STATE-ADOPTED ELA HQIM 3-5 Final Reports

The reports produced from the state's review process contain information districts and teachers can use to:

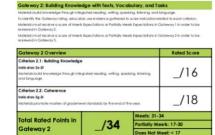
- determine if they are using HQIM in their classroom, and
- better understand the strengths, weaknesses, and opportunities within their materials to support strong implementation that benefit students.

Gateway 1 indicators ensure Gateway 2 indicators focus on Gateway 3 indicators examine high-quality texts are the central the ways in which materials build the ways in which materials support focus of lessons, are at the knowledge appropriate complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

_/16 /24 /14 /54

through integrated grade level text reading, writing, speaking, listening, and language.

teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.





in outerway a	_/33	Meets: 30-33 Farlially Meets: 18-29 Does Not Meet: < 18	
in Gateway 3			
Total Available Points			
Criterion 3.4: Intentional Design Indicators 3q-3e Intenfond: Design identifies have inclusion design that is engaging and references a applicable, with guidance for teachers.			Narrative Evidence Only
Critterion 3.3: Student Supports Indicates 3-39 Modern Support Listerfiles the ways in ethot material, are designed for each chick regular and active participation in grade-level/grade-bancheries content.			Narrative Evidence Only
Citiention 3.2: Assessment Indicators 3g-3k Assessment identifies how motienals provi to callect, interpret, and act on data abi			_/16
Criterion 3.2: Assessment			
Indicators 30-31 Teacher Supports identifies oppartunities for teachers to effectively plan and utilize materials with integrity and to further develop their own undentifianding of the content.			_/17

The final reports include an overall rating as well as information highlighting the program's overall strengths and weaknesses found by review teams. Scores from the rubrics can result in one of three outcomes - Meets, Partially Meets, and Does Not Meet. These designations help educators determine the strength and quality of the materials that were reviewed.

Final Reports

Into Reading Wit & Wisdom MyView Literacy Wonders

Our EL Language Arts

