**The Instructional Resources Alignment Rubric:**

***Kentucky Academic Standards for Reading and Writing***

**Kindergarten-Grade 2**

Rationale

Curriculum design and review is a continuous process. Flexibility when determining the detail of the design and shape of the curriculum is given to each school in the Commonwealth so the teaching and learning is meaningful and beneficial to the particular communities of learners. The design of each district/school’s curriculum allows teachers to make interpretations in response to the particular needs, interests and talents of individuals and groups of students. While Kentucky’s academic standards define the minimum content that must be taught, it is not a regimented curriculum.

In Kentucky, traditionally, districts have created a range of curriculum resources and components, ranging from pacing guides and maps to very detailed plans outlining specific instructional resources (books, articles, manipulatives) as well as specific common assessments for units and courses.

While the standards do define the content (or the WHAT), they do not prescribe HOW to teach or assess them. Instead, that is the function of the curriculum. Likewise, what is published on the KDE webpage as Kentucky’s academic standards define the WHAT. Local districts need to define the HOW.

Since the standards are incorporated into state regulation, all standards must be addressed in an aligned curriculum.

Purpose of this rubric

The K-2 Instructional Resources Alignment Rubric is meant to guide districts and schools in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *Kentucky Academic Standards* *for Reading and Writing*.

Prior to conducting this review, the evaluator or evaluating team should assemble all the resources necessary for the review. It is essential for evaluators to have resources for all courses covered by the program in question, as some criteria cannot be rated without having access to each course. In addition, each evaluator should have a reference copy of the *Kentucky Academic Standards for Reading and Writing.*

Before conducting the review, it is also important to develop a protocol for process. The protocol should include having evaluators study the Instructional Resources Alignment Rubric. Additionally, it will also be helpful for evaluators to get a sense of the overall purpose and function of the instructional resources before beginning the process.

Criteria for Evaluation

These are the criteria on which your instructional resources will be evaluated:

1. Alignment to the *Kentucky Academic Standards* & Grade Level Expectations
2. Equity and Accessibility
3. Organization and Presentation
4. Instructional Design and Support
5. Assessment
6. Available Ancillary/Gratis Resources

**INFORMATION 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 2-12)**

* Recommended? (YES or NO)
* Overall Strengths, Weaknesses, Comments:

**INFORMATION PROVIDED BY THE SCHOOL DISTRICT**

* District:
* School(s):
* Evaluating Team Members:

Superintendent Signature:

Date:

**The Instructional Resources Alignment Rubric:**

***Kentucky Academic Standards for Reading and Writing***

**Kindergarten-Grade 2**

**A. *KENTUCKY ACADEMIC STANDARDS* AND GRADE LEVEL EXPECTATIONS**

Text is designed to be used in an elective course outside the *Kentucky Academic Standards*.

Yes  No

**KEY CRITERIA FOR READING FOUNDATIONS**

|  |  |  |
| --- | --- | --- |
| ***Foundational Reading Skills*** | | |
| **Strengths** | Resources allow for flexibility in meeting the needs of a wide range of students.  Resources include effective instruction for all aspects of foundational reading (print concepts, phonological awareness, phonics and word recognition, and fluency).  Resources include a focus on high-frequency words, academic vocabulary prevalent in complex texts throughout reading, writing, listening, speaking, and language instruction.  Resources offer assessment opportunities that measure progress in the foundations of reading | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR TEXT SELECTIONS**

|  |  |  |
| --- | --- | --- |
| ***Text Complexity*** | | |
| **Strengths** | Texts for each grade align with the complexity requirements outlined in the standards.  All students have extensive opportunities to encounter grade-level complex text.  Complex full-length readings, texts sets, and additional excerpts are provided.  Additional resources aim to increase the regular independent reading of texts that appeal to students’ interests while developing both their knowledge base and joy in reading. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |  |  |
| --- | --- | --- |
| ***Range and Quality of Texts*** | | |
| **Strengths** | Literacy programs shift the balance of texts and instructional time to include equal measure of literary (50%) and informational texts (50%).  The range and quality of selected texts are purposely chosen to provide students with the opportunity to master the standards.  The quality of text selections is high—they are worth reading and re-reading for a variety purposes.  Text types named in the standards are included.  Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR QUESTIONS AND TASKS**

|  |  |  |
| --- | --- | --- |
| ***High Quality Text-Dependent Questions and Tasks*** | | |
| **Strengths** | A significant percentage of tasks and questions are text dependent.  Questions and tasks cultivate students’ abilities to ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.  Instructional design cultivates student interest and engagement in reading rich texts carefully.  Resources provide opportunities for students to build knowledge through close reading of specific texts (including read-alouds). | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |  |  |
| --- | --- | --- |
| ***Cultivating Students’ Ability to Read Complex Texts Independently*** | | |
| **Strengths** | Scaffolds enable all students to experience rather than avoid the complexity of the text.  Reading strategies support comprehension of specific texts and the focus on building knowledge.  Design for whole/small group, and individual instruction cultivate student responsibility and independence.  Questions/tasks require basic comprehension of text before asking for additional analysis.  Resources make the text the focus of instruction by avoiding features that distract from the text. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR ACADEMIC VOCABULARY**

|  |  |  |
| --- | --- | --- |
| ***Academic Vocabulary*** | | |
| **Strengths** | Resources focus on making meaning and recognition of academic vocabulary prevalent in complex texts throughout reading, writing, listening, speaking, and language instruction. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor…**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR COMPOSITION**

|  |  |  |
| --- | --- | --- |
| ***Composition*** | | |
| **Strengths** | Resources focus on writing about text, providing opportunities for students to compose opinion pieces and craft explanatory/informative writing, using a combination of drawing, dictating, writing, and digital resources.  Resources make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.  Students are given practice with shared research and writing projects.  Resources provide opportunities for language instruction in the context of the texts and author’s choices. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**ADDITIONAL CRITERIA FOR STUDENT READING AND WRITING**

|  |  |  |
| --- | --- | --- |
| ***Additional Criteria for Student Reading and Writing*** | | |
| **Strengths** | Resources provide multiple opportunities for teachers to engage students in partner, small group and whole class discussions.  Resources provide multiple opportunities for students to ask and answer questions, both teacher and student designed.  Resources use multimedia and technology to enhance literacy skills.  Resources include effective instruction for handwriting (print and cursive). | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |
| --- |
| **Strengths, Weaknesses, Comments**  Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. |
| **Overall:**   |  |  |  |  | | --- | --- | --- | --- | | **Strong Evidence** | **Moderate Evidence** | **Little or No Evidence** | **Not Applicable** | |

**B. EQUITY AND ACCESSIBILITY**

Resources 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.

**KEY CRITERIA FOR SUITABILITY**

|  |  |  |
| --- | --- | --- |
| ***Suitability*** | | |
| **Strengths** | 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.  Multicultural representation. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR CONTENT QUALITY**

|  |  |  |
| --- | --- | --- |
| ***Content Quality*** | | |
| **Strengths** | Free from factual errors.  Content is presented conceptually when possible—more than a mere collection of facts.  Content included accurately represents the knowledge base of the discipline.  Content includes integration of academics. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR CONNECTIONS TO TECHNOLOGY**

|  |  |  |
| --- | --- | --- |
| ***Connections to Technology*** | | |
| **Strengths** | Integrates technology and reflects the impact of technological advances.  Uses technology in the collection and/or manipulation of authentic data.  Embeds web links as a resource. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR SUPPORT FOR DIVERSE LEARNERS**

|  |  |  |
| --- | --- | --- |
| ***Support for Diverse Learners*** | | |
| **Strengths** | Provides support for English Language Learners (ELLs).  Provides support for differentiation of instruction for diverse learners.  Challenge for gifted and talented students.  Support for students with learning difficulties.  *Note: may apply to either student or teacher editions* | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |
| --- |
| **Strengths, Weaknesses, Comments**  Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. |
| **Overall:**   |  |  |  |  | | --- | --- | --- | --- | | **Strong Evidence** | **Moderate Evidence** | **Little or No Evidence** | **Not Applicable** | |

**C. ORGANIZATION AND PRESENTATION**

Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.

**KEY CRITERIA FOR INQUIRY, RESEARCH AND APPLICATION OF LEARNING**

|  |  |  |
| --- | --- | --- |
| ***Inquiry, Research and Application of Learning*** | | |
| **Strengths** |  | **Concerns** |
|  | 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.  Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.).  Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.  Provides opportunities for application of learned concepts.  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.  Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.  *Note: may apply to either student or teacher editions* |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR TECHNICAL SKILL DEVELOPMENT**

|  |  |  |
| --- | --- | --- |
| ***Technical Skill Development*** | | |
| **Strengths** | Provides opportunities for real world application of program specific content.  Provides opportunities for project-based learning.  Provides opportunities for performance-based activities.  Provides opportunities for critical thinking and reasoning.  Provides opportunities to justify/prove responses.  Provides opportunities for in-depth questioning.  Contains embedded activities (or extensions) that emphasize use of technology for problem solving.  *Note: may apply to either student or teacher editions* | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor…**  Strong Evidence / Moderate Evidence / Little or No Evidence / NA  **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR CONNECTIONS TO LITERACY**

|  |  |  |
| --- | --- | --- |
| ***Connections to Literacy*** | | |
| **Strengths** | Focuses on grade-level texts/assignments.  Uses multiple representations of text (concrete, visual/spatial, graphs, charts, etc.) to foster the practice that “text” is anything that communicates a message.  Provides multiple opportunities for activating schema, making meaning, summarizing, reviewing, reinforcing vocabulary skills and concepts, analyzing, synthesizing and evaluating.  Provides multiple opportunities to integrate reading and writing.  Student text uses content appropriate academic vocabulary.  Focuses on making meaning of critical grade-level vocabulary vs. extensive lists.  Identifies key vocabulary through definitions in both text and glossary.  Provides opportunities that are engaging and facilitate learning.  Embedded activities enhance the understanding and analysis of student texts.  *Note: may apply to either student or teacher editions* | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

**KEY CRITERIA FOR ORGANIZATIONAL QUALITY**

|  |  |  |
| --- | --- | --- |
| ***Organizational Quality*** | | |
| **Strengths** | Print and/or electronic resources present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.  Presents chapters/lessons in an organized and logical sequence.  Provides clearly stated objectives for each lesson.  Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.  Embeds and makes use of various forms of media (e.g., CDs, DVDs, computer software, web-based links and components, interactive software, physical and virtual manipulatives) as either student or teacher resources.  Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.  Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively.  Uses grade-appropriate type size.  Included media are durable, and the media provided and online resources referenced are easy to use and have technical merit.  Construction appears to be durable and able to withstand normal use. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |
| --- |
| **Strengths, Weaknesses, Comments**  Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. |
| **Overall:**   |  |  |  |  | | --- | --- | --- | --- | | **Strong Evidence** | **Moderate Evidence** | **Little or No Evidence** | **Not Applicable** | |

**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.

**KEY CRITERIA FOR STUDENT ENGAGEMENT**

|  |  |  |
| --- | --- | --- |
| ***Student Engagement*** | | |
| **Strengths** | Includes content geared to the needs, interests, and abilities of all students.  Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.  Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.  Provides a variety of strategies, activities, and resources to enhance student learning at the appropriate learning levels. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |
| --- |
| **Strengths, Weaknesses, Comments**  Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. |
| **Overall:**   |  |  |  |  | | --- | --- | --- | --- | | **Strong Evidence** | **Moderate Evidence** | **Little or No Evidence** | **Not Applicable** | |

**E. ASSESSMENT**

Resources 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.

**KEY CRITERIA FOR ASSESSMENT TO INFORM INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| ***Assessment to Inform Instruction*** | | |
| **Strengths** | Includes multiple means of assessment as an integral part of instruction.  Provides evaluation measures in the teacher edition or other resources that support differentiated learning activities.  Embedded assessments are aligned to the rigor of the standards and allow students to make sense of grade-level appropriate, complex texts in kindergarten and first grades.  Embedded assessment are aligned to the rigor of the standards and allow students to read, comprehend and analyze grade-level appropriate, complex texts independently and proficiently in second grade.  Assessments provide opportunities for students to apply a variety of decoding and comprehension strategies when given text sets and/or unfamiliar texts.  Embedded assessments include opportunities for students to demonstrate mastery of reading and composition standards by using drawing, dictating, writing and digital sources to construct a response(s) about the text(s) in kindergarten and first grades.  Embedded assessments include opportunities for students to demonstrate mastery of reading and composition standards by constructing a written response(s) about the text(s) in second grade.  *Note: may apply to either teacher or student edition* | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |
| --- |
| **Strengths, Weaknesses, Comments**  Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. |
| **Overall:**   |  |  |  |  | | --- | --- | --- | --- | | **Strong Evidence** | **Moderate Evidence** | **Little or No Evidence** | **Not Applicable** | |

**F. AVAILABLE ANCILLARY/GRATIS RESOURCES**

*Note: The decision whether to recommend or not recommend this resource should not be influenced by Section F.*

**KEY CRITERIA FOR ANCILLARY/GRATIS RESOURCES**

|  |  |  |
| --- | --- | --- |
| ***Ancillary/Gratis Resources*** | | |
| **Strengths** | Coordinates teacher resources easily with student resource (e.g., accompaniments included, student pages shown, instructional technology indicated).  Are well-organized and easy to use.  Provide substantive learning opportunities and are congruent with student learning goals.  Provide opportunities for high-level thinking, assessment, and/or problem solving.  Provides opportunities for intervention. | **Concerns** |
|  |  |
| **Based on the criteria above, mark the appropriate evaluative descriptor:**   |  |  |  |  | | --- | --- | --- | --- | | Strong Evidence | Moderate Evidence | Little or No Evidence | Not Applicable |   **Provide a rationale for your determination:** | | |

|  |
| --- |
| **Strengths, Weaknesses, Comments**  Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. |
| **Overall:**   |  |  |  |  | | --- | --- | --- | --- | | **Strong Evidence** | **Moderate Evidence** | **Little or No Evidence** | **Not Applicable** | |