depth of content knowledge	1	2	3	4	5
	Various types of graphic organizers are included and used to support reading comprehension	1	2	3	4	5
	Cognitive strategies are taught through meaningful activities such as Reciprocal Teaching or DRTA	1	2	3	4	5
Cognitive Strategy Instruction Average Rating:						
Disciplinary Literacy						
Program/ Materials Currently Available	Lessons on how to read a variety of discipline-specific texts are provided.	1	2	3	4	5
	Discipline-specific comprehension lessons for analyzing primary and secondary sources in history in grades 6–12 are provided.	1	2	3	4	5
Do current district materials support comprehension development?	Discipline-specific comprehension lessons for analyzing science and technical texts in STEM fields in grades 6–12 are provided.	1	2	3	4	5
	Digital tools or multimodal texts are used to support knowledge building	1	2	3	4	5
	Discipline-specific writing skills are emphasized such as DBQs or science writing heuristic	1	2	3	4	5
	Disciplinary reading comprehension is assessed	1	2	3	4	5
Disciplinary Literacy Average Rating:						

Writing to Learn						
Program/ Materials Currently Available Do current district materials support comprehension development?	Lessons on note taking are provided	1	2	3	4	5
	Graphic organizers are included and used to support comprehension	1	2	3	4	5
	Exit slips and admit slips or other quick writes are used to develop comprehension and formatively assess student learning	1	2	3	4	5
	Writing About Reading Average Rating:					
Online Reading Comprehension						
Program/ Materials Currently Available Do current district materials support comprehension development?	Lessons for locating credible sources are provided	1	2	3	4	5
	Lessons for evaluating sources are included	1	2	3	4	5
	Online reading comprehension is monitored/assessed	1	2	3	4	5
	Online Reading Comprehension Average Rating:					
Additional Comments: Please provide any additional insights: Are materials engaging? Culturally relevant? Teacher friendly? Is comprehension assessment dynamic? Other comments?						

PHASE THREE: EVALUTING NEW PROGRAM FOR ADOPTION

4–12 Reading Comprehension New Program Evaluation:

- 1 Evaluate the new reading materials that are being considered for adoption.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record the individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident
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Discussion-Based Approaches

Program/ Materials Under Review Does the program under review support comprehension development?	Discussion-based approaches for text discussion such as Socratic Seminar or nook club are emphasized	1	2	3	4	5
	Opportunities for critical literacy discussions are provided/emphasized	1	2	3	4	5
	Lessons on strategies for engaging in student-led discussions are provided	1	2	3	4	5
	Frequent opportunities for speaking and listening are provided. Materials emphasize classroom discussions where students add on, ask questions, and provide challenges to ideas to construct deeper understanding of a text or topic.	1	2	3	4	5
	Strategies for teaching bilingual learners are provided	1	2	3	4	5
	Student participation in discussions is assessed and formatively monitored	1	2	3	4	5
	Discussion-Based Approaches Average Rating:					

Content-Based Approach

Program/ Materials Under Review Does the program under review support comprehension development?	Culturally relevant texts are provided for instruction.	1	2	3	4	5
	Lessons on close reading with complex texts is are provided; with scaffolding, students read and reread complex texts and ask and answer text-based questions.	1	2	3	4	5
	Lessons on how to compare and contrast two topics within a text or two or more texts on a similar topic are provided	1	2	3	4	5
	Project-based learning is used in concert with content instruction	1	2	3	4	5
	Bilingual learners are provided opportunity to learn content in native language as well as English (e.g., through audio and video supports).	1	2	3	4	5
	Content strategies like Questioning the Author are used to build knowledge	1	2	3	4	5
	Formative and summative assessments are provided and used to monitor comprehension	1	2	3	4	5
Content-Based Approaches Average Rating:						

Cognitive Strategy Instruction						
Program/ Materials Under Review	Cognitive strategy instruction is included through a gradual release model	1	2	3	4	5
	Expository text structure lessons are provided	1	2	3	4	5
Does the program under review support comprehension development?	Cognitive strategies are purposefully instructed (not overdone) and used to support depth of content knowledge	1	2	3	4	5
	Various types of graphic organizers are included and used to support reading comprehension	1	2	3	4	5
	Cognitive strategies are taught through meaningful activities such as Reciprocal Teaching or DRTA	1	2	3	4	5
	Cognitive Strategy Instruction Average Rating:					
Disciplinary Literacy						
Program/ Materials Under Review	Lessons on how to read a variety of discipline-specific texts are provided.	1	2	3	4	5
	Discipline-specific comprehension lessons for analyzing primary and secondary sources in history in grades 6–12 are provided.	1	2	3	4	5
Does the program under review support comprehension development?	Discipline-specific comprehension lessons for analyzing science and technical texts in STEM fields in grades 6–12 are provided.	1	2	3	4	5
	Digital tools or multimodal texts are used to support knowledge building	1	2	3	4	5
	Discipline-specific writing skills are emphasized such as DBQs or science writing heuristic	1	2	3	4	5
	Disciplinary reading comprehension is assessed	1	2	3	4	5
Disciplinary Literacy Average Rating:						
Writing to Learn						
Program/ Materials Under Review	Lessons on note taking are provided	1	2	3	4	5
	Graphic organizers are included and used to support comprehension	1	2	3	4	5
Does the program under review support comprehension development?	Exit slips and admit slips or other quick writes are used to develop comprehension and formatively assess student learning	1	2	3	4	5
	Writing About Reading Average Rating:					
Online Reading Comprehension						
Program/ Materials Under Review	Lessons for locating credible sources are provided	1	2	3	4	5
	Lessons for evaluating sources are included	1	2	3	4	5
	Online reading comprehension is monitored/assessed	1	2	3	4	5
Does the program under review support comprehension development?	Online Reading Comprehension Average Rating:					

<p>Additional Comments: Please provide any additional insights: Are materials engaging? Culturally relevant? Teacher friendly? Is comprehension assessment dynamic? Other comments?</p>	
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Vocabulary Instructional Practices Evaluation Form

PHASE ONE: EVALUATING INSTRUCTIONAL PRACTICES						
Vocabulary Instructional Practices Evaluation:						
<ol style="list-style-type: none"> 1 To the best of your ability, evaluate the instructional practices used by most teachers in the district. The survey data will help inform this rating. <i>*Reading materials are assessed in Phases Two and Three.</i> 2 Provide an average rating for each construct (e.g., oral language) 3 The chair of the team will record the individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Vocabulary						
	Tier two words are primarily selected for instruction unless specific words in the disciplines (tier three words) are necessary for comprehending a text	1	2	3	4	5
	Instruction provides student-friendly definitions of target vocabulary words	1	2	3	4	5
	Storybook read-alouds are used to teach vocabulary words	1	2	3	4	5
	Modeling of how to process and understand a new vocabulary word through repeated exposure and discussion is utilized	1	2	3	4	5
	Code switching is emphasized as a useful instructional practice	1	2	3	4	5
	Word awareness is cultivated in classroom instruction	1	2	3	4	5
	Students spend time each day reading independently	1	2	3	4	5
	Morphology/structural analysis is explicitly taught	1	2	3	4	5
	Graphic organizers are routinely used to support word learning	1	2	3	4	5
Vocabulary Instructional Practices Average Rating:						
Additional Comments: Please provide any additional insights: Is coaching and quality professional development provided to teachers?						

PHASE TWO: EVALUTING CURRENT PROGRAM PROVIDED in the DISTRICT

Vocabulary Current Program Evaluation:

- 1 Evaluate the current reading materials provided by the school district. This only includes materials the school district has purchased for instructional use. This does not include materials teachers purchase on their own.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record the individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident
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Vocabulary

Program/Materials Currently Available Do current district materials support vocabulary development?	New vocabulary words that will be encountered in a text are front-loaded and emphasized during instruction	1	2	3	4	5
	Lessons on learning tier two vocabulary words are provided through storybook read-alouds	1	2	3	4	5
	Lessons include modeling of how to process and understand new vocabulary words each week	1	2	3	4	5
	Lessons emphasize repeated exposure and use of newly taught vocabulary words	1	2	3	4	5
	Code switching is emphasized as a useful instructional practice	1	2	3	4	5
	Word awareness is emphasized in the vocabulary program	1	2	3	4	5
	Independent reading is purposefully used to support vocabulary development	1	2	3	4	5
	Lessons on morphology and structural analysis are included in the program	1	2	3	4	5
	Lessons on how to teach multiple meaning words are provided	1	2	3	4	5
	Graphic organizers are used to support vocabulary learning	1	2	3	4	5
Vocabulary Current Program Average Rating:						
Additional Comments: Please provide insights about any of the scores pertaining to materials under review: Are materials engaging? Culturally relevant? Teacher friendly? Other comments?						

PHASE THREE: EVALUATING NEW PROGRAM FOR ADOPTION

Vocabulary New Program Evaluation:

- 1 Evaluate the new reading materials that are being considered for adoption.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record the individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident
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Vocabulary

Program/ Materials Under Review	New vocabulary words that will be encountered in a text are front-loaded and emphasized during instruction	1	2	3	4	5
Does the program under review support vocabulary development?	Lessons on learning tier two vocabulary words are provided through storybook read-alouds	1	2	3	4	5
	Lessons include modeling of how to process and understand new vocabulary words each week	1	2	3	4	5
	Lessons emphasize repeated exposure and use of newly taught vocabulary words	1	2	3	4	5
	Code switching is emphasized as a useful instructional practice	1	2	3	4	5
	Word awareness is emphasized in the vocabulary program	1	2	3	4	5
	Independent reading is purposefully used to support vocabulary development	1	2	3	4	5
	Lessons on morphology and structural analysis are included in the program	1	2	3	4	5
	Lessons on how to teach multiple meaning words are provided	1	2	3	4	5
	Graphic organizers are used to support vocabulary learning	1	2	3	4	5

Vocabulary Program Under Review Average Score:

Additional Comments:
Please provide insights about any of the scores pertaining to materials under review:
Are materials engaging?
Culturally relevant?
Teacher friendly?
Other comments?

Writing Instructional Practices Evaluation Form

PHASE ONE: EVALUTING INSTRUCTIONAL PRACTICES						
Writing Instructional Practices Evaluation:						
<ol style="list-style-type: none"> 1 To the best of your ability, evaluate the instructional practices used by most teachers in the district. The survey data will help inform this rating. <i>*Writing materials are assessed in Phases Two and Three.</i> 2 Provide an average rating for each construct (e.g., oral language) 3 The chair of the team will record the individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Writing Framework						
Instructional Practices	Writing is instructed for approximately 45 minutes per day (depending upon grade level)	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	A writing community is cultivated in the approach to instruction	1	2	3	4	5
	A genre study focus with a scope and sequence is provided	1	2	3	4	5
	Writing strategies are explicitly taught	1	2	3	4	5
	Writers are provided time to practice authentic writing each day (not worksheets)	1	2	3	4	5
	Writers are assessed and given frequent feedback on their progress	1	2	3	4	5
	Motivation is a key consideration for instruction; students are encouraged to write about meaningful topics through choice and authentic writing opportunities	1	2	3	4	5
	Instructional support for bilingual writers is provided	1	2	3	4	5
Writing Framework Average Rating:						
Narrative Writing						
Instructional Practices	Narrative writing instruction focuses on plot structure	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Narrative writing instruction teaches writers to show and not tell	1	2	3	4	5
	Narrative writing teaches the use of internal and external dialogue (develops in sophistication as grade levels increase)	1	2	3	4	5
	Narrative writing teaches theme as part of a narrated event	1	2	3	4	5
	Narrative writing teaches point of view	1	2	3	4	5

	Mentor texts are used to teach narrative writing	1	2	3	4	5
	Students are provided ample time to practice narrative writing skills (in authentic writing tasks) specific to their grade level	1	2	3	4	5
Cognitive Strategy Instruction Average Rating:						
Argument Writing						
Instructional Practices	The structure of an argument is taught and practiced in authentic argument writing	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	As writers develop, they are taught the difference between persuasive and argument writing	1	2	3	4	5
	Academic language and transition words of writing are explicitly taught and practiced	1	2	3	4	5
	Content knowledge is developed through argument writing (when appropriate)	1	2	3	4	5
	Mentor texts are used to teach argument writing	1	2	3	4	5
	Argument Writing Average Rating:					
Informational Writing						
Instructional Practices	Wide reading on a topic is used to support informational writing	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Students are taught and practice strategies for locating sources for informational writing	1	2	3	4	5
	Students are taught and practice how to discern credible sources	1	2	3	4	5
	Students are taught and practice summarizing summarize information in a text	1	2	3	4	5
	Students are taught to synthesize information across multiple text types	1	2	3	4	5
	Students are taught and practice strategies for note taking to use in their informational writing	1	2	3	4	5
	Students are taught strategies for paraphrasing	1	2	3	4	5
	Students are taught strategies for using discipline-specific vocabulary words in writing	1	2	3	4	5
	Students write and create informational texts on topics of their choice	1	2	3	4	5
	Informational Writing Average Rating:					
Digital Composition						
Instructional Practices	Opportunities for presenting writing in digital formats, like blogging, are provided	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Digital tools are used to support writing	1	2	3	4	5
	Students are provided opportunities to present their writing through digital presentations	1	2	3	4	5
	Online search engines and social media are used to teach information gathering	1	2	3	4	5
	Digital Writing Average Rating:					

Handwriting						
Instructional Practices	Handwriting is explicitly taught in K–5 and practiced daily	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Pencil grasp is explicitly taught and practiced	1	2	3	4	5
	Correct letter formation is instructed and practiced	1	2	3	4	5
	Handwriting legibility is instructed and practiced	1	2	3	4	5
	Handwriting is practiced regularly in authentic contexts and is not subordinate to keyboarding	1	2	3	4	5
	Handwriting Average Rating:					
Writing Conventions						
Instructional Practices	Grammar instruction is mainly embedded in the context of authentic writing	1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Sentence combining exercises are explicitly taught	1	2	3	4	5
	Lessons focus upon writing as a process of revision	1	2	3	4	5
	Writing Conventions Average Rating:					

PHASE TWO: EVALUTING CURRENT PROGRAM PROVIDED IN THE DISTRICT						
Writing Instructional Practices Evaluation:						
<ol style="list-style-type: none"> Evaluate the current reading materials provided by the school district. This only includes materials the school district has purchased for instructional use. This does not include materials teachers purchase on their own. Provide an average rating for each construct (e.g., oral language). The chair of the team will record the individual scores on the rating sheet. The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Writing Framework						
Program/ Materials Currently Available	Writing is instructed for approximately 45 minutes per day (depending upon grade level)	1	2	3	4	5
	A writing community is cultivated in the approach to instruction	1	2	3	4	5
Do current district materials support writing?	A genre study focus with a scope and sequence is provided	1	2	3	4	5
	Writing strategies are explicitly taught	1	2	3	4	5
	Writers are assessed and given frequent feedback on their progress	1	2	3	4	5

	Motivation is a key consideration for instruction; students are encouraged to write about meaningful topics through choice and authentic writing opportunities	1	2	3	4	5
	Considerations for bilingual writers are provided	1	2	3	4	5
Writing Framework Average Rating:						
Narrative Writing						
Program/ Materials Currently Available Do current district materials support the teaching and learning of writing?	Narrative writing lessons focuses on plot structure	1	2	3	4	5
	Narrative writing lessons teach writers to show and not tell	1	2	3	4	5
	Narrative writing lessons focus upon the use of internal and external dialogue (develops in sophistication as grade levels increase)	1	2	3	4	5
	Narrative writing lessons focus on theme as part of a narrated event	1	2	3	4	5
	Narrative writing lessons teach point of view	1	2	3	4	5
	Mentor texts are provided to support narrative writing instruction	1	2	3	4	5
	Narrative Writing Instruction Average Rating:					
Argument Writing						
Program/ Materials Currently Available Do current district materials support the teaching and learning of writing?	Lessons on the structure of an argument are provided	1	2	3	4	5
	As writers develop, lessons teach between persuasive and argument writing	1	2	3	4	5
	Lessons include academic language use and use of transition words	1	2	3	4	5
	Content knowledge is developed through argument writing (when appropriate)	1	2	3	4	5
	Mentor texts are provided to support argument writing	1	2	3	4	5
	Argument Writing Average Rating:					
Informational Writing						
Program/ Materials Currently Available Do current district materials support the teaching and learning of writing?	Wide reading on a topic is used to support informational writing	1	2	3	4	5
	Lessons on locating sources for informational writing are provided	1	2	3	4	5
	Lessons provided on how to discern credible sources	1	2	3	4	5
	Lessons provided on how to teach summarization for informational writing	1	2	3	4	5
	Lessons provided on how to teach writers to synthesize information across multiple text types	1	2	3	4	5
	Lessons for note taking are provided	1	2	3	4	5
	Lessons for paraphrasing are provided	1	2	3	4	5
	Lessons for writing with discipline-specific vocabulary words are provided	1	2	3	4	5
	Informational Writing Average Rating:					

Digital Composition						
Program/ Materials Currently Available	Writing program includes opportunities for presenting writing in digital formats, like blogging	1	2	3	4	5
	Digital tools are emphasized to support writing and presentation of writing	1	2	3	4	5
Do current district materials support the teaching and learning of writing?	Lessons on Internet searching are used to teach information gathering	1	2	3	4	5
	Digital Writing Average Rating:					
Handwriting						
Program/ Materials Currently Available	Handwriting is explicitly taught in K-5 and practiced daily	1	2	3	4	5
	Lessons on pencil grasp are provided in handwriting program	1	2	3	4	5
Do current district materials support the teaching and learning of writing?	Lessons on correct letter formation are provided	1	2	3	4	5
	Handwriting legibility lessons are included	1	2	3	4	5
	Handwriting is practiced regularly in authentic contexts and is not subordinate to keyboarding	1	2	3	4	5
	Handwriting assessments are included	1	2	3	4	5
Handwriting Average Rating:						
Writing Conventions						
Program/ Materials Currently Available	Grammar instruction is mainly embedded in the context of authentic writing	1	2	3	4	5
	Lessons on sentence combining exercises are provided	1	2	3	4	5
Do current district materials support the teaching and learning of writing?	Lessons focus on writing as a process of revision	1	2	3	4	5
	Writing Conventions Average Rating:					

PHASE THREE: EVALUTING NEW PROGRAM FOR ADOPTION

Writing Instructional Practices Evaluation:

- 1 Evaluate the new reading materials that are being considered for adoption.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record the individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident
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Writing Framework

Program/ Materials Under Review Does the program under support the teaching and learning of writing?	Writing is instructed for approximately 45 minutes per day (depending upon grade level)	1	2	3	4	5
	A writing community is cultivated in the approach to instruction	1	2	3	4	5
	A genre study focus with a scope and sequence is provided	1	2	3	4	5
	Writing strategies are explicitly taught	1	2	3	4	5
	Writers are assessed and given frequent feedback on their progress	1	2	3	4	5
	Motivation is a key consideration for instruction; students are encouraged to write about meaningful topics through choice and authentic writing opportunities	1	2	3	4	5
	Considerations for bilingual writers are provided	1	2	3	4	5
	Writing Framework Average Rating:					

Narrative Writing

Program/ Materials Under Review Does the program under support the teaching and learning of writing?	Narrative writing lessons focuses on plot structure	1	2	3	4	5
	Narrative writing lessons teaches writers to show and not tell	1	2	3	4	5
	Narrative writing lessons teaches the use of internal and external dialogue (develops in sophistication as grade levels increase)	1	2	3	4	5
	Narrative writing lessons focus on theme as part of a narrated event	1	2	3	4	5
	Narrative writing lessons teach point of view	1	2	3	4	5
	Mentor texts are provided to support narrative writing instruction	1	2	3	4	5
	Narrative Writing Instruction Average Rating:					

Argument Writing						
Program/ Materials Under Review	Lessons on the structure of an argument are provided	1	2	3	4	5
	As writers develop, lessons teach between persuasive and argument writing	1	2	3	4	5
Does the program under support the teaching and learning of writing?	Lessons include academic language use and use of transition words	1	2	3	4	5
	Content knowledge is developed through argument writing (when appropriate)	1	2	3	4	5
	Mentor texts are provided to support argument writing	1	2	3	4	5
	Argument Writing Average Rating:					
Informational Writing						
Program/ Materials Under Review	Wide reading on a topic is used to support informational writing	1	2	3	4	5
	Lessons on locating sources for informational writing are provided	1	2	3	4	5
Does the program under support the teaching and learning of writing?	Lessons provided on how to discern credible sources	1	2	3	4	5
	Lessons provided on how to teach summarization for informational writing	1	2	3	4	5
	Lessons provided on how to teach writers to synthesize information across multiple text types	1	2	3	4	5
	Lessons for note taking are provided	1	2	3	4	5
	Lessons for paraphrasing are provided	1	2	3	4	5
	Lessons for writing with discipline-specific vocabulary words are provided	1	2	3	4	5
Informational Writing Average Rating:						
Digital Composition						
Program/ Materials Under Review	Writing program includes opportunities for presenting writing in digital formats, like blogging	1	2	3	4	5
	Digital tools are emphasized to support writing and presentation of writing	1	2	3	4	5
Does the program under support the teaching and learning of writing?	Lessons on Internet searching are used to teach information gathering	1	2	3	4	5
	Digital Writing Average Rating:					
Handwriting						
Program/ Materials Under Review	Handwriting is explicitly taught in K–5 and practiced daily	1	2	3	4	5
	Lessons on pencil grasp are provided in handwriting program	1	2	3	4	5
Does the program under support the teaching and learning of writing?	Lessons on correct letter formation are provided	1	2	3	4	5
	Handwriting legibility lessons are included	1	2	3	4	5
	Handwriting is practiced regularly in authentic contexts and is not subordinate to keyboarding	1	2	3	4	5
	Handwriting assessments are included	1	2	3	4	5
Handwriting Average Rating:						

Writing Conventions						
Program/ Materials Under Review	Grammar instruction is mainly embedded in the context of authentic writing	1	2	3	4	5
	Lessons on sentence combining exercises are provided	1	2	3	4	5
Does the program under support the teaching and learning of writing?	Lessons focus upon writing as a process of revision	1	2	3	4	5
	Writing Conventions Average Rating:					

Independent Reading and Classroom Libraries Evaluation Form

PHASE ONE: EVALUTING INSTRUCTIONAL PRACTICES								
<p>(This evaluation form is streamlined so it looks different from the others in this text.) Independent Reading and Classroom Libraries Instructional Practices Evaluation:</p> <ol style="list-style-type: none"> 1 To the best of your ability, evaluate the instructional practices used by most teachers in the district. The survey data will help inform this rating. <i>*Reading materials are assessed in Phases Two and Three.</i> 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record the individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 								
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident				
Independent Reading/Classroom Libraries								
Instructional Practices	Students are surveyed about their interests as readers			1	2	3	4	5
Are evidence-based instructional practices routinely implemented?	Independent reading is used with the intention to support reading achievement			1	2	3	4	5
	Instruction emphasizes opportunities for student choice of text			1	2	3	4	5
	Students are scaffolded towards longer durations of independent reading			1	2	3	4	5
	Teachers monitor student reading volume (no reading logs)			1	2	3	4	5
	Teachers audit their libraries for inclusive literature and engaging texts			1	2	3	4	5
	Instruction emphasizes reading nonfiction texts			1	2	3	4	5
Independent Reading/Classroom Libraries Current Instructional Practices Average Rating:								
Additional Comments: Please provide any additional insights: Is coaching and quality professional development provided to teachers?								

PHASE TWO: EVALUTING CURRENT PROGRAM PROVIDED IN THE DISTRICT

Independent Reading/Classroom Libraries Current Program Evaluation:

- 1 Evaluate the current reading materials provided by the school district. This only includes materials the school district has purchased for instructional use. This does not include materials teachers purchase on their own.
- 2 Provide an average rating for each construct (e.g., oral language).
- 3 The chair of the team will record the individual scores on the rating sheet.
- 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet.

1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident
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Independent Reading Materials

Program/Materials Currently Available Do current district materials support independent reading?	Classroom libraries provide inclusive, culturally relevant texts that represent diverse cultures and communities	1	2	3	4	5
	Reading materials include surveys to query students about their interests as readers	1	2	3	4	5
	Independent reading is monitored and used to intentionally support reading achievement	1	2	3	4	5
	Opportunities for students to engage in independent reading with books of their choice as well as texts for specific instructional purposes are provided	1	2	3	4	5
	Materials are engaging and leverage student interests	1	2	3	4	5
	Lessons for scaffolding independent reading are provided	1	2	3	4	5
	Instructional strategies for how to monitor student reading volume (not through reading logs) are provided	1	2	3	4	5
	At least 20 books per student in each K–12 ELA classroom library are provided	1	2	3	4	5
	Nonfiction texts are a substantial part of all classroom libraries	1	2	3	4	5
	Books for the classroom library that are written at multiple levels of readability are provided	1	2	3	4	5
	Independent Reading/Classroom Libraries Current Program Average Rating:					

Additional Comments: Please provide insights about any of the scores pertaining to materials under review: Are materials engaging? Culturally relevant? Do teachers have funds for purchasing books each year? Other comments?						
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PHASE THREE: EVALUTING NEW PROGRAM FOR ADOPTION						
Independent Reading and Classroom Libraries New Program Evaluation: <ol style="list-style-type: none"> 1 Evaluate the new reading materials that are being considered for adoption. 2 Provide an average rating for each construct (e.g., oral language). 3 The chair of the team will record the individual scores on the rating sheet. 4 The chair of the team will average the scores of each individual rating and record them on the group composite score sheet. 						
1 Never Evident	2 Sometimes Evident	3 Satisfactorily Evident	4 Often Evident	5 Always Evident		
Independent Reading Materials						
Program/ Materials Under Review	Classroom libraries provide inclusive, culturally relevant texts that represent diverse cultures and communities	1	2	3	4	5
Does program under review support independent reading?	Reading materials include surveys to query students about their interests as readers	1	2	3	4	5
	Independent reading is monitored and used to intentionally support reading achievement	1	2	3	4	5
	Opportunities for students to engage in independent reading with books of their choice as well as texts for specific instructional purposes are provided	1	2	3	4	5
	Materials are engaging and leverage student interests	1	2	3	4	5
	Lessons for scaffolding independent reading are provided	1	2	3	4	5
	Instructional strategies for how to monitor student reading volume (not through reading logs) are provided	1	2	3	4	5
	At least 20 books per student in each K–12 ELA classroom library are provided	1	2	3	4	5
	Nonfiction texts are a substantial part of all classroom libraries	1	2	3	4	5

	Books for the classroom library that are written at multiple levels of readability are provided	1	2	3	4	5
Independent Reading/Classroom Libraries Program Under Review Average Rating:						
Additional Comments: Please provide insights about any of the scores pertaining to materials under review: Are materials engaging? Culturally relevant? Do teachers have funds for purchasing books each year? Other comments?						

Reading Evaluation Document: Group Composite Scores

Directions: This page is for documenting the average score of the group. The chair of the committee will average all individual scores and input in the following table.

FOUNDATIONAL SKILLS	Instructional Practices	Present Materials/ Program	Materials/Program Under Review
Concepts About Print			
Alphabet Knowledge			
Phonological Awareness			
Phonics and Spelling			
Fluency			
THEMES IN COMMENTS:			
	***Scores of 3 or less suggest a need for sustained professional development	***Scores of 3 or less necessitate a review of new materials	***Scores of 3 or less suggest material under review does not promote quality instruction

K-3 COMPREHENSION	Instructional Practices	Present Materials/ Program	Materials/Program Under Review
Oral Language			
Read-Alouds with Discussion			
Informational Text and Content-Based Approaches			
Cognitive Strategy Lessons			
Writing to Learn			
THEMES IN COMMENTS:			
	***Scores of 3 or less suggest a need for sustained professional development	***Scores of 3 or less necessitate a review of new materials	***Scores of 3 or less suggest material under review does not promote quality instruction

4-12 COMPREHENSION	Instructional Practices	Present Materials/ Program	Materials/Program Under Review
Discussion-Based Approaches			
Content-Based Instruction			
Cognitive Strategy Instruction			
Disciplinary Literacy			
Writing to Learn			
Online Reading Comprehension			
THEMES IN COMMENTS:			
	***Scores of 3 or less suggest a need for sustained professional development	***Scores of 3 or less necessitate a review of new materials	***Scores of 3 or less suggest material under review does not promote quality instruction

VOCABULARY	Instructional Practices	Present Materials/ Program	Materials/Program Under Review
Overall Rating:			
THEMES IN COMMENTS:			
	***Scores of 3 or less suggest a need for sustained professional development	***Scores of 3 or less necessitate a review of new materials	***Scores of 3 or less suggest material under review does not promote quality instruction

WRITING	Instructional Practices	Present Materials/ Program	Materials/Program Under Review
Writing Framework			
Narrative Writing			
Argument Writing			
Informational Writing			
Digital Composition			
Handwriting			
Writing Conventions			
THEMES IN COMMENTS:			
	***Scores of 3 or less suggest a need for sustained professional development	***Scores of 3 or less necessitate a review of new materials	***Scores of 3 or less suggest material under review does not promote quality instruction

INDEPENDENT READING AND CLASSROOM LIBRARIES	Instructional Practices	Present Materials/ Program	Materials/Program Under Review
Independent Reading and Classroom Libraries			
THEMES IN COMMENTS:			
	***Scores of 3 or less suggest a need for sustained professional development	***Scores of 3 or less necessitate a review of new materials	***Scores of 3 or less suggest material under review does not promote quality instruction