

ELA Grades 6-8 Curriculum Review



April 12, 2017 - Update

Survey results - Interested districts as of 4/11/17

District	Grade Level(s)	Contact(s)
Charlotte	7, 8	Eileen Grant-Ball, Matt Maitland
Dansville	6, 7, 8	Amy Hodgson
Holt	5, 6	Steve Netzel, Olivia Nelson
Okemos (maybe)	5, 6, 7, 8	John Hood
Waverly	7, 8	Kelly Blake, Michelle Oppenheim
Webberville	6, 7, 8	Brian Friddle
Williamston (maybe)	???	Adam Spina

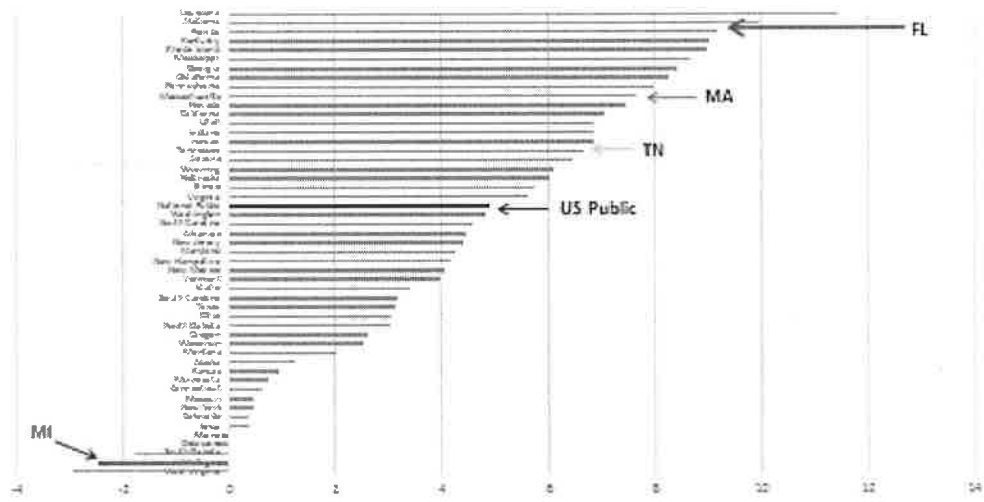
The big picture



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 phone: 216.371.8600 / email: ft@funnytimes.com

In All-Important Area of Early Literacy, Michigan One of Only Five States with Declining Achievement Since 2003

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-15)



Note: Basic Scale Score = 208; Proficient Scale Score = 258
 Source: NAEP Data Explorer, NCEES

Michigan NAEP Performance

Relative Rank of All Students 2003-2015

	2003	2005	2007	2009	2011	2013	2015
4 th Grade Reading	28 th	30 th	30 th	34 th	35 th	38 th	41 st
4 th Grade Math	27 th	32 nd	32 nd	38 th	41 st	42 nd	42 nd
8 th Grade Reading	27 th	29 th	32 nd	32 nd	28 th	32 nd	31 st
8 th Grade Math	34 th	33 rd	36 th	36 th	36 th	37 th	38 th

Note: Rankings are among all 50 states.
Source: NCS, NAEP Data Explorer

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Michigan NAEP Performance

Relative Rank of Low Income Students 2003-2015

	2003	2005	2007	2009	2011	2013	2015
4 th Grade Reading	35 th	35 th	35 th	37 th	36 th	37 th	45 th
4 th Grade Math	34 th	37 th	40 th	45 th	46 th	48 th	48 th
8 th Grade Reading	31 st	33 rd	41 st	37 th	26 th	31 st	35 th
8 th Grade Math	34 th	37 th	42 nd	47 th	43 rd	44 th	46 th

Note: Rankings are among all 50 states.
Source: NCS, NAEP Data Explorer

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Michigan NAEP Performance

Relative Rank of Higher Income Students 2003-2015

	2003	2005	2007	2009	2011	2013	2015
4 th Grade Reading	24 th	35 th	36 th	36 th	35 th	38 th	48 th
4 th Grade Math	20 th	29 th	35 th	35 th	43 rd	32 nd	45 th
8 th Grade Reading	21 st	37 th	36 th	31 st	30 th	31 st	33 rd
8 th Grade Math	34 th	35 th	38 th	39 th	40 th	39 th	41 st

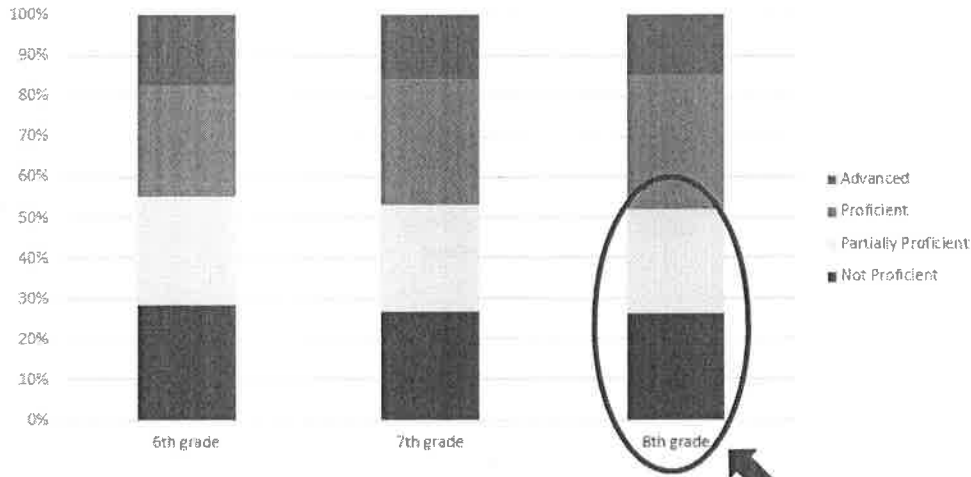
Note: Rankings are among all 50 states
Source: NCEA, NAEP Data Explorer

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Statement of problem in Ingham County

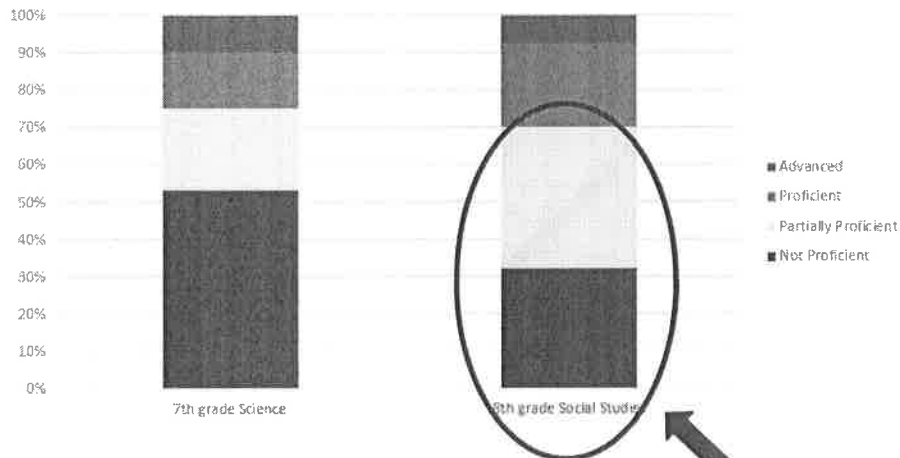
Almost 50 percent of Ingham County 6th, 7th, and 8th grade students are deemed “not proficient” or “partially proficient” in reading on the M-STEP.

2015-2016 ELA M-STEP Scores



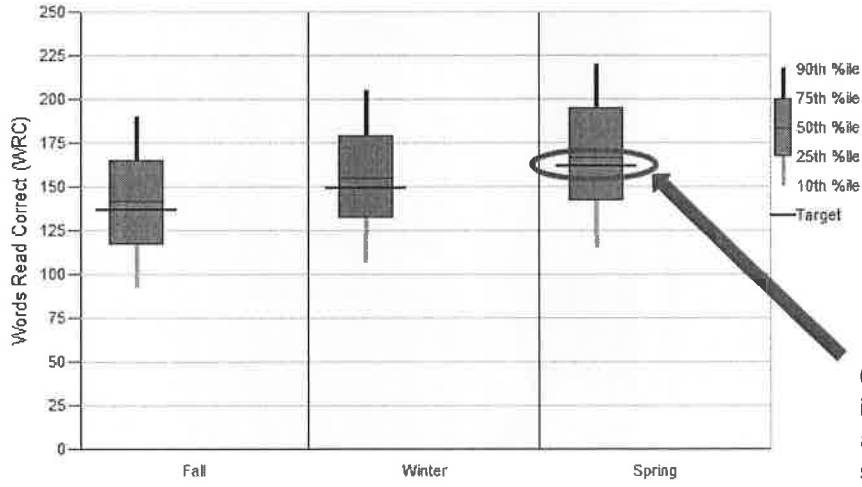
More than 50 percent of students in grades 6, 7, and 8 are either "not proficient" or "partially proficient" on the ELA M-STEP assessment.

2015-16 7th Grade Science & 8th Grade Social Studies M-STEP Scores



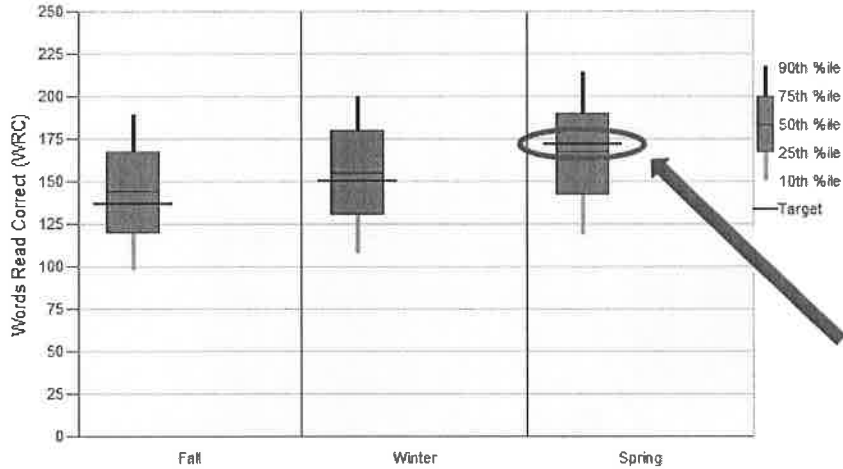
At least 70 percent of 7th and 8th graders scored "not proficient" or "partially proficient" on their respective M-STEP assessments.

Ingham Intermediate SD
Grade 6 : 2015-2016
Reading - Curriculum Based Measurement

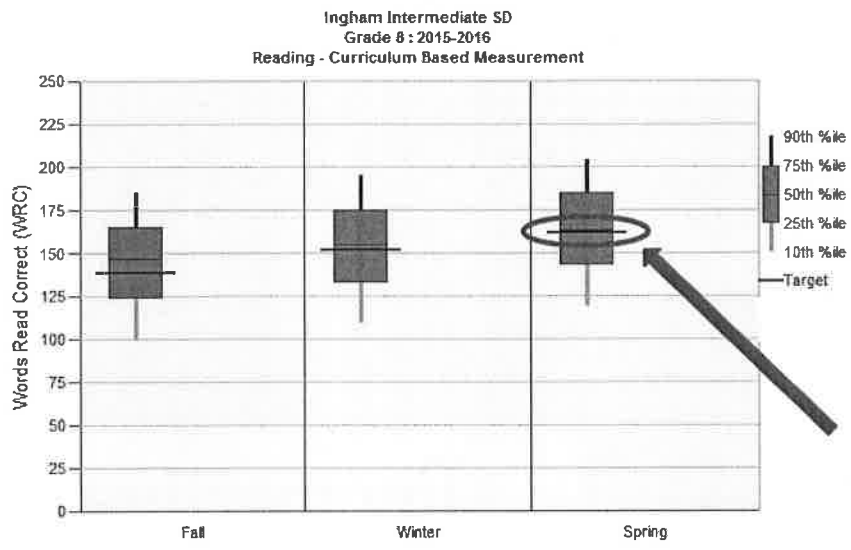


6th GRADE: Benchmarks scores improved throughout the year, but almost 50 percent of students are still below the target.

Ingham Intermediate SD
Grade 7 : 2015-2016
Reading - Curriculum Based Measurement



7th GRADE: Benchmarks scores improved throughout the year, but more than 50 percent of students are still below the target at the end of the year.



8th GRADE: Benchmarks scores improved throughout the year, but about 50 percent of students are still below the target at the end of the year.

The review process

April

- Recruit participants for review team
- Initial review team meeting on April 27: Introduce evaluation tools, practice, create timeline
- Collaborate with IISD business office

May

- Start an extensive review of 7th grade programs
- IISD business office will send RFPs to publishers

June

- Continue review of 7th grade programs
- Meet/interview/negotiate with top publishers after receiving their proposals
- Make recommendations

Evidence-based programs to be reviewed

studysync®

engageTV



We expect review team participants to...

- Attend kick-off event on Thursday, April 27
- Conduct review
 - Phase 1: At least one unit/module from all 4 programs
 - Phase 2: Deeper dive into other parts of the top two programs based on results of Phase 1
- Attend three after-school work sessions in May and one in June to evaluate materials
- Share findings with curriculum directors at the June CD meeting

Expect us to...

- Obtain sample materials of all programs under review
- Work with Ingham ISD business office to develop and disseminate RFPs
- Coordinate presentations with publisher representatives
- Act as liaison between districts and publishers
- Schedule and facilitate review team meetings
- Collect, organize, and data from review team

Evaluation tools

- Instructional Materials Evaluation Tool (IMET)
- Grade-Level Instructional Materials Evaluation Tool - Quality Review (GIMET-QR)
- Washington Model for the Evaluation of Bias Content in Instructional Materials
- Principles of Effective Instruction Checklist (Rosenshine)

Instructional Materials Evaluation Tool (IMET)

The **ELA/Literacy IMET** is designed to help educators determine whether or not instructional materials are aligned to the shifts and major features of the Common Core State Standards (CCSS).

The substantial instructional shifts are:

- **Complexity:** Regular practice with complex text and its academic language
- **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational
- **Knowledge:** Building knowledge through content-rich non-fiction

The IMET draws directly from the following documents:

- CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects
- Supplement to Appendix A of the CCSS for ELA/Literacy: New Research on Text Complexity

Grade-Level Instructional Materials Evaluation - Quality Review (GIMET-QR)

The **GIMET-QR** is designed as a framework for evaluating the quality of instructional materials and choosing materials that are best suited to provide a coherent learning experience for students.

- Districts should begin with **IMET** to gain broad perspective of curriculum - structure built on non-negotiables and alignment criteria.
- **GIMET-QR** mirrors that structure, providing key criteria for each grade level.
 - ◆ *Allows for more in-depth analysis of the quality of content and the instructional design of materials*

IMET + GIMET-QR

What to look for, Where to look

Non-Negotiable 1: Text Complexity

IMET Metrics – “Big Picture”	GIMET-QR Metrics – Grade-Level Specific	How to find the evidence
<p>NN Metric 1A: Anchor texts in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p> <p>AC Metric 1A: In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6-12, ELA materials include substantial attention to high-quality non-fiction.</p>	<p><i>Literary and Informational Text</i></p> <p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p> <p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p> <p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades six through eight text complexity band with scaffolding at the high end of the range.</p> <p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>What to look for:</p> <p>Evidence of quantitative and qualitative measures of anchor texts in the submission.</p> <ul style="list-style-type: none"> Document what quantitative measure (e.g., ATOS, Lexile, Reading Maturity) was used and how many samples were within the grade band. If there is no evidence of quantitative measures, evaluate a sample of texts to ensure anchor texts are within the grade band and ask publisher to send such a list. Look for an explanation of specific features regarding levels of meaning/purpose, text structure, language clarity, and knowledge demands. This information should support the grade-level placement. If the publisher only provides a summary rating, ask the publisher to send the back-up detail on particular features that supports the rating. Look for evidence that the publisher has used a qualitative analysis to guide instruction. (This information is not needed to meet the metric but worth noting as a strength, if apparent.) In a set of materials, the complexity of texts students read should increase year to year. Materials consistently allow teachers and students to spend adequate time working with complex texts. <p>List of all the selections selected for submission by genre as defined by the Standards:</p> <ul style="list-style-type: none"> For grades 6–12 ELA classes: Measure whether or not there is “substantial attention to high-quality non-fiction.” (Literary nonfiction includes essays, speeches, opinion pieces, journalism, historical or scientific articles written for a broad audience.) The standards do not call for specific percentages of informational text in ELA classes. <p>Where to look:</p> <p>Check to see if the publisher has submitted a separate list or the information is contained within unit materials. If time permits, consider checking a random sample of texts against the publisher’s ratings.</p> <p>Review table of contents for the list of included selections or review a list of selections within the units’ scope and sequences.</p>

Modification of Instructional Materials Evaluation Tool (IMET) & Grade-Level Instructional Materials Evaluation Tool – Quality Review (GIMET-QR) developed by Student Achievement Partners – achievethecore.org
 Highland Intermediate School District – 4/11/17

IMET + GIMET-QR

Scoring sheet

Non-Negotiable 1: Text Complexity

Scoring Sheet

IMET Metrics – “Big Picture”	Specific Evidence from Text/Materials	Evidence Rating
<p>NN Metric 1A: Anchor texts in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>		4 – Extensive 3 – Sufficient 2 – Some 1 – Weak Rating Pending
<p>AC Metric 1A: In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6-12, ELA materials include substantial attention to high-quality non-fiction.</p>		4 – Extensive 3 – Sufficient 2 – Some 1 – Weak Rating Pending
GIMET-QR Metrics – Grade-Level Specific	Specific Evidence from Text/Materials	Evidence Rating
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>		4 – Extensive 3 – Sufficient 2 – Some 1 – Weak Rating Pending
<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>		4 – Extensive 3 – Sufficient 2 – Some 1 – Weak Rating Pending
<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades six through eight text complexity band with scaffolding at the high end of the range.</p>		4 – Extensive 3 – Sufficient 2 – Some 1 – Weak Rating Pending
<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>		4 – Extensive 3 – Sufficient 2 – Some 1 – Weak Rating Pending
<p>OVERALL RATING: 4) Extensive evidence 3) Sufficient evidence 2) Some evidence 1) Weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

Grade Reviewed: _____ Reviewer Initials: _____ Date of Program: _____
 Modification of Instructional Materials Evaluation Tool (IMET) & Grade-Level Instructional Materials Evaluation Tool – Quality Review (GIMET-QR) developed by Student Achievement Partners – achievethecore.org
 Highland Intermediate School District – 4/11/17

Principles of Effective Instruction

Principles of Effective Instruction Checklist

Barak Rosenshine

Principle	Evident (4, 3, 2, 1)	Evidence
Begin a lesson with a short review of previous learning.		
Present new material in small steps with student practice after each step.		
Ask a large number of questions and check the responses of all students.		
Provide models.		
Guide student practice.		
Check for student understanding.		
Obtain a high success rate.		
Provide scaffolds for difficult tasks.		
Require and monitor independent practice.		
Engage students in weekly and monthly review.		

Rubric:

4	High (H) - The curriculum materials contain embedded support for this element of effective instruction so that it is consistently present within and across grades.
3	Medium (M) - The curriculum materials contain support for this element of effective instruction, but it is not always embedded or consistently present within or across grades.
2	Low (L) - The curriculum materials contain limited support for this element of effective instruction, but the support is not embedded or consistently present within or across grades.
1	Not Found (N) - The curriculum materials do not support this element of effective instruction.

Evaluation of Bias Content

Sample evaluation form

Appendix A: SAMPLE Evaluation Form

GENERAL CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

Recommended Instructional Material:

- a. Type of material:
- Textbook Novel (Fiction) Video (DVD/Movie) Music (CD)
- Computer Software Novel (Non-Fiction) Script (Play)
- b. Title: _____ Copyright Date: _____
- c. Author: _____ Publisher: _____
- d. Course or subject area: _____ Grade level (s): _____
- e. Is this material part of a Series? Yes No Title of Series: _____

Gender/Sex	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
Male and female characters reflect qualities such as leadership, intelligence, imagination and courage.				
Male and females are represented as central characters in story and illustrations.				
Male and females are shown performing similar work in related fields.				
People are referred to by their names and roles as often as they are referred to as someone's spouse, parent or sibling.				
Stereotyping language as "women chatting from the sidelines" is avoided.				
Biographical or historical materials include a variety of male and female contributions to society.				
Groups which include male and females are referred to in neutral language such as people, mail carriers, firefighters, or legislators.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				