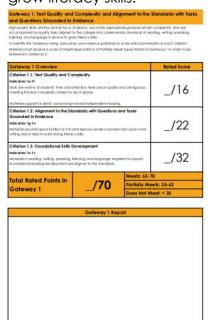
State-Adopted Curricula ELA HQIM Reports: K-2 Final Reports

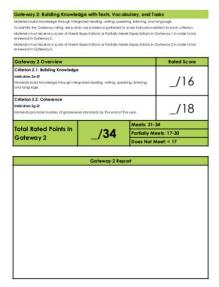
The reports produced from the state's review process contain information districts and teachers can use to:

- 1) determine if they are using HQIM in their classrooms, and
- 2) better understand the strengths, weaknesses, and opportunities within their materials to support strong implementation that benefit students.

Gateway 1 indicators ensure highquality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

Gateway 2 indicators focus on the ways in which materials build knowledge through integrated reading, writing, speaking, listening, and language. Gateway 3 indicators examine the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.





Gateway 3: Usability Gateway 3 examines the ways in which materials support teachers to fully utilize the curi	in the section band the skills
and learning of their students, and support a range of learners.	court, understand the soils
To identify the Gateway rating, educators use evidence gathered to scare indicators rela	afed to each criterion.
Materials must receive a score of Meets Expectations or Partially Meets Expectations in G	lateway 1 in order to be
reviewed in Gateway 2.	
Materials must receive a score of Meets Expectations in Gateway 2 in order to be review	ed in Galeway 3.
Gateway 3 Overview	Rated Score
Criterion 3.1: Teacher Supports	
Indicators 3a-3f	/17
Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	_/17
Criterion 3.2: Assessment	
Indicators 3g-3k	/1 /
Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	_/16
Criterion 3.3: Student Supports	
Indicators 31-3p	Narrative
Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.	Evidence Only
Criterion 3.4: Intentional Design	
Indicators 3q-3u	Narrative
Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when	Evidence Only
applicable), with guidance for teachers.	Evidence Only
Meets: 30-3	
Total Available Points /33 Parially Me	3
Total Available Points Meets: 30-3	i3 rets: 16-29
Total Available Points /33 Partially Me	i3 rets: 16-29
Total Available Points in Gateway 3 Meets: 30-3 Parisoly Me Does Not M.	i3 rets: 16-29
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The final reports include an overall rating as well as information highlighting the program's overall strengths and weaknesses found by review teams. Scores from the rubrics can result in one of three outcomes – Meets (Green), Partially Meets (Yellow), and Does Not Meet (Red). These designations help educators determine the strength and quality of the materials that were reviewed.

Final Reports

Into Reading

MyView Literacy

Our EL Language Arts

Wit & Wisdom

Wonders