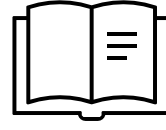
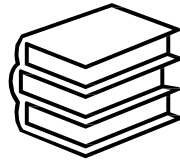
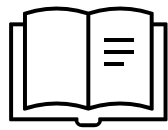




MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

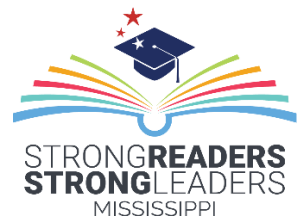
Ensuring a bright future for every child  
OFFICE OF ELEMENTARY EDUCATION AND READING  
DIVISION OF LITERACY  
OFFICE OF SECONDARY EDUCATION



# English Language Arts

# High-Quality Instructional Materials

# Roadmap to Text Adoption



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ELEMENTARY AND SECONDARY EDUCATION  
ENGLISH LANGUAGE ARTS  
HIGH-QUALITY INSTRUCTIONAL MATERIALS RUBRIC TEAM

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# The HQIM Roadmap: A Journey Toward Text Adoption

## Early Spring 2020

The Mississippi Department of Education formed a committee to work with [EdReports](#) on developing a Mississippi-specific rubric for evaluating high-quality instructional materials.

## Spring 2020

The Mississippi-specific ELA HQIM rubric was released to stakeholders in the field for feedback, and revised.

## Late Summer 2020

A Call for Reviewers was released by the MDE, and over 280 educators submitted applications.

## Late Fall 2020

Selected reviewers received six weeks of training from EdReports on the Mississippi rubrics and the review process.

Selected reviewers spent three months completing formal reviews of submitted materials, gathering evidence from the materials to support their review.

## Spring 2021

The State Board of Education approved titles for state adoption. Mississippi ELA HQIM titles were released, along with supporting resources for districts to aid in their materials adoption process.

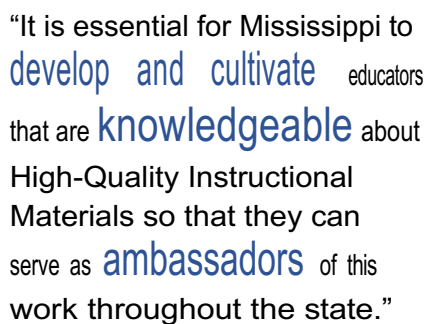
The Mississippi Department of Education has established a [goal](#) that at least 85% of all schools will adopt and implement HQIM for ELA/Literacy instruction by the end of the 2021-2022 school year.

# Introduction: The Importance of HQIM

Instructional materials make a difference. A school’s use of high-quality instructional materials (HQIM) can have a significant impact on student success. When educators [lack access to HQIM](#), this can exacerbate equity issues in school communities and lead to long-term consequences beyond high school (*The Opportunity Myth*, TNTP). However, when students are taught using high-quality English Language Arts materials, they can [make significant gains](#) in ELA performance and college- and career-readiness (Niu, Li, Merriman, and Matos-Elfente, 2015).

Mississippi’s College- and Career-Readiness Standards for English Language Arts detail the knowledge and skills a student should develop as a result of utilizing a quality program. The Mississippi Department of Education (MDE) defines HQIM as materials aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, inclusive of engaging texts (books, multimedia, etc.), and assessments.

High-quality instructional materials build teachers’ content knowledge. When teachers are stronger in their content knowledge, they can identify high-quality materials for classroom use, discover ways to adapt lessons for their students, and increase their confidence in classroom instruction.



“It is essential for Mississippi to [develop and cultivate](#) educators that are [knowledgeable](#) about High-Quality Instructional Materials so that they can serve as [ambassadors](#) of this work throughout the state.”

The MDE has established a [goal](#) that at least 85% of all schools will adopt and implement HQIM for ELA/Literacy instruction by the end of the 2021-2022 school year.

The *English Language Arts High-Quality Instructional Materials Roadmap to Text Adoption* was developed to serve as a tool to support districts and schools as they begin the process of evaluating their own materials. The guide will also assist with adopting high-quality instructional materials to support students and teachers in meeting the expectations of the [Mississippi College- and Career-Readiness Standards](#) and instructional shifts.

# Part I: Mississippi’s State Adoption of ELA HQIM

## Methodology: The ELA HQIM Process



Materials that are **aligned** with the Mississippi College- and Career-Readiness Standards are externally **validated**, are **comprehensive**, and include **engaging** texts (books, multimedia, etc.), and assessments.

**Every student** in every Mississippi classroom reads **meaningful complex texts** and expresses their ideas effectively through **writing and speaking**, all to **build knowledge** of the world.

At least **85%** of all schools will **adopt and implement** HQIM for ELA/Literacy instruction by the end of the 2021-2022 school year.

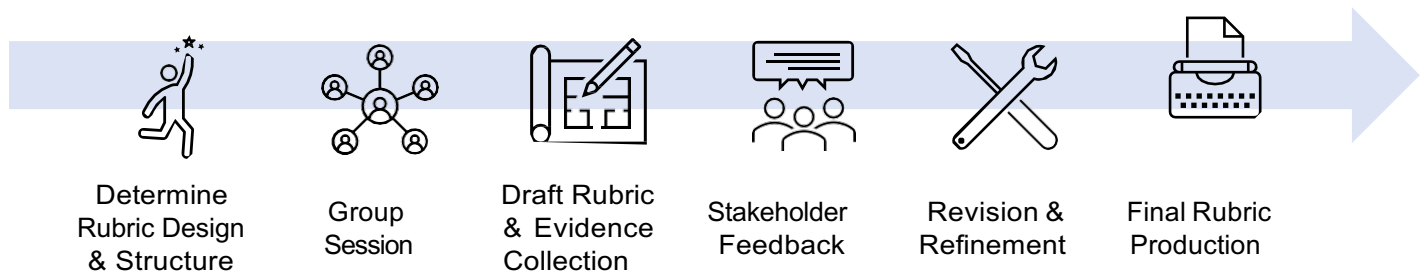
As a member of the [Council of Chief State School Officers](#) (CCSSO) Instructional Materials and Professional Development (IMPD) Network, Mississippi was one of the first eight states in the Network to launch initiatives that led to the use of high-quality, standards-aligned instructional materials in schools.

### ELA Rubric Development Stages

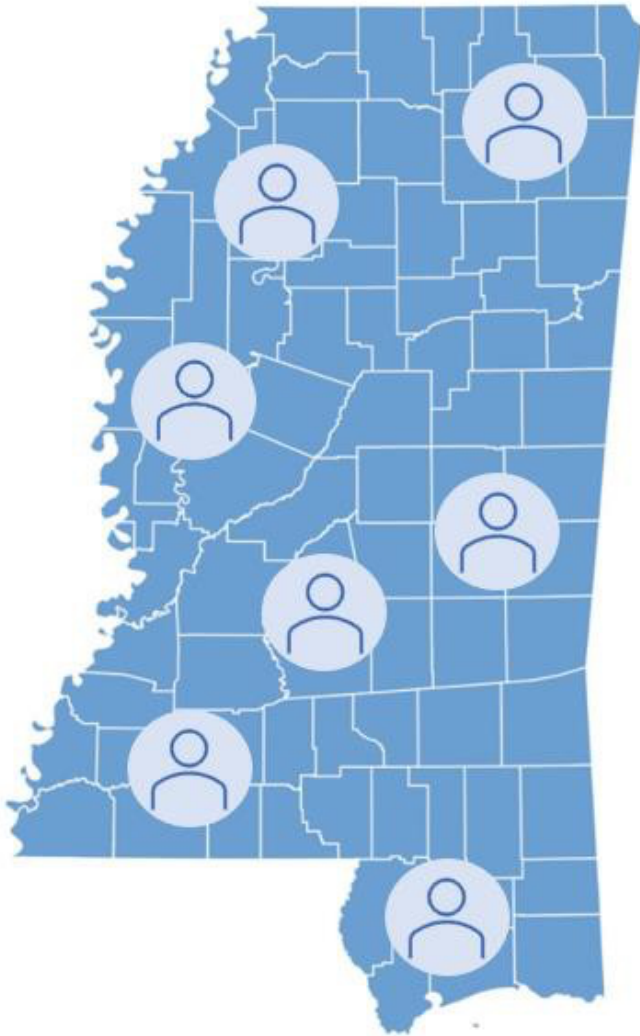
In the Spring of 2020, the MDE partnered with [EdReports](#), a national organization with expertise in curriculum review and rubric development, to design a Mississippi-specific ELA rubric and review process.

Over the course of several months, ELA and literacy experts from EdReports worked with stakeholders to move through a thorough rubric development process. Stakeholders attended multiple working group sessions where they discussed the design of the rubric and evidence collection processes. Stakeholders provided detailed feedback on rubric drafts to ensure alignment with state standards.

“The final ELA rubric and evidence collection process was created by [Mississippi educators](#) for [Mississippi educators](#).”



# The Rubric Backgrounder: For Mississippi Educators by Mississippi Educators



The ELA rubric was an important tool used by Mississippi educators to identify materials that are included on the MDE’s recommended list. This tool was designed by stakeholders from across the state, who came together to create a process that met the needs of Mississippi educators and students.

At different stages of the review process, MDE administrators and staff leveraged the expertise of educators from institutions of higher learning, nonprofit partners, district curriculum coordinators, literacy coaches, and teachers. Additionally, the state took measures to ensure that a diverse group of educators was selected and trained to serve as reviewers.

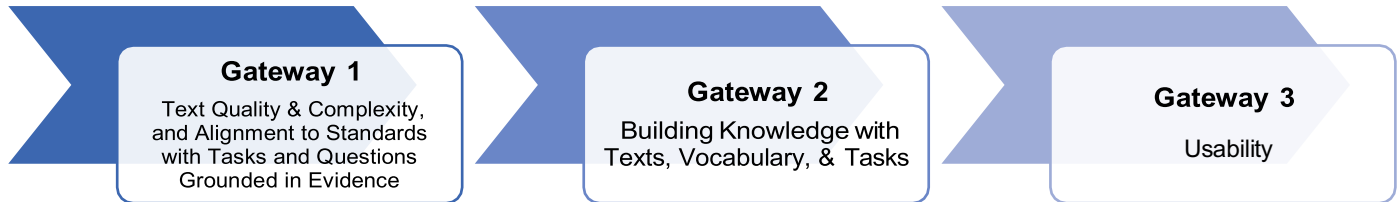
In the fall of 2020, the MDE opened applications for educators interested in serving as reviewers. Hundreds of educators from around the state expressed interest and applied. Applications were screened for ELA content knowledge and skills, and approximately 70 reviewers were invited to participate in reviews for foundational skills and K-12 materials. Each reviewer was trained by EdReports ELA and literacy experts on

topics including the science of reading, rubric gateways, collecting evidence, and the review process.

# The Rubrics: Evidence Collectors and Reports

## ELA Rubric Gateways

At its core, the ELA rubric is designed to evaluate the quality and alignment of comprehensive, year-long programs to ensure teachers have the materials necessary to meet student needs without having to find supplemental materials on their own. ELA materials that are reviewed using these newly developed rubrics will be evaluated based on three Gateways –



- Are quality anchor texts at grade-level complexity? Do they represent the rigor and balance addressed in the standards?
- Are the tasks and questions in reading, writing, speaking, listening, and language aligned to grade-level standards? Do they support student learning?
- Do materials build students' knowledge across topics and content areas?
- Do questions and tasks build to culminating tasks that demonstrate students' abilities to analyze components of texts and topics?
- Do materials promote mastery of grade-level standards by the end of the year?
- Do the instructional materials support high-quality instruction?

These Gateways serve as the organizing feature of the evaluation rubrics. The rubrics include criteria and prioritizes order for sequential review.

## ELA Rubric Features: Indicators

Within each Gateway, there are specific indicators, or specific standards-aligned items. The educators who designed these rubrics also included priority indicators based on statewide goals for Mississippi students. These priority indicators included foundational skills, cultural relevance, English learner supports, and others. Scoring criteria aligned to priority indicators differ slightly from the general indicators in that they have heavier weights.

For example, the highest possible score for priority indicators in Criterion 1.1 is 4, compared to 2 for the others. This difference in weights indicates the importance of the criteria that are being measured. In this example, you see priority indicator 1b which focuses on culturally relevant texts, which includes both the content of texts as well as the inclusion of diverse authors.

Criterion 1.1 Text Quality and Complexity		Texts are worthy of students' time and attention; texts are of quality and are rigorous, meeting the text complexity criteria for each grade.
Indicator * denotes priority indicator	Guiding Questions	Scoring
1a. Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests.	Are the texts worthy of students' time and attention?	0 1 2
<b>1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics, such as gender, race/ethnicity, identity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities.</b>	Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within the culture?	<b>0 2 4</b>
1c. Materials reflect the variety of text types and genres required by the standards of each grade level.	Do the materials reflect a balance of informational and literary reading selections?	0 1 2
<b>1d. Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.</b>	Are the anchor texts of the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided?	0 2 4
1e. Series of texts should be at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2
1f. Materials provide opportunities for students to engage in a volume and variety of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.	Are students reading a volume and variety of texts both through interacting with the teacher and/or classmates or independently in school or outside of the classroom?	0 1 2
<b>Total Available Points in Criterion 1.1</b>		<b>16</b>
		<b>Meets: 14-16</b>
		<b>Partially Meets: 8-13</b>
		<b>Does Not Meet: &lt; 8</b>



## ELA Rubric Features: Criterion

The collection of indicators within a single focus area, called a “criterion,” identifies markers of HQIM. Each criterion is rated based on the totals of the indicators within it. Here, you see Criterion 1.3 from the K-5 rubrics, which includes a review of foundational skills aligned to the Science of Reading. This criterion examines the ways in which materials are aligned to the standards.

## ELA Rubric Features: Scoring

Total scores from each criterion are used to determine a set of materials’ progression through the Gateways. If materials meet or partially meet the requirements indicated in Gateway 1, they go on to be reviewed through Gateway 2. Materials that do not meet the requirements identified in Gateway 1 are not reviewed through Gateway 2, nor Gateway 3. For a visual of this process, reference Figure 1.1.








To be considered as ELA HQIM by the MDE, a curriculum had to Meet or Partially Meet the expectations of each Gateway and achieve an 80% overall alignment to rubric indicators.

Figure 1.1

Gateway 1	Gateway 2	Gateway 3
Green	Green	Green
Green	Green	Yellow
Green	Yellow	Yellow
Yellow	Green	Green
Yellow	Yellow	Green
Yellow	Yellow	Yellow
Red	X	X

Criterion 1.3 Foundational Skills Development		Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.
Indicator * denotes priority indicators	Guiding Questions	Scoring
1a. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.	How do the materials provide explicit instruction and regular practice of phonological awareness and phonics learning?	
1a.i. Explicit instruction in phonological awareness (K-1) and phonics (K-2).		0 2 4
1a.ii. Phonological awareness follows a research-based continuum (K-1).		0 2 4

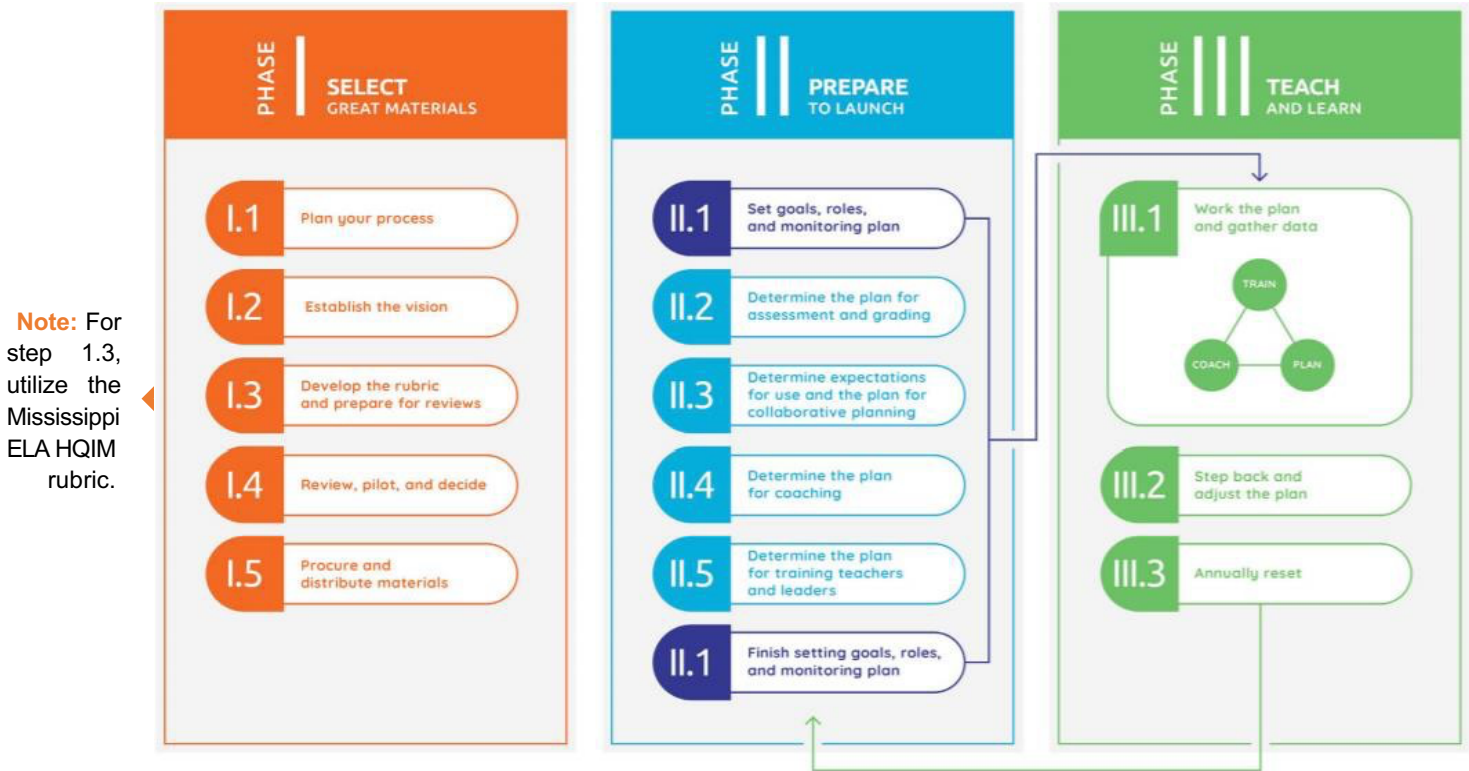
Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence	
High-quality texts are the central focus of lessons, are of the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards 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	Available Points
<b>Criterion 1.1: Text Quality and Complexity</b> Indicators 1a-1f Texts are 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> Indicators 1g-1n Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	24
<b>Criterion 1.3: Foundational Skills Development</b> Indicators 1a-tr Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.	14
<b>Total Available Points in Gateway 1</b>	<b>54</b>
	Meets: 49-54 Partially Meets: 27-48 Does Not Meet: < 27

-  Move forward with adoption.
-  Move forward with adoption.
-  Move forward with adoption with 80% overall rating.
-  Move forward with adoption.
-  Move forward with adoption with 80% overall rating.
-  Move forward with adoption with 80% overall rating.
-  Do not move forward with adoption.

# Part II: Leading a Local ELA Curriculum Materials Review Process

While the MDE has adopted a formal list of curricula they recognize as HQIM, districts may choose to lead their own review of their current materials or curriculum they are interested in adopting.

This [framework](#) captures the leadership actions that create the conditions and support structures to help teachers translate great materials into great instruction. This is designed to be used flexibly and serve as a starting point for districts, which they can adapt to their unique context.



<https://curriculumsupport.org/>

## ELA Materials Review Teams

Review teams are made up of a minimum of five reviewers, a lead facilitator, and a writer. Each member plays a critical role in the success of the reviews they conduct together.

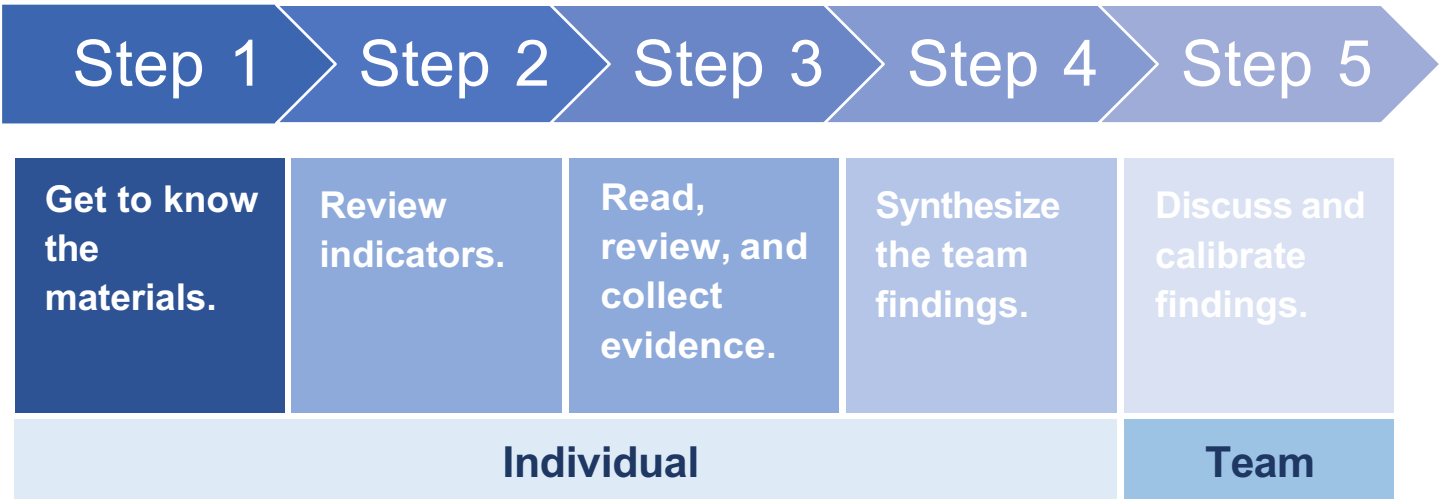
For teams reviewing curriculum and materials for kindergarten through fifth grade, it may be worthwhile to have a separate team focused on only reviewing foundational skills in the materials.

**\*Note:** The foundational skills review team should be composed of educators with a strong foundational skills background.



## Evidence Collection and Consensus

After reviewers are trained on the rubrics and how to collect evidence to inform their rating rationales, they spend time getting to know the materials, reviewing indicators, collecting evidence, and synthesizing team findings.



Each team member looks at every grade and indicator to ensure the entire team considers the program in full. Teams analyze every page of the materials they score and look for evidence that reflects the criterion and indicators listed for the Mississippi-specific indicators. Reviewers use tools such as guidance documents, detailed agendas, and evidence collectors to capture and share information that is then discussed to calibrate findings as a team.

### The Writing Process

The lead facilitator is responsible for synthesizing findings for the team and passing them along to the writer, who then writes draft reports based on the team’s consensus. The report is shared with the complete ELA team for feedback and revisions before being finalized to determine a rating. Materials that receive a score of **Meets (Green)** or **Partially Meets (Yellow)** the expectations for each Gateway and achieves an 80% overall alignment to the rubric indicators are considered high-quality materials by the MDE.



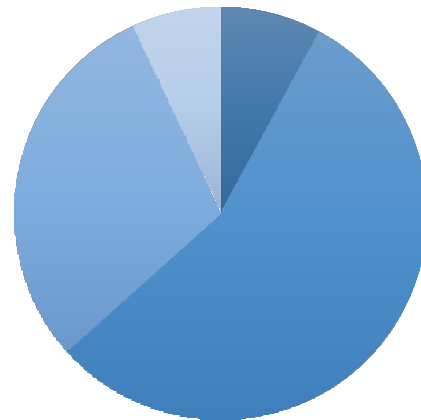
# Part III: Making the Most of the Materials

## The Case for MDE-Approved Materials

The result of the MDE’s 2020 ELA HQIM rubrics and review work is a vetted list of state-approved ELA materials that are Mississippi standards-aligned to meet the needs of Mississippi students. According to [research studies](#), teachers can spend as many as 7 to 12 hours a week searching for and creating instructional resources. Additionally, the types of supplemental materials teachers tend to use on their own are sometimes “mediocre at best, weakly aligned to standards, and offer little to no comprehensive supports for teaching learners with diverse needs” (*Classroom Trends: Teachers as Buyers of Instructional Materials and Users of Technology*). When districts engage in a review process that enables them to adopt HQIM, they are likely to end up with materials that meet the needs of students and make it such that teachers do not spend unnecessary time creating materials. Presently, the MDE allows for local selection of instructional materials; however, state legislation makes it easier for districts and schools to procure materials that are already on the state-approved list. Materials on the state-approved list will be the best option for most Mississippi students.

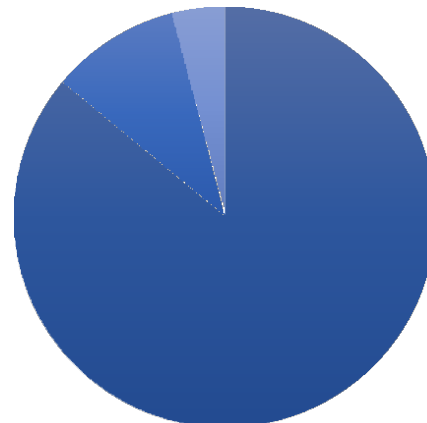
### Weakly Aligned

- Not Aligned
- Weakly Aligned
- Mostly Aligned
- Fully Aligned



### Comprehensive Supports

- No supports offered
- Limited supports offered
- Some supports offered, not comprehensive
- Extensive supports offered, comprehensive of all likely student groups



*The Supplemental Curriculum Bazaar: Is What’s Online Any Good?*, Fordham Institute 2019

## The Mississippi ELA HQIM Rubrics

### K-2 [Rubric](#)

\*Indicators in Criterion 1.3 are specific to foundational skills.

### 3-5 [Rubric](#)

\*Indicators in Criterion 1.3 are specific to foundational skills.

### 6-8 [Rubric](#)

### 9-12 [Rubric](#)

## State-Adopted Curricula ELA HQIM Reports

The [reports](#) produced from the state’s review process contain information districts and teachers can use to:

- 1) determine if they are using HQIM in their classrooms, and
- 2) 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.

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 (Green)**, **Partially Meets (Yellow)**, and **Does Not Meet (Red)**. These designations help educators determine the strength and quality of the materials that were reviewed.

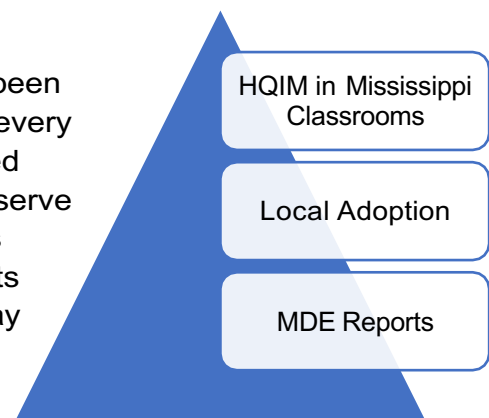
## Reading and Analyzing a Report

The reports produced from Mississippi’s review process contain information that district leaders can use to determine if a set of materials are the right fit for their students. District leaders can determine local priorities based on student data and identify indicators to target on based on those priorities prior to adoptions. Districts can begin by looking at gateway ratings to get a high-level picture of a set of materials’ alignment, knowledge building capabilities, and usability.

From there, district leaders can identify the criterion to learn more about specific characteristics of materials. Drilling down to the indicator level can provide the greatest amount of detail about specific content and features of materials.

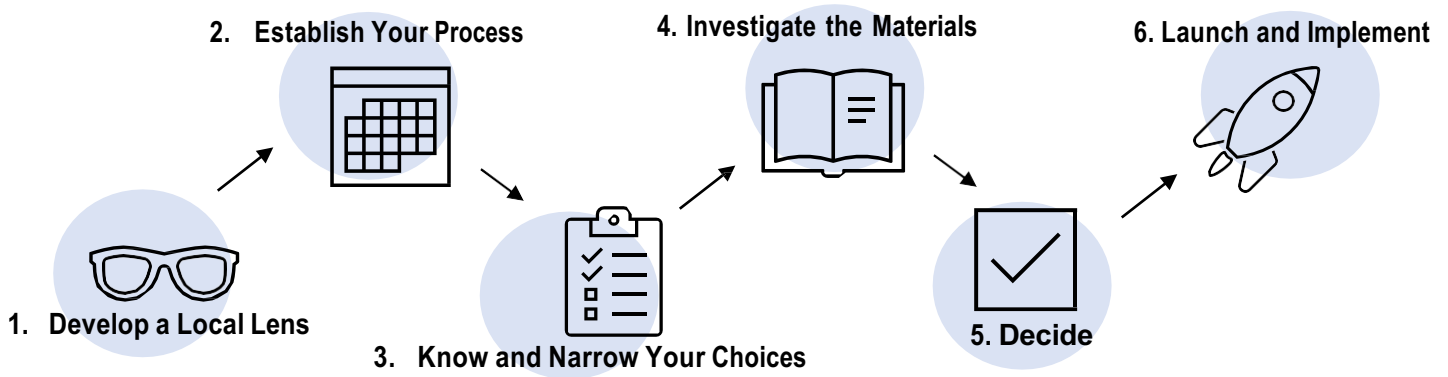
## Using Reports for Local Adoption

Materials listed as **Meets (Green)** by the MDE have already been vetted at the highest level by Mississippi educators; however, every district has unique student needs which need to be considered throughout the local adoption process. The MDE reports can serve as a strong foundation upon which district leaders can use as their guide for selection. It is important to note that *how* districts select materials is just as important as *what* is selected. The way districts engage in a local adoption process can have [lasting implications](#) for how materials are ultimately used.



## Local Adoption Steps

Before beginning a local adoption process, districts should carefully consider the steps they can take to ensure successful adoption and implementation of materials.



For additional information on local adoption steps, please review the following resources:

[Selecting for Quality: 6 Key Adoption Steps](#)

[Data Collection Tool: A Resource to Support Your Materials](#)

[Materials Adoption 101: Engage Educators Upfront](#)

## Part IV: Supplementing Your Current Materials

The MDE promotes the use of state-approved materials; however, the state acknowledges that there may be instances where districts may need to utilize materials that are off-list. Such considerations may be made when districts serve special populations that may require unique materials as well as circumstances where resource and cost implications may prevent a district from obtaining materials on the approved list. The following [resources](#) can support districts analyze how well their instructional materials are aligned and what adjustments may need to be considered to ensure students across the state have access to high-quality, aligned materials (*Making the Most of Your Materials: Using Our Reviews to Plan for Successful Implementation*, EdReports).

01 Explore the Research About Why Materials Matter

02 Understand Strengths & Gaps of Current Programs and Materials

03 Share Your Findings with District Leaders and Educators

04 Utilize MDE and EdReports Resources to Fill Gaps

# HQIM Capacity-Building Resources

## [Instructional Shifts Overview](#)

- Recording
- Slide Deck
- Resources
- Viewing Guide

## [Informational Text Rubric and \[Literary Text Rubric\]\(#\)](#)

The Informational and Literary Text Rubrics can be used again the texts in your current curriculum to help your internal review team identify the text complexity in your materials.

## [The Power of Text Sets](#)

Text sets are intentionally grouped sets of texts and media resources focused on a specific topic designed to help all learners build background knowledge and vocabulary through a volume of reading on science, social studies, and other high-interest topics.

## [EdReports Curricula Reports](#)

Your internal review team can use EdReports' review reports to assist in identifying areas where your current materials may be weak compared to the state-identified list of HQIM. These reports will provide sufficient evidence to support your team in identifying appropriate supplemental materials.

## [Achieve the Core](#)

Achieve the Core resources will support your teachers and internal review team as they learn more about the Instructional Shifts and how to implement HQIM.

# APPENDIX A: Process Deep Dive

## ELA Materials Review and Adoption Process



In Spring 2020, the MDE released a Request for Proposals, asking publishers to submit their products for review. At the same time, the MDE released a formal Call for Reviewers on their website. Over two hundred and eighty educators from across the state submitted formal applications for the opportunity to assist the state in identifying ELA HQIM. The application process required applicants to complete a performance task to determine their understanding of the importance of high-quality materials. These applications were scored against a rubric, and applicants were rank ordered by their final score to determine the review committees for each grade band, including a team specific to the review of foundational skills.

Grade-level review teams were developed, and reviewer names were submitted to both the Governor and the State Superintendent of Education for approval. Reviewers and alternates were then sent through rigorous training with EdReports focused on the rubric and its application. The training lasted twelve weeks, and contained both synchronous and asynchronous components, allowing reviewers the opportunity to deeply learn the rubric prior to the review.

Following training, reviewers completed the formal reviews of submitted materials. Throughout the process, reviewers were supported by a team of facilitators and experts.

Once the review was formally completed, writers began the work of consolidating evidence and rationale provided by the reviewers into final, formal reports. These reports were developed with the intention of providing district and school leaders with a cohesive overview of how the reviewed materials met or partially met the requirements of the rubrics.

Final curriculum titles and publishers which met the criterion of the Mississippi ELA HQIM Rubric were submitted to the Mississippi State Board of Education in May 2021 for approval. Following Board approval, titles, reports, and resources were posted to the MDE's "Why Materials Matter" [webpage](#) for review. In addition, the site also includes a list of HQIM Ambassadors, educators from across Mississippi who serve as expert contacts for districts and schools wishing to embark on the ELA HQIM adoption process.