

ASD LANGUAGE ARTS 6-8 REVIEW SCORING RUBRIC

REVIEWER'S NAME: _____ DATE: _____

JOB LOCATION: _____ TITLE of RESOURCE: _____

PUBLISHER: _____ COPYRIGHT: _____ GRADE: _____

Overall Rating (complete last):

Student	4	3	2	1
Teacher	4	3	2	1
Content	4	3	2	1
Assessment	4	3	2	1
Miscellaneous	4	3	2	1

Rating Scale

4	Exceeds Standard
3	Meets Standard
2	Partially Meets Standard
1	Does Not Meet Standard
NA	Not Applicable

- After you finish completing the attached pages, give an overall rating for each of the five categories (see above).
- Please complete a separate form for each resource you review.

I. Student Lens

The resources provide the following for the needs/rights of students:	Rating 4,3,2,1	Comments
a. Students are immersed in literacy experiences <ul style="list-style-type: none"> • balance of fiction, nonfiction, poetry, and drama 		
b. Students are offered consistency and predictability.		
c. Students are introduced to multiple strategies and multi-sensory learning.		
d. Students have opportunities for self-assessment and self-reflection.		
e. Students have choice in reading selections and/or writing topics.		
f. Students are given opportunities to become critical consumers of information. <ul style="list-style-type: none"> • lesson(s) addressing Internet/digital literacy, fact vs. fiction, evaluation of sources, etc. 		
g. Students are provided resources and materials at a variety of levels (pre/reg/gifted). <ul style="list-style-type: none"> • opportunities for differentiation 		

II. Teacher Lens

The resources provide support for the teacher to:	Rating 4,3,2,1	Comments
a. create and facilitate meaningful connections between literacy and real life.		
b. cultivate a passion for learning and nurture life-long literacy for students.		
c. establish high expectations for success and achievement for all students. <ul style="list-style-type: none"> • rubrics at various instructional levels 		
d. be responsive to students developmentally, culturally, socially, and emotionally.		
e. implement a variety of instructional strategies (differentiated instruction, cooperative learning, exploration & learning extensions, use of technology, and other best practices). <ul style="list-style-type: none"> • supplemental materials that target differentiated groups, i.e. Special Ed, ELL, Gifted. 		
f. integrate on-going assessment strategies to guide instruction. <ul style="list-style-type: none"> • diagnostic, formative, summative 		
g. communicate and collaborate with all members of the community. <ul style="list-style-type: none"> • culturally relevant home and community extensions 		
h. offer literacy opportunities across disciplines in the school community. <ul style="list-style-type: none"> • science, math, social studies extensions 		

III. Content Lens

The resources:	Rating 4,3,2,1	Comments
a. are child centered.		
b. align with state/local standards and the GLEs.		
c. offer a technology component. <ul style="list-style-type: none"> • online resources (lesson planning, assessment design, student/teacher support, interactive electronic student text, audiobooks) • multimedia instruction 		
d. provide authentic, relevant reading, writing, speaking, and listening opportunities. <ul style="list-style-type: none"> • word study/vocabulary acquisition • comprehension strategies • grammar integrated into writing • six-trait writing • spelling 		
e. target 21 st Century learning skills. <ul style="list-style-type: none"> • thinking and problem solving • information communication and media literacy skills • interpersonal and self-direction skills 		

f. include opportunity for inquiry.		
g. provide culturally responsive texts with a variety of perspectives.		
h. provide multiple genres.		
i. provide depth rather than breadth.		
j. provide differentiated instruction, materials, and activities.		
k. provide realistic timeline for teachers to deliver content.		
l. are supported by current, cited research.		

IV. Assessment Lens

The materials provide:	Rating 4,3,2,1	Comments
a. assessments that are aligned to the GLEs.		
b. culturally responsive assessments.		
c. multiple/differentiated assessment tools to match audience and purpose.		
d. specific and relevant feedback.		
e. assessments that guide and inform instruction.		
f. effective use of technology for assessment (e.g., CDs, online assessments, online essay scoring, assessments that integrate with clickers, etc.)		

V. Miscellaneous

The student text (or the teacher's edition):	Rating 4,3,2,1	Comments
a. is constructed and bound with quality materials.		
b. provides organizational structures and features that are user-friendly for the teacher.		
c. provides appropriate, accurate and respectful representation of all groups such as race, ethnicity, religion, age, culture, disabilities and gender.		
d. has appropriate features that help students access understanding (i.e. table of contents, bold print, vocabulary definitions, captions, marginalia and glossary).		
e. has illustrations and photos of people that are non-biased and free of stereotype.		
f. appeals to students through color, design, layout and illustration.		

Middle School Language Arts Curriculum Review Committee

Art LaRue	8 th Grade Language Arts Teacher	Clark/Begich
Beth Hartley	Bilingual/Multicultural Education	ELL
Brenda Fenton	Middle School Gifted Coordinator	Gifted
Brenda Moore	6 th Grade Language Arts Teacher	Mirror Lake
Bronwyn Haynes	7 th Grade Language Arts Teacher	Mears
Diana Daniels	8 th Grade Language Arts Teacher	Goldenview
Frank Hauser	Assistant Principal	Wendler
Heidi Postishek	Middle School Language Arts Teacher	Polaris
Holly MacInnis	8 th Grade Language Arts Teacher	Wendler
Janene Schoenborn	7 th Grade Language Arts Teacher	Wendler
Joe Zawodny	8 th Grade Language Arts Teacher	Goldenview
Kathy Clawson	7 th Grade Language Arts Teacher	Romig
Kelly Kowal	8 th Grade Language Arts Teacher	Romig
Kip Bailey	8 th Grade Language Arts Teacher	Gruening
Leticia Kersten	Language Arts Teacher	Begich
Linda Griffith	Secondary Special Education Coordinator	SPED
Lisa Peckham	7 th Grade Language Arts Teacher	Mears
Lisa Zelenkov	Principal	Central
Marcie Indahl	7 th Grade Language Arts Teacher	Hanshew
Mardell Kiesel	Language Arts Coordinator K-12	Curriculum
Martina Henke	Educational Technology Specialist	Ed. Tech.
May Smith	6 th Grade Language Arts Teacher	Mirror Lake
Michael Warren	8 th Grade Language Arts Teacher	Central
Michelle Foss	7 th Grade Language Arts Teacher	Gruening
Michelle Parcels	6 th Grade ELL Language Arts Teacher	Begich
Michelle Tremblay	8 th Grade Language Arts Teacher	Begich
Nancy Walker	Title 1 Literacy Coach	Title 1
Noel Bjornson	8 th Grade Language Arts Teacher	Hanshew
Scott Hickox	LA/SS Integration Support Teacher	LA/SS
Stephanie Timmerman	7 th Grade Language Arts Teacher	Goldenview
Terry Patka	Elementary Reading Support Teacher	Elem. ED
Tina Michels-Hansen	Cook Inlet Tribal Council Liaison	CITC
Winde Godin	Sp. Ed. Teacher	Gruening

Middle School Language Arts Review Committee
Final Scores of Publisher Programs

Publisher Program	Student	Teacher	Content	Assessment	Miscellaneous	OVERALL
Holt, <i>Elements of Literature</i>	2.90	2.90	3.00	2.95	3.05	2.96
McDougal Littell, <i>Literature</i>	3.74	3.53	3.63	3.26	3.74	3.58

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Final Scores of Pubisher Programs

