Title: _____ **Grade:** _____

Publisher: _____ **Copyright:** _____

Overall Rating: _____

Summary Report	
Strengths	
Weaknesses	

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

High-quality 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.

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

Gateway 1 Overview	Available Points
Criterion 1.1: Text Quality and Complexity **Indicators 1a-1f** Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.	16
Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence **Indicators 1g-1n** Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	24

Total Available Points in Gateway 1	40	Meets: 36-40
		Partially Meets: 20-35
		Does Not Meet: < 20

Criterion 1.1
Text Quality and Complexity

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade.

Materials support students' advancing toward independent reading.

Indicator * denotes priority indicators		Guiding Questions	Scoring
1a.	Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests.	Are the texts worthy of students' time and attention?	0 1 2
*1b.	Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics, such as gender, race/ethnicity, identity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities.	Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within the culture?	0 2 4

1c.	Materials reflect the variety of text types and genres required by the standards at each grade level.	Do the materials reflect a balance of informational and literary reading selections?	0 1 2
*1d.	Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided?	0 2 4
1e.	Series of texts should be at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2
1f.	Materials provide opportunities for students to engage in a volume and variety of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.	Are students reading a volume and variety of texts both through interacting with the teacher and/or classmates or independently in school or outside of the classroom?	0 1 2

Total Available Points in Criterion 1.1	16	Meets: 14-16	
		Partially Meets: 8-13	
		Does Not Meet: < 8	

Criterion 1.1 Priority Indicators	1b. Do texts portray various demographics and personal characteristics?	yes no
	1d. Are the anchor texts at the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided?	yes no

Criterion 1.2 Alignment to the Standards with Questions and Tasks Grounded in Evidence	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	
Indicator * denotes priority indicators	Guiding Questions	Scoring

*1g.	Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	Are roughly 80% or more of the questions, tasks, and assignments connected to texts and require the use of the text to answer?	0 2 4
1h.	Materials provide frequent opportunities and protocols that align to grade-level Speaking and Listening standards.	Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?	0 1 2
1i.	Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	How much instructional time is dedicated to students practicing and applying speaking and listening skills?	0 1 2
1j.	Materials include a mix of on-demand and varied process writing (e.g., multiple drafts, revisions over time) incorporating digital resources where appropriate.	Do materials include on-demand and process writing tasks?	0 1 2
*1k.	Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	Do the materials include a range of writing text types/genres/modes appropriate for the grade level?	0 2 4
*1l.	Materials include explicit instruction and frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.	How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts?	0 2 4
1m.	Materials include explicit instruction of the grade-level grammar and usage standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for all grade-level grammar and usage standards?	0 1 2
*1n.	Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.	How is vocabulary development attended to in everyday instruction?	0 2 4

Total Available Points in Criterion 1.2	**24**	Meets: 22-24	
		Partially Meets: 12-21	
		Does Not Meet: < 12	

Criterion 1.2 Priority Indicators	1g. Are roughly 80% or more of the questions, tasks, and assignments connected to texts and require the use of the text to answer?	yes no
	1k. Do the materials include a range of writing text types/genres/modes appropriate for the grade level?	yes no
	1l. Do the materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information?	yes no
	1n. Do the materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts?	yes no

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 2 Overview	Available Points
Criterion 2.1: Building Knowledge **Indicators 2a-2f** Materials build knowledge through integrated reading, writing, speaking, listening, and language.	16
Criterion 2.2: Coherence **Indicators 2g-2l** Materials promote mastery of grade-level standards by the end of the year.	18

Total Available Points in Gateway 2	**34**	**Meets: 31-34**
		Partially Meets: 17-30
		Does Not Meet: < 17

Criterion 2.1
Building Knowledge

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

Indicator * denotes priority indicators		Guiding Questions	Scoring
2a.	Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts organized cohesively around topics/themes to build student knowledge?	0 1 2
2b.	Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple	Are questions and tasks associated with key ideas and details, and craft and structure logically sequenced and	0 1 2

	Indicator	Guiding Questions	Scoring
	texts using coherently sequenced, high-quality questions and tasks.	appropriate in their increasing complexity?	
*2c.	Materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.	Do questions and tasks integrate knowledge and ideas within a single informational text? Do some questions and tasks integrate knowledge and ideas across multiple texts?	0 2 4
2d.	Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?	0 1 2
2e.	Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	Do the materials include support for students' writing instruction for a whole year's worth of instruction, engaging students with the grade-level writing standards?	0 1 2
*2f.	Materials include a progression of research skills that guide shared research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills and shared research opportunities?	0 2 4

Total Available Points in Criterion 2.1	16	Meets: 14-16	
		Partially Meets: 8-13	
		Does Not Meet: < 8	

Criterion 2.1 Priority Indicators	2c. Do questions and tasks integrate knowledge and ideas within a single informational text and across multiple texts?	yes no
	2f. Do materials include a progression of research skills and shared research opportunities?	yes no

Criterion 2.2 Coherence	Materials promote mastery of grade-level standards by the end of the year.

Indicator * denotes priority indicators	Guiding Questions	Scoring
*2g.	Materials spend the majority of instructional time on content that falls within grade-level	Do materials spend the majority of instructional time on grade-level content?	0 2 4

	aligned instruction, practice, and assessments.		
2h.	Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.	Can implementation schedules be reasonably completed in the time allotted?	0 1 2
		Do optional tasks distract from core learning?	
*2i.	Materials help English learners access challenging content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds are in place to ensure work is on grade level but accessible to English language learners?	0 2 4
*2j.	Materials regularly provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English Language Arts and literacy.	What supports and scaffolds are in place to ensure work is on grade level but accessible to special populations of students?	0 2 4
2k.	Materials provide all students, including those who read, write, speak, or listen below grade level, with extensive opportunities to work with grade-level content and texts to meet or exceed grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2
2l.	Materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	How are on-grade-level concepts investigated at a greater depth?	0 1 2

Total Available Points in Criterion 2.2	18	Meets: 16-18	
		Partially Meets: 9-15	
		Does Not Meet: < 9	

Criterion 2.2 Priority Indicators	2g. Do materials spend the majority of instructional time on grade-level content?	yes no
	2i. What supports and scaffolds are in place to ensure work is on grade level but accessible to English language learners?	yes no
	2j. What supports and scaffolds are in place to ensure work is on grade level but accessible to special populations of students?	yes no

Gateway 3: Usability

Gateway 3 examines 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.

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

Materials must receive a score of Meets Expectations in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview	Available Points
Criterion 3.1: Teacher Supports **Indicators 3a-3f** 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** 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 3l-3p** 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.	Narrative Evidence Only
Criterion 3.4: Intentional Design **Indicators 3q-3u** Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.	Narrative Evidence Only
Total Available Points in Gateway 3	**33**

Meets: 30-33

Partially Meets: 16-29

Does Not Meet: < 16

Gateway 3 Report

Criterion 3.1 Teacher Supports	Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator * denotes priority indicators	**Guiding Questions**	**Scoring**

*3a.	Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	How are the materials structured to provide information that will assist the teacher in presenting the student materials or ancillary materials?	0 2 4
*3b.	Materials provide a teacher's edition that contains full, adult-level explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the subject.	How do the materials support deepening teachers' understanding of specific content and standards?	0 2 4
*3c.	Materials provide a teacher's edition that includes standards correlation information that explains the role of the standards in the context of the overall series.	How does each lesson and unit align to the MS CCRS for English Language Arts? How does the content or course connect to previous and upcoming content or courses?	0 2 4
3d.	Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	Narrative Evidence Only
*3e.	Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify research-based strategies that have informed the design of the materials?	0 2 4
3f.	Materials provide a comprehensive list of supplies needed to support instructional activities.	Do the materials contain a comprehensive list of materials needed to support implementation?	0 1

Total Available Points in Criterion 3.1	**17**	**Meets: 15-17**	
		Partially Meets: 8-14	
		Does Not Meet: < 8	

Criterion 3.1 Priority Indicators	3a. Do the materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development?	**yes no**
	3b. Do the materials support deepening teachers' understanding of specific content and standards?	**yes no**
	3c. Do the materials include standards correlation	**yes no**

	information that explains the role of the standards in the context of the overall series?	
	3e. Do the materials provide explanations of the instructional approaches of the program and identification of the research-based strategies?	yes no

Criterion 3.2 Assessment	Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	
Indicator * denotes priority indicators	**Guiding Questions**	**Scoring**
*3g. Assessment information is included in the materials to indicate which standards are assessed.	Do the materials identify the standards being assessed for all assessment types?	0 2 4
*3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 2 4
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	What assessment accommodations are available?	Narrative Evidence Only
*3k. Assessments provide a system including multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.	How is the system of assessments constructed to identify what students are learning or have learned? How do the assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 2 4

Total Available Points in Criterion 3.2	16	Meets: 14-16	
		Partially Meets: 8-13	
		Does Not Meet: < 8	

Criterion 3.2 Priority Indicators	3g. Do the materials identify the standards being assessed for all assessment types?	yes no
	3h. Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	yes no
	3i. Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	yes no
	3k. Do assessments provide a system including multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned?	yes no

Criterion 3.3
Student Supports

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.

Indicator * denotes priority indicators		Guiding Questions	Scoring
3l.	Materials provide opportunities for teachers to use a variety of grouping strategies.	What are the types and frequency of grouping strategies for teachers to use?	Narrative Evidence Only
3m.	Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	Narrative Evidence Only
3n.	Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	Narrative Evidence Only
3o.	Materials provide guidance and strategies to encourage and support teachers to draw upon student home language to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language?	Narrative Evidence Only
3p.	Materials provide guidance and strategies to encourage and support teachers to draw upon students' diverse cultural, linguistic, and social backgrounds to facilitate learning.	Are the materials designed to elicit and leverage students' diverse cultural and social backgrounds?	Narrative Evidence Only
Total Available Points in Criterion 3.3	--	Meets: N/A	
		Partially Meets: N/A	

	Does Not Meet: N/A

Criterion 3.4 Intentional Design	Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicator * denotes priority indicators		Guiding Questions	Scoring
3q.	Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level series standards, when applicable.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English Language Arts and literacy?	Narrative Evidence Only
3r.	Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only
3s.	The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.	Does the visual design support student learning and engagement, without being visually distracting?	Narrative Evidence Only
3s.	Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only
3t.	Materials are available in a digital platform and support remote learning opportunities.	Do the materials support virtual/remote or blended learning?	Narrative Evidence Only

Total Available Points in Criterion 3.4	--	Meets: N/A
		Partially Meets: N/A
		Does Not Meet: N/A