This graphic organizer may be a useful tool for a group of teachers examining the alignment of their instructional materials to the Common Core Learning Standards. This tool relates closely to Quality Review indicators 1.1, 1.2, 2.2 and 5.1 and may be helpful to support educators in thinking deeply about their curriculum, instruction and assessment.

| **Areas for Consideration** | **My assessment (including evidence)** |
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| **Dimension I: Alignment to the Common Core Learning Standards**   * Do the assessments/tasks directly address all of the major literacy concepts and skills in the targeted CCLS? * For disciplinary content, are the assessments/tasks embedded in content from history, social studies, the arts, science or technical subjects appropriately challenging for the grade level and aligned with content standards in the discipline?   ***Texts:***  **Sufficiency**   * Do the texts included contain sufficient and relevant information to allow students to respond fully to the assessments/task(s)?   **Complexity:** *Texts are appropriate complexity when considering the three elements of the text complexity together (Appendix A):*   * Do the key texts have quantitative measures that fall within the grade-level CCR band? * Do the qualitative text characteristics match the grade-level anchors/descriptors re: purpose/meaning, structure, language, and knowledge demands? * Are the reader and task variables (motivation, knowledge and experiences of readers and purpose/complexity of reading tasks) considered in the selection, sequencing and use of text(s)? * For whole-curriculum materials, do the materials address the full range of standards with an appropriate level of intensity on key concepts and skills? |  |
| **Dimension II: Promotion of CCLS Shifts**   * Do the instructional materials require students to engage with a balance of informational and literary texts from a range of disciplines?\* * Are texts strategically selected to build knowledge about a topic or subject? * Do the instructional materials focus students on reading a progression of complex texts drawn from the grade-level band? * Do the instructional materials provide students with opportunities to build their academic vocabulary when reading complex texts? * Do the instructional materials facilitate rich and rigorous evidence-based discussion based on specific questions about common texts? * Do the instructional materials emphasize drawing evidence from text(s) to inform, explain or make an argument, including research? * For whole-curriculum materials, do the instructional materials represent a thoughtful integration of the shifts across the year(s)? |  |
| **Dimension III: Quality of Assessment & Student Evidence**   * Do the assessments elicit measurable evidence of the most critical aspects of the CCLS? * Are the assessments accessible and unbiased? * Are the assessments curriculum-embedded, diverse and well sequenced (may include pre-, formative, summative, and self-assessments)? * Do the assessments support multiple DOK levels possibly through scaffolding? * Do rubrics, scoring guides and/or student benchmark papers clearly align to the Common Core and provide enough guidance for interpreting student performance? * Do the assessments include guidance for students regarding scoring of the assessments? * Do the assessments provide opportunities for students to demonstrate literacy skills separately and in conjunction with other skills? * Do the materials include opportunities to assess literacy skills together with content knowledge? * For whole-curriculum materials, do the materials provide benchmark assessments throughout the year to assess student mastery of the standards? |  |
| **Dimension IV: Quality & Utility as an Instructional Resource**   * Do the instructional materials support teachers in planning and providing effectively learning experiences? * Are the instructional materials comprehensive and easy to understand and use? * Do the instructional materials provide directions and an effective sequence of implementation? * Do the instructional materials identify pre-requisite skills needed for success in the unit? * Do the instructional materials address appropriate level of understanding and content/topics for a specific grade level? * Do the instructional materials encourage an arc of learning: introducing a topic or skill, advancing understanding over time, and deepening understanding as a unit of study ends? * Do the instructional materials address multiple DOK levels possibly through scaffolding? * Do the instructional materials provide opportunities to engage in a productive struggle? * Are the reading/writing tasks and texts included interdependent? * Do the instructional materials provide students with opportunities to build and use academic vocabulary and precise content-specific terms? * Do the instructional materials include texts that are strategically selected and sequenced, provide a ranging of reading experiences (including close reading of complex texts), and support instruction and assessment? * Do the materials facilitate a mix of instructional approaches, embedding key pedagogical strategies (e.g. checking for understanding, modeling, a range of questions, etc.)? * For whole-curriculum materials, do the materials include a thoughtful progression of units across the year(s) and a rationale for sequencing? |  |
| **Dimension V: Accessibility & Responsiveness**  *Some of the questions below may not be relevant dependent on your student population (e.g .if you did not have ELLs in your classroom you would not build in ELL-specific supports). Please consider these questions in the context of your own students.*   * Do the instructional materials provide multiple entry points for varying student need? * Do the instructional materials include suggestions for ways to use the materials with a variety of learners? * Do the instructional materials anticipate and successfully address barriers for students (UDL)? * Do the instructional materials address common misconceptions or ways to avoid common errors? * Do the instructional materials design instruction to support diverse, cultural and linguistic backgrounds, readiness levels, and interests and styles? * Do the instructional materials provide supports and strategies for teaching and assessing English language learners and students with disabilities? * Do the instructional materials provide texts and text-based activities that allow students to advance beyond grade-level expectations? * Do the instructional materials gradually remove supports, requiring students to demonstrate their independent capacities? |  |