

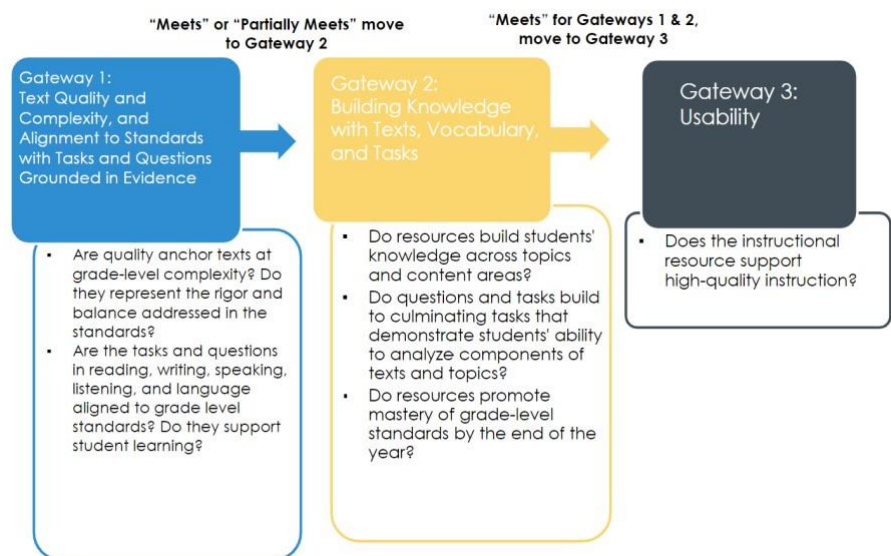
How to Read an EdReports Review

EdReports reviewers use [review tools](#) to create free, evidence-rich reports available on [Edreports.org](#). These reports are developed to provide educators, stakeholders, and leaders with independent, evidence-rich information about the quality of instructional resources from those who will be using them in classrooms. Expert educators use EdReports' tools to evaluate full sets of instructional resources against criteria. The tools are built from the experience of educators, curriculum experts, and leading rubric developers and organizations that have conducted reviews of instructional materials, lessons, and tasks. EdReports' Review Criteria for year-long comprehensive programs has three major gateways to guide the evaluation process. Reviewers apply the three gateways sequentially to ensure EdReports reports convey to the field the extent to which resources are standards aligned and usable by educators. Those resources that meet or partially meet the expectations for Gateway 1 will move to Gateway 2. Only those materials that meet the expectations for both Gateway 1 and Gateway 2 (Alignment Indicators) will move to Gateway 3 (Usability Indicators).

Gateways

The EdReports' [process](#) results in review tools that are designed to evaluate the quality and alignment of comprehensive, year-long programs to ensure teachers have the resources necessary to meet student needs without having to find supplemental resources on their own.

Reading and writing resources that are reviewed by EdReports are evaluated based on three Gateways - Gateway 1: Standards Alignment, Gateway 2: Building Knowledge, and Gateway 3: Usability. These Gateways serve as the organizing feature of the review tool that combines criteria and prioritizes order for sequential review.



Indicators and Criterion

Within each Gateway, there are *indicators*, or specific standards-aligned items, that reviewers look for in resources. Reviewers use guiding questions and evidence to score indicators within each set of criteria that make up a Gateway. The collection of indicators

within a single focus area is called a *criterion*, which identify markers of high-quality instructional resources. Each criterion is rated based on the totals of the indicators within it.

Scoring

Total scores from each criterion are used to determine a resource's progression through the Gateways. If resources meet or partially meet the requirements indicated in Gateway 1, they go on to be reviewed through Gateway 2. Resources that do not meet the requirements identified in Gateway 1 are NOT reviewed through Gateway 2, nor Gateway 3. The final review report includes an overall rating as well as information highlighting the program's overall strengths and weaknesses found by the review team. Scores from the rubric 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 resources that were reviewed.

Reading a Report

Reports for all reviewed resources are available on the EdReports website and provide detailed information review teams can use to determine if a set of resources will meet the needs of students within a local school or district. Each report begins with a brief summary that provides a snapshot of the resource's characteristics and the numerical ratings for each of the three Gateways.



The remainder of the report includes ratings and detailed summaries for each gateway, criterion, and individual indicators. Each section includes the numerical rating assigned by the EdReports review teams and narrative summaries that detail specific examples of how specific characteristics appear in the resource. Review team members can click through each indicator to get a deeper understanding of how a resource addresses the local priorities. Reports should be used in conjunction with the other resources suggested in the Consumer Guide, like the [Equity Lenses](#), to help ensure that the instructional resources are research-based, comprehensive, *and* culturally relevant, free from bias and accessible for all students.

The Report

[- Collapsed Version](#) [+ Full Length Version](#)

Gateway One Text Quality & Complexity and Alignment to Standards Components Meets Expectations

[- Gateway One Details](#)

The Grade 6 instructional materials meet expectations for text quality and complexity and alignment to the standards with tasks and questions grounded in evidence. The instructional materials also include texts that are worthy of student's time and attention. The Grade 6 instructional materials meet expectations for alignment to the standards with tasks and questions grounded in evidence, and the instructional materials provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. 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 standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

CRITERION 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.

20/20

[- Criterion Rating Details](#)

The instructional materials meet expectations for text quality and complexity. Anchor texts include rich texts and topics that are engaging for a Grade 6 student. Anchor texts and text sets include a mix of informational texts and literature. Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Specific measures are given for qualitative, quantitative, and reader and task considerations. The materials support students increasing literacy skills over the year, and students are provided with many opportunities to engage in a range and volume of reading.

INDICATOR 1A

Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.

4/4

[- Indicator Rating Details](#)

The instructional materials reviewed for Grade 6 meet the expectations for anchor texts being of publishable quality and worthy of careful reading. Anchor texts include rich language and topics and stories engaging for Grade 6 students. Texts consider a range of student interests including (but not limited to) ancient Greece, early to late 20th century experiences, and 19th century rural America and London. Some included texts are reflected in the CCSS appendices as possible exemplars for the grade level.

Some examples of texts that represent the overall quality include the following: