

# 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 high-quality texts are the central focus of lessons, are at the appropriate grade level text 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.

Gateway 1 Overview	Rated Score
<b>Criterion 1.1: Text Quality and Complexity</b> Indicators 1a-1f Indicators 1a-1f: Text and citation levels of quality and complexity, meeting the text complexity criteria for each grade.	_ /16
<b>Criterion 1.2: Alignment to the Standards with Questions and Tasks Organized in Evidence</b> Indicators 1g-1h Indicators 1g-1h: Alignment to the standards with questions and tasks organized in evidence.	_ /24
<b>Criterion 1.3: Foundational Skills Development</b> Indicators 1i-1j Indicators 1i-1j: Foundational skills development in reading, writing, speaking, listening, and language in service to grow literacy skills.	_ /14
<b>Total Rated Points in Gateway 1</b>	<b>_ /54</b>
	Meets: 29-54 Partially Meets: 27-48 Does Not Meet: < 27

**Gateway 2** indicators focus on the ways in which materials build knowledge through integrated reading, writing, speaking, listening, and language.

Gateway 2 Overview	Rated Score
<b>Criterion 2.1: Building Knowledge</b> Indicators 2a-2f Indicators 2a-2f: Building knowledge through integrated reading, writing, speaking, listening, and language.	_ /16
<b>Criterion 2.2: Coherence</b> Indicators 2g-2h Indicators 2g-2h: Coherence in materials.	_ /18
<b>Total Rated Points in Gateway 2</b>	<b>_ /34</b>
	Meets: 31-34 Partially Meets: 17-30 Does Not Meet: < 17

**Gateway 3** indicators examine the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

Gateway 3 Overview	Rated Score
<b>Criterion 3.1: Teacher Supports</b> Indicators 3a-3f Indicators 3a-3f: Teacher supports that identify opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	_ /17
<b>Criterion 3.2: Assessment</b> Indicators 3g-3h Indicators 3g-3h: Assessment that identifies how materials provide tasks, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	_ /16
<b>Criterion 3.3: Student Supports</b> Indicators 3i-3j Indicators 3i-3j: Student supports that identify the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/area content.	Narrative Evidence Only
<b>Criterion 3.4: Intentional Design</b> Indicators 3k-3l Indicators 3k-3l: Intentional design that identifies how materials support students and teachers with a user design that is engaging and references or integrates digital technology when appropriate, with guidance for teachers.	Narrative Evidence Only
<b>Total Available Points in Gateway 3</b>	<b>_ /33</b>
	Meets: 30-33 Partially Meets: 14-29 Does Not Meet: < 14

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

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