Provided by the Publisher						Provided by the Publisher
	Basal ISBN		Publisher			
	Title					
	Type -	Electronic or Print	Author -			
	Copyright -	Edition -		Readability -		
	Course -		Grade(s) -			
	Teacher Edition ISBN if applicable					

Overall Recommendation (based on specifics from pages 2-8)	**Recommended?** **Yes____** **No____**
Overall Strengths, Weaknesses, Comments:	

District	
School	
Principal (or other Chair of SBDM)	
Evaluating SBDM Members/Committee Members	

SBDM Principal/Chair Signature Date

CRITERIA This basal resource encompasses . . .

A. Kentucky Academic Standards & Grade Level Expectations	**Strong Evidence** **Moderate Evidence** **Little or No Evidence** **NA**

☐ Text is designed to be used in an elective course outside the KY Academic Standards

I. Key Criteria for Reading Foundations

1. Materials allow for flexibility in meeting the needs of a wide range of students.
2. Materials include effective instruction for all aspects of foundational reading (including distributed practice).
3. Fluency is a particular focus of instructional materials.
4. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, speaking and language instruction.
5. Materials offer assessment opportunities that measure progress in the foundations of reading.

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

II. Key Criteria for Text Selections

1. Texts for each grade align with the complexity requirements outlined in the standards.
2. All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.
3. Text selections are worth reading and re-reading.
4. Literacy programs shift the balance of texts and instructional time to include equal measure of literary and informational text.
5. Additional materials aim to increase the regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

III. Key Criteria for Questions and Tasks

1. Questions and tasks cultivate students' abilities to ask and answer questions based on the text. 2. Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-alouds). 3. Scaffolds enable all students to experience rather than avoid the complexity of the text. 4. Reading strategies support comprehension of specific texts and the focus on building knowledge. 5. Reading passages are by design centrally located within materials. 6. Materials off assessment opportunities that genuinely measure progress. 7. Writing opportunities for students are prominent and varied.	Strong Evidence Moderate Evidence Little or No Evidence NA

IV. Strengths, Weaknesses, Comments:

Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Evaluators are encouraged to refer to the "Revised Publishers' Criteria for the Common Core Standards in English Language Arts and Literacy, Grades K-2" by David Coleman and Susan Pimentel (5/16/2012) for detailed narratives of the above descriptors.

http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

B. Equity and Accessibility
Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language learners, and cultural differences.

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

I. Key Criteria for Suitability

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
B. Multicultural representation.

II. Key Criteria for Content quality

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Free from factual errors.
B. Content is presented conceptually when possible—more than a mere collection of facts.
C. Content included accurately represents the knowledge base of the discipline.
D. Content includes integration of academics.

III. Key Criteria for Connections to Technology

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Integrates technology and reflects the impact of technological advances.
B. Uses technology in the collection and/or manipulation of authentic data.
C. Embeds web links as a resource.

IV. Key Criteria for Support for Diverse Learners

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Provides support for English Language Learners (ELLs).
B. Provides support for differentiation of instruction for diverse learners.
C. Challenge for gifted and talented students.
D. Support for students with learning difficulties.
Note: may apply to either student or teacher editions

V. Strengths, Weaknesses, Comments:

C. Organization and Presentation Information is organized logically and presented clearly using multiple methods and mode for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.	**Strong Evidence** **Moderate Evidence** **Little or No Evidence** **NA**

I. Key Criteria for Inquiry, Research and Application of Learning

Strong Evidence Moderate Evidence Little or No Evidence NA

A. Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions, and formulating authentic questions to deepen and extend reasoning.
B. Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.).
C. Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
D. Provides opportunities for application of learned concepts.
E. Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
F. Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
Note: may apply to either teacher or student edition

II. Key Criteria for Technical Skill Development

Strong Evidence Moderate Evidence Little or No Evidence NA

A. Provides opportunities for real world application of program specific content.
B. Provides opportunities for project based learning.
C. Provides opportunities for performance based activities.
D. Provides opportunities for critical thinking and reasoning.
E. Provides opportunities to justify/prove responses.
F. Provides opportunities for in-depth questioning.
G. Contains embedded activities (or extensions) that emphasize use of technology for problem solving.
Note: may apply to either teacher or student edition

III. Key Criteria for Connections to Literacy

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Employs a variety of reading levels and is grade/level appropriate.
B. Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.
C. Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
D. Student text provides opportunity to integrate reading and writing.
E. Uses vocabulary that is age and content appropriate.
F. Focuses on critical vocabulary vs. extensive lists.
G. Identifies key vocabulary through definitions in both text and glossary.
H. The text is engaging and facilitates learning.
I. Embedded activities enhance the understanding of the text.
Note: may apply to either student or teacher editions

IV. Key Criteria for Organizational Quality

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
B. Presents chapters/lessons in an organized and logical sequence.
C. Provides clearly stated objectives for each lesson.
D. Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
E. Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources.
F. Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
G. Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively.
H. Uses grade-appropriate type size.
I. Included media are durable, easy to use and have technical merit.
J. Construction appears to be durable and able to withstand normal use.

V. Strengths, Weaknesses, Comments:

D. Instructional Design and Support Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.	**Strong Evidence** **Moderate Evidence** **Little or No Evidence** **NA**

I. Key Criteria for Student Engagement

Strong Evidence Moderate Evidence
Little or No Evidence NA

A. Includes content geared to the needs, interests, and abilities of all students.
B. Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
C. Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.
D. Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels.

II. Essential Components (beyond student and teacher text)

Strong Evidence Moderate Evidence
Little or No Evidence NA

- Items identified as essential components support the learning goals and concept coverage of the basal.

III. Strengths, Weaknesses, Comments:

E. Assessment Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.	**Strong Evidence** **Moderate Evidence** **Little or No Evidence** **NA**

I. Key Criteria for Assessment to Inform Instruction

Strong Evidence Moderate Evidence

Little or No Evidence NA

A. Includes multiple means of assessment as an integral part of instruction.
B. Provides evaluation measures in the teacher edition that supports differentiated learning activities.
C. Embedded assessments reflect a variety of knowledge levels.
Note: may apply to either teacher or student edition

II. Strengths, Weaknesses, Comments:

F. Available Ancillary/Gratis Materials *Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F.*	**Strong Evidence** **Moderate Evidence** **Little or No Evidence** **NA**

I. Ancillary/Gratis Materials

A. Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
B. Are well-organized and easy to use.
C. Provide substantive learning opportunities and are congruent with student learning goals.
D. Provide opportunities for high-level thinking, assessment, and/or problem solving.
E. Provides opportunities for intervention.

II. Strengths, Weaknesses, Comments: