

Overview Statement

The assignment review is intended to help answer the question, “Does this assignment provide evidence that students have the opportunity to meaningfully engage with high-quality instructional materials aligned to grade-level standards?”

Domain 1: TEKS Alignment				
Does the assignment align to grade-level standards?				
Indicators		No Evidence 0 There is little/no evidence of the indicator in the assignment submitted.	Some Evidence 1 The assignment includes some components of the indicator but may be vague or incomplete.	Substantial Evidence 2 The assignment includes most or all of the indicator components.
1.1	aligns to grade-level TEKS			
Evidence:				

Domain 2: RBIS - Foundational Literacy Skills

Does the assignment provide intentional practice with foundational literacy skills?

Indicators		No Evidence 0 There is little/no evidence of the indicator in the assignment submitted.	Some Evidence 1 The assignment includes some components of the indicator but may be vague or incomplete.	Substantial Evidence 2 The assignment includes most or all of the indicator components.
2.1	provides opportunities for students to develop, practice, and reinforce (hear, say, read, spell, or write) the targeted skill			
2.2	includes opportunities for students to practice phonics and apply word analysis skills both in and out of context			
2.3	Includes opportunities for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text			

Evidence:

Domain 3: RBIS - Text Complexity

Does the assignment require the use of high-quality, complex text(s)?

Indicators		No Evidence 0 There is little/no evidence of the indicator in the assignment submitted.	Some Evidence 1 The assignment includes some components of the indicator but may be vague or incomplete.	Substantial Evidence 2 The assignment includes most or all of the indicator components.
3.1	includes texts that are high-quality and grade-appropriate			
3.2	provides opportunities to engage with texts, build background knowledge, and develop vocabulary			

Evidence:

Domain 4: RBIS - Text-Based Responses

Does the assignment allow students to engage in rigorous tasks requiring text evidence to deepen their understanding of complex text(s)?

Indicators		No Evidence 0 There is little/no evidence of the indicator in the assignment submitted.	Some Evidence 1 The assignment includes some components of the indicator but may be vague or incomplete.	Substantial Evidence 2 The assignment includes most or all of the indicator components.
4.1	includes open-ended questions and tasks requiring students to use text evidence			
4.2	is mostly text-dependent and/or text-specific, requiring students to read closely and/or go back to the text			
4.3	requires students to read or listen and write or speak about a complex text and its academic language			
4.4	focus on students' comprehension of the central ideas and key details in the text			
Evidence:				

Domain 5: Student Ownership

Does the assignment allow students to own and further develop their thinking?

Indicators		No Evidence 0 There is little/no evidence of the indicator in the assignment submitted.	Some Evidence 1 The assignment includes some components of the indicator but may be vague or incomplete.	Substantial Evidence 2 The assignment includes most or all of the indicator components.
5.1	provides students an opportunity to develop and/or defend their thinking			
Evidence:				