SAN FRANCISCO UNIFIED SCHOOL DISTRICT
CURRICULUM & INSTRUCTION
DIVISION
WE ARE A THROUGHLINE TO STUDENT ACHIEVEMENT

SFUSD Language Arts Materials Review Rubric

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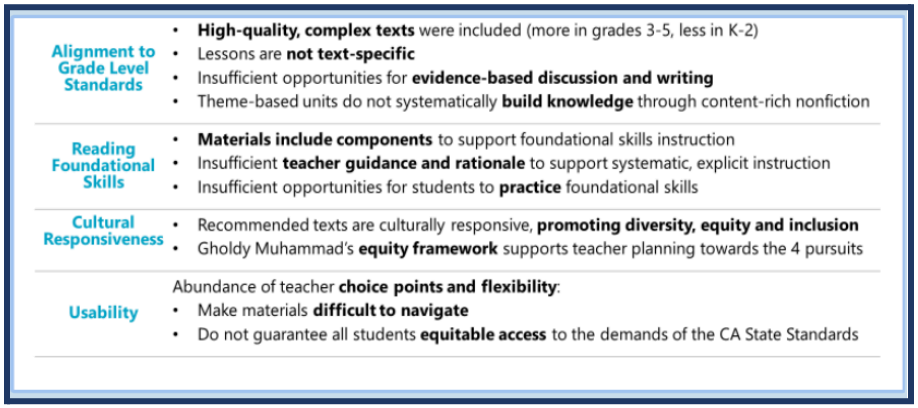
This rubric was developed to evaluate the quality and system alignment of PK-5 English Language Arts Instructional Materials for San Francisco Unified School District (SFUSD). The rubric draws heavily from Achieve the Core's Instructional Materials Evaluation Tool (IMET) for ELA/Literacy and NYU's Culturally Responsive English/Language Arts Curriculum Scorecard, in addition to SFUSD's Deeper Learning Framework.

As the district embarks on PK-5 ELA Curriculum Adoption, a Leadership Team and an Educator and Community Review Team will leverage the rubric to inform its recommendation for the materials pilot. The selection process includes:

1. Identification of all K-5 ELA Curricula that received the highest rating of "Meets Expectations" according to EdReports alignment criteria for K-2 and 3-8. EdReports alignment criteria focuses on answering the questions:
    - Are the instructional materials aligned to the standards?
    - Are all standards present and treated with the appropriate depth and quality required to support student learning?
2. A central Leadership Team review of the identified curricula using the rubric criteria that follows in this document that results in a narrowing of curricula under consideration.
3. An Educator and Community Team review of the remaining curricula to recommend the top two, rated across a scale of 2-meets, 1 - partially meets, 0 - does not meet, for pilot.

Because of the breadth and depth of EdReports review through the initial phase of the process, this rubric focuses on criteria that:

- Was identified as a priority* through the curriculum audit conducted in SY2021-22;
- Is unique to the SFUSD community and/or mission;
- Is most relevant to the expertise of SFUSD educators and community members, and
- Can be evaluated fairly and completely with the training and time permitted



**Findings from the SY2021-22 ELA Curriculum Audit conducted by TNTP*

Domain 1: Foundational Skills

Materials follow a systematic scope and sequence of instruction that aligns to grade level standards. Materials guidance for explicit, whole group instruction as well as a wealth of opportunities to practice listening, speaking, reading, and writing newly learned skills both in and out of context.

INDICATOR	HOW TO FIND EVIDENCE
1A. Scope and Sequence. Materials provide a research-based, systematic scope and sequence of foundational skills instruction.	● Look for a publisher provided explanation of the research-base for the foundational skills scope and sequence. ● Examine the scope and sequence to see if it is detailed enough to guide which skills and when they are taught. ● Ensure the upper grade spelling patterns align to foundational skills instruction.
1B. Standards-aligned. Foundational skills reflect grade level standards for reading foundational skills - Phonological Awareness (K-1), Print Concepts (K-1), Phonics & Word Recognition (K-5), Fluency (K-5). **For the Spanish language version, foundational skills are language appropriate.*	● Examine the weekly planner and/or daily overview to ensure that daily instruction focuses adequate time and attention on all relevant grade level foundational skills standards. ● Examine the foundational skills tasks to see if the content is aligned to grade level standards. ● Look for guidance on students applying foundational skills to continuous text in reading and writing.
1C. Explicit Instruction. The materials provide explicit, clear, concise, and correct teacher and student instructional routines and examples that are engaging and student friendly.	Examine teacher and student instructions and tasks in relevant sections. Look for: ● Guidance on clear, accurate pronunciation of sounds/articulation. ● Use of visual aids and/or physical movements/multi-sensory activities (e.g. use of fingers to tap out sounds) ● Explanations of rules/patterns for sound and spelling correspondences, open/closed syllables, etc. ● Clear, accurate modeling of new skills (e.g. blending and segmenting) ● Prompts for teachers to listen/look and provide immediate feedback.
1D. **Student Practice.** The lesson includes adequate time for teacher instruction and student practice of the targeted skills. In K-2, Students regularly practice the target skill in context with quality decodable text. (K-2 only).	● Look for daily routines that include whole group as well as small group and/or independent practice activities. ● Students should have opportunities to apply each new concept to listening, speaking, reading and writing. ● In K-2, Materials must include one or more quality decodable texts each week that align(s) to the scope and sequence. ● Look for a decodable text routine in the teacher instructions. Students should have opportunities to work with decodable text 3-5 days/week.

Domain 2: Text Centered Reading & Writing

High quality, complex texts and tasks are intentionally selected to build students' knowledge of relevant topics worthy of study. Students have frequent and meaningful opportunities to share their developing understanding of text through varied writing tasks that allow for both reciprocal reading and writing, as well as instruction and practice with process writing.

INDICATOR	HOW TO FIND EVIDENCE
2A. High Quality, Complex Text. Materials center instruction around anchor texts of grade level complexity that are worthy of students' time and attention.	• Publisher provides Quantitative and & qualitative analyses for each anchor text. Their analysis places anchor texts in the appropriate CCSS band for the grade. • Texts are worthy of reading, re-reading and deep discussion/writing (authentic, engaging, build content knowledge related to science, social studies, and/or the arts)
2B. Knowledge Building. Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically within and across grade levels through reading, writing, listening, and speaking about topics under study.	Examine the table of contents at each grade level. Determine whether: • There's a 50/50 balance of content rich nonfiction and literary texts K-5. • Each unit collection is focused on a clear topic and a related question of inquiry. Texts relate to the topic, question of inquiry and each other. • The collection of texts is strategically selected, sequenced and organized to build students' knowledge and vocabulary related to the topic of study. • Over the course of the year, students have opportunities to engage with a variety of domain specific topics (including science, social studies, and the arts.) • Supplemental texts, including any leveled readers, support knowledge building of topics under study.
2C. Text Dependent & Text Specific Questions and Tasks. Questions and tasks, both written and oral, require evidence from text and build to a deep understanding of the central ideas of the text and topic under study.	• Examine questions and tasks outlined in the TE and tally the number of tasks that require careful reading/text evidence to respond. • Evaluate the extent to which questions and tasks support students to understand the central ideas of the text, answer the essential question for the week and/or unit, and build their knowledge focused on the topic under study. • Evaluate the extent to which questions and tasks are focused on making meaning from text rather than drilling comprehension skills/strategies in isolation. • Identify whether questions and tasks send students into the text to make sense of the specific words, phrases, content and ideas that make the specific text at hand complex.
2D. Integration of Reading & Writing. Writing to sources, including research sources and reciprocal writing to comprehend texts, is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information. In K-2, materials are organized to elicit responses to sources in age-appropriate ways (could include activities such as dictation, making pictures to express thoughts, etc., in addition to writing)	• Examine a sampling (minimum 8 per grade) of the writing tasks for each section, listing any tasks or items that do not require writing to sources/text[1]. • Calculate a percentage of aligned tasks. For alignment, three-quarters of tasks should require writing to sources. **Note**: *There should be text-connected opportunities for narrative writing, too (e.g. mimic the style of an author)*

[1]

2E. **Balance of Writing Tasks.** Opportunities for writing are prominent and varied in type and length. ● In K-2, students have opportunities for opinion, informative/explanatory and narrative writing. ● In 3-5, Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g. exposition and persuasion): o Exposition: 35% o Persuasion: 30% o Narrative: 35%	● Examine the scope and sequence of writing instruction to ensure a balance. ● Look for regular opportunities to engage in both on-demand and process writing, with multiple opportunities for students to engage in extended writing over the course of the year. Materials require students to engage in many short research projects annually, including real-world application/writing for an authentic purpose and/or audience.

Domain 3: Demonstration of Learning

Materials provide frequent and varied opportunities to assess student learning, as well as materials to respond to data when there is evidence of misconceptions or gaps in knowledge and/or skill.

INDICATOR	HOW TO FIND EVIDENCE
3A. **Clarity of Objectives.** The materials contain clear statements and explanations of purpose, goals, and expected outcomes.	Look at teacher and student facing objectives, standards, etc. to ensure: ● Objectives align to grade level standards ● Objectives are written in student friendly language ● Language objectives are included ● There is a clear connection between the stated objectives and the progress monitoring/assessment tasks.
3B. **Progress Monitoring Learning**. Materials regularly offer a variety of ways for students to demonstrate progress and evidence of meeting stated objectives and grade level standards, including options for regularly progress monitoring students' acquisition of foundational skills.	● Examine progress monitoring and assessment tasks/components to determine if there are a variety of opportunities for diverse students to demonstrate their developing understanding of the content. ● Look for both informal and formal assessment opportunities that include monitoring of reading, writing, speaking & listening. ● Look for rubrics, check-lists and other tools in student-friendly language. ● For foundational skills, look for dictation, checklists, or other formats for assessing and progress monitoring. ● Examine materials for protocols and tools for goal-setting, reflection and feedback and draft structures.
3C. Quality Assessments. Materials include high quality assessment tasks that are worthy of students' time and attention, as well as clear guidance in how to use assessment data to inform instruction.	● Assessments add to student learning (e.g. provide worthwhile practice, extend their knowledge base by reading new info on a relevant topic, authentic presentation opportunities, etc.). ● Assessments are well written. ● Assessments are reliable; they assess what they intend to assess. ● Language, content, and structure of assessments account for the diversity of students' backgrounds and experiences (e.g. they don't privilege euro-centric funds of knowledge). ● There is a clear purpose for each assessment and easily accessible guidance for teachers in how they should leverage the data to inform their instruction (e.g. student grouping, re-teaching, etc.)
3D. **Differentiation.** Materials regularly include suggestions for adapting instruction for varying student needs (e.g. alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common difficulties, remediation and enrichment strategies)	● Examine the materials and teacher instructions. Guidance should be easy to find (e.g. embedded in the core TE), practical and straightforward to implement. ● All recommended supports should be contained in the submission and readily available. ● Review supplemental materials such as re-teach lessons, additional practice or other support for small groups.
3E. **Performative Tasks** Materials include summative authentic opportunities for students to present, publicly share and/or publish their work.	● Final writing tasks include components and/or extensions for students to authentically and publicly share their work - e.g. presentations, performance, exhibition, student led conferences.

Domain 4: Language Structures and Supports

Materials adequately address the reading, writing, speaking and listening, and language necessary for English Language Development.

INDICATOR	HOW TO FIND EVIDENCE
4A. **Targeted and Integrated Language Instruction.** Materials provide opportunities for both: ● explicit instruction where students are expected to confront their own error patterns in usage and conventions and correct them, and ● integrated language instruction where students study specific language techniques in text and practice applying those techniques to their own writing.	● Look at daily, weekly and unit overviews to identify whether there are opportunities and supporting materials for explicit language instruction. ● Look for materials that are flexible so that instruction can attend to students' needs as identified through their writing. ● Look for materials that include text-focused language instruction and practice (a bridge from reading to writing) ● Grammar lessons in context, text and sentences deconstruction link to application in writing
4B. **Frequent, Effective, Text Dependent Speaking and Listening Practice**. Materials include frequent opportunities for text-based collaborative discussion and presentation with diverse partners.	● Speaking & listening tasks that are focused on the grade level text at hand and require students to use evidence from text when speaking. ● Sentence frames and/or rubrics with student-friendly language. ● Opportunities for students to present ideas, engage in mock interviews, one-on-one, small group and teacher-led discussions. ● Explicit teaching and practice of active listening skills including asking questions, elaborating on the ideas of others, and in 3-5 note-taking. ● Explicit expectations, instruction, and opportunities to practice expressing ideas clearly and effectively. ● Real-world, age-appropriate, topics and activities to practice with informal and formal language discourse.
4C. **Integrated ELD** Materials provide explicit and targeted guidance for English Language Development within the curriculum.	● Strategies for English Language Development are explicitly named throughout all units and lesson plans. ● Multiple strategies are presented in order to address the needs of multilingual learners at a variety of English Language Development levels.
4D. **Designated ELD.** Materials provide an extension for Designated ELD that aligns directly with ELA or other language of instruction.	● Designated ELD lessons provide supports or scaffolds for different levels of language proficiency ● Designated ELD lessons are designed to preview or review ELA content and focus on Part II of the CA ELD Standards
4E. **Attends to Formal Academic Language**. Questions and tasks support students in making sense of the academic language (vocabulary and syntax) prevalent in complex texts.	● Ensure that vocabulary words selected for study are Tier 2 and/or Tier 3 words that are related to the topic of study, re-occur across texts in the unit, and are important to support students in making meaning and drawing connections. ● Look for clear, frequent instructional routines that explicitly teach meaning and morphology in context and provide opportunity for structured practice with Tier 2 and Tier 3 words connected to each text. ● Look for opportunities to unpack complex sentences in addition to building students' banks of individual words.

Domain 5: Representation & Design

The materials are focused on the most important content, designed for easy navigation and use, and are representative of diverse people to support affirming, culturally relevant and responsive, and research-based instructional practice.

INDICATOR	HOW TO FIND EVIDENCE
5A. **Work with Grade Level Content.** Materials regularly provide all students, including those who read, write, speak or listen below grade level, with extensive opportunities to work with and meet grade level standards.	Examine the daily, weekly and unit plans and determine the extent and clarity to which they prioritize grade level texts and tasks. Consider: ● Is the anchor text at the center of instruction? ● Do reading, writing, speaking, listening, and vocabulary tasks all connect to the anchor text? ● Is it clear when a teacher should leverage intervention/below level resources as scaffolds/supports to grade level content, or are teachers likely to replace grade level content with lower level content intended for intervention?
5B. **Usability.** The materials are easy to navigate/use. They are clearly laid out for students and teachers. Every component adds to student learning rather than distracting from it.	● Reading selections of grade level complexity are centrally located within the materials and obviously the center of focus. ● The focus of each instructional component is clear, and connections between different components are drawn, where appropriate. ● Daily, weekly and unit plans are easy to find and to follow; they support teachers to prioritize the most important grade level content for instruction. ● Pacing and volume are appropriate for allotted ELA minutes each day and across the course of the year. ● Teacher-facing digital components are easy to navigate and support planning and implementation. ● Student-facing digital components are engaging, connected and add value to student learning.
5C. Diversity of Characters and Authors. The core materials provide a collection of images, stories, and information about people, representing a broad range of demographic groups, cultures, family structures, gender identities, sexual orientations, and abiltlities.	Use the Diversity of Characters Tally (Appendix A) and Diversity of Authors Tally (Appendix B) to support your rating for this section. In addition, look for: ● Diverse ethnicities and nationalities (i.e. not all Asian families are Chinese, not all Latinx families are Mexican, etc.) ● Different ethnic and cultural traditions, languages, religions, names, clothing. ● Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) ● Characters of color are main characters (not just sidekicks). ● Local representation (images, stories and information about various groups of people who live or have lived in Northern CA.)

5D. **Multiple Perspectives & Asset-Based Portrayals**. Stories and events are told from multiple perspectives including a broad range of people. The materials validate and affirm the strengths of those people, especially groups that are traditionally marginalized or underrepresented.	● Curriculum highlights non-dominant and diverse populations and their strengths, talents, knowledge and assets rather than stereotypes, perceived flaws or deficiencies. ● The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs. ● The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities. ● The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.
5E. **Culturally Responsive** Teacher Guidance. The curricular materials provide strong, research-based guidance to teachers on how to plan for instruction that is culturally and linguistically responsive. The curricular materials provide guidance on drawing connections between academic content, students' lives/experiences, and the world around them.	● Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures. ● Diverse student identities are seen as assets and strengths that can advance individual and group learning. ● Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives. ● Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.

Appendix A

Representation *Diversity of Characters Tally*				
	GIRL/WOMAN	**BOY/MAN**	**NON-BINARY**	**TOTAL**
African				
African American/Black				
Asian/Asian American				
Immigrants				
Latinx				
LGBTQIA+				
Middle Eastern				
Multi-Generational				
Multilingual				
Multi-Racial				
Native American				
Pacific Islander				
People with Disabilities				
Racially Ambiguous				
South Asian				
White				
Total # of Characters Depicted				

Appendix B

Representation *Diversity of Authors Tally*				
	GIRL/WOMAN	**BOY/MAN**	**NON-BINARY**	**TOTAL**
African				
African American/Black				
Asian/Asian American				
Immigrants				
Latinx				
LGBTQIA+				
Middle Eastern				
Multi-Generational				
Multilingual				
Multi-Racial				
Native American				
Pacific Islander				
People with Disabilities				
Racially Ambiguous				
South Asian				
White				
Total # of Authors				