

# STATE-ADOPTED ELA HQIM

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

**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 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

High-quality texts use the central focus of lessons, are of 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. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2.

Gateway 1 Overview	Rated Score
<b>Criterion 1.1: Text Quality and Complexity</b> <b>Indicator 1a-1f</b> Texts use worthy of students' time and attention; texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.	_ /16
<b>Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence</b> <b>Indicator 1g-1h</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	_ /22
<b>Criterion 1.3: Foundational Skills Development</b> <b>Indicator 1a-1v</b> Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development assigned to the standards.	_ /32
<b>Total Rated Points in Gateway 1</b>	_ /70
	Meets: 43-70 Partially Meets: 35-42 Does Not Meet: < 35

### Gateway 2: Building Knowledge with Text, Vocabulary, and Tasks

Materials build knowledge through integrated reading, writing, speaking, listening, and language. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2. Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 2 Overview	Rated Score
<b>Criterion 2.1: Building Knowledge</b> <b>Indicator 2a-2f</b> Materials build knowledge through integrated reading, writing, speaking, listening, and language.	_ /16
<b>Criterion 2.2: Coherence</b> <b>Indicator 2g-2h</b> Materials promote mastery of grade-level standards by the end of the year.	_ /18
<b>Total Rated Points in Gateway 2</b>	_ /34
	Meets: 31-34 Partially Meets: 17-30 Does Not Meet: < 17

### Gateway 3: Usability

Gateway 3 examines 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. To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion. Materials must receive a score of Meets Expectations or Partially Meets Expectations in Gateway 1 in order to be reviewed in Gateway 2. Materials must receive a score of Meets Expectations in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview	Rated Score
<b>Criterion 3.1: Teacher Supports</b> <b>Indicator 3a-3f</b> Teacher Supports identifies 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> <b>Indicator 3g-3k</b> Assessment identifies how materials provide task, 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> <b>Indicator 3l-3p</b> Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level grade-band/course content.	Narrative Evidence Only
<b>Criterion 3.4: Intentional Design</b> <b>Indicator 3q-3r</b> Intentional Design identifies how materials support students and teachers with a visual 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>	_ /33
	Meets: 30-33 Partially Meets: 18-29 Does Not Meet: < 18

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](#)

[MyView Literacy](#)

[Our EL Language Arts](#)

[Wit & Wisdom with Foundations](#)

[Wonders](#)



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