

ENGLISH LANGUAGE ARTS

High-Quality Instructional Materials Review Rubric

Grade Range: 9-12

Evaluator		Rating Committee	
Publisher			
Title of Textbook Series/Instructional Program			
Grade Range of Textbook Series/Instructional Program		Specific Grade Evaluated	

This evaluation rubric is designed to evaluate assess the extent to which instructional materials align with the *Mississippi College- and Career-Readiness Standards (MCCRS) for English Language Arts*, as well as additional indicators of high-quality instructional materials for the ELA curricula. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for evaluating materials. Within each **Gateway**, **Criterion**, and related **Indicators** are provided along with **Guiding Questions** and **Evidence**.



The evaluation rubric is designed to help reviewers establish a quality threshold for each Gateway. Reviewers should focus on the content present in the instructional materials and any ancillary or complementary resources rather than on what may be inferred. All scores should be based on evidence observed from the instructional materials themselves.

Scoring Protocol and Criteria:

- **No evidence (0):** There is no correlation between the standards and lessons; a logical sequence of content cannot be identified, significant content inaccuracies exist, essential understandings, knowledge, or skills are not addressed, and opportunities to practice essential skills are excluded.
- **Limited (2 or 3):** Limited connections between the standards and the lessons are noted; content may contain some inaccuracies or may not always be clear. Essential understanding, knowledge, or skills are not sufficiently addressed, and there is limited opportunity for students to practice essential skills.
- **Adequate (3 or 5):** Lessons align with the standards; content appears accurate, clear, and in sequential order. Most essential understandings, knowledge, and skills are supported, and many opportunities are provided for students to practice these essential skills.

The High-Quality Instructional Materials Review Rubric is comprised of three sections:

Gateway 1: Alignment to Standards - This is a required submission.

→ Advance to Criterion 1.2 only if Criterion 1.1 scores at least **2 points**.

→ Advance to Gateway 2 only if Criterion 1.2 and Criterion 1.3 scores at least **36 points**.

Gateway 2: Rigor and Instructional Practices - This is a required submission.

→ Advance to Gateway 3 only if Gateway 2 scores at least **29 points**.

Gateway 3: Usability

GATEWAY 1

Alignment to Standards - This is a required submission.

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 Mississippi College and Career Readiness 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.

- **Criterion 1.1 (1a – 1b): Standards Alignment and Accuracy 2 possible points**
Materials must receive a score of MEETS EXPECTATIONS in Criterion 1.1 to proceed to Criterion 1.2
- **Criterion 1.2 (1c – 1h): Learning Progressions and Coherence 26 possible points**
- **Criterion 1.3 (1o – 1u): Alignment to the Standards with Questions and Tasks Grounded in Evidence 34 possible points**
Materials must receive a score of MEETS EXPECTATIONS or PARTIALLY MEETS in Criterion 1.2 and 1.3 combined to be reviewed in Gateway 2.

Criterion 1.1: STANDARDS ALIGNMENT and ACCURACY (NON-NEGOTIABLE)			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
1a. Materials address ALL grade-level/course content within the MS CCRS for English Language Arts.	<ul style="list-style-type: none"> • Are ALL of the high school course standards in the MS CCRS for ELA addressed to support students in achieving end-of-course requirements? 		0 1
1b. ALL materials' lessons/unit objectives or outcomes align with the required skills as knowledge as outlined in the high school course standards in the MS CCRS for English Language Arts.	<ul style="list-style-type: none"> • Do the learning objectives or goals clearly define what students are expected to know and be able to do? • Do ALL learning objectives or goals align with high school course standards? • Do the learning objectives or goals explicitly name the standards to which they are aligned? 		0 1

TOTAL SCORE CRITERION 1.1
Meets: 2 points | Does Not Meet: 0-1 points
IF DOES NOT MEET, STOP REVIEW

Criterion 1.2: TEXT QUALITY and COMPLEXITY

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
1c. Anchor texts are of high quality, require careful reading analysis, and consider a range of student interests.	<ul style="list-style-type: none"> • Are the texts worthy of students' time and attention? • Are texts connected conceptually throughout the unit to enhance overall topic knowledge? • Do materials incorporate texts that require a careful and purposeful reading and re-reading? 		0 2 3
1d. 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.	<ul style="list-style-type: none"> • Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within the culture? 		0 3 5
1e. Materials reflect the variety of text types and genres required by the standards at each grade level.	<ul style="list-style-type: none"> • Do the materials reflect a balance of (informational, literary, poetry, folktales, etc.) reading selections? 		0 2 3
1f. 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.	<ul style="list-style-type: none"> • Text Complexity Chart or range aligned to all anchor text. • Are the anchor texts at the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided? 		0 3 5
1g. Series of supporting 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.	<ul style="list-style-type: none"> • Are anchor texts and supporting text sets providing grade-level material that increase in complexity when sequenced over the course of the school year? 		0 3 5

<p>1h. Materials provide opportunities for students to engage in a volume and variety of reading to support the increased opportunity for independent reading at grade level by the end of the school year, including accountability structures for independent reading.</p>	<ul style="list-style-type: none"> • 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? 		<p>0 3 5</p>
<p>TOTAL SCORE CRITERION 1.2 Meets: 21-26 points Partially Meets: 16-20 points Does Not Meet: 0-15 points</p>			
<p>Criterion 1.3: ALIGNMENT to the STANDARDS with QUESTIONS and TASKS GROUNDED in EVIDENCE</p>			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
<p>1i. Most questions, tasks, and assignments are text-adjacent and/or text-dependent, requiring students to engage with the text directly (re-reading, writing, and discussing the text).</p>	<ul style="list-style-type: none"> • Are the questions, tasks, and assignments connected to texts and require the use of the text to answer? • Do questions encourage students to gather textual evidence to support both what is explicit as well as valid inferences from the text? 		<p>0 3 5</p>
<p>1j. Materials provide frequent opportunities for students to engage in conversations that support building comprehension with grade-level text including extended text discussion.</p>	<ul style="list-style-type: none"> • Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year? • Do discussion/turn and talk protocols support engagement for all students regardless of independent readability? • Are opportunities for purposeful extended text discussion included in weekly lessons? 		<p>0 2 3</p>
<p>1k. Materials support students' listening and speaking opportunities to demonstrate knowledge gained from what they are reading and researching.</p>	<ul style="list-style-type: none"> • Is instructional time dedicated to students practicing and applying speaking and listening skills? 		<p>0 2 3</p>

<p>1l. Materials include a mix of on-demand and varied process writing.</p>	<ul style="list-style-type: none"> • Do materials include on-demand (e.g. quick writes, short responses) and varied process writing (e.g. multiple drafts, revisions over time) tasks? • Are there print and/or digital opportunities? • Do writing tasks include a range of discipline-specific tasks, purposes, and audiences (summaries, reactions, analysis or interpretations of text, notes, and ask/answer questions?) 		<p>0 3 5</p>
<p>1m. Materials include explicit instruction and regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.</p>	<ul style="list-style-type: none"> • Do the materials include a range of writing text types/genres/modes appropriate for the grade level? • Do students engage in evidence-based writing (argumentative, informative/explanatory, narrative) requiring them to gather evidence directly from texts? 		<p>0 3 5</p>
<p>1n. Materials include explicit instruction and frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.</p>	<ul style="list-style-type: none"> • Do students frequently engage in evidence-based writing requiring them to draw evidence directly from texts? 		<p>0 2 3</p>
<p>1o. Materials include explicit instruction of the grade-level grammar and usage standards, with multiple opportunities for application in context.</p>	<ul style="list-style-type: none"> • Do materials provide instruction and application opportunities for all grade-level grammar and usage standards? 		<p>0 3 5</p>
<p>1n. Materials provide the opportunity to explicitly teach vocabulary (morphology, academic terms, and content-related words) cohesively throughout the year by making connections between new words and other known words in and across texts and discussions.</p>	<ul style="list-style-type: none"> • Is there a specific vocabulary routine/protocol that can be applied to any key vocabulary word? • Is instruction targeting morphology included? 		<p>0 3 5</p>

TOTAL SCORE CRITERION 1.2 Meets: 27-34 points Partially Meets: 20-26 points Does Not Meet: 0-19 points
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Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
62	Sum of points from Criterion 1.2 and 1.3	<input type="checkbox"/> Meets (score of 50-62 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Partially Meets (score of 35-49 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-34 points) STOP REVIEW

Gateway 1 Bonus Points AVAILABLE	
Up to 5 additional points may be awarded if the materials provide documented alignment with the MAAP English II End-of-Course Assessment or ACT College-Readiness Benchmarks.	0 5

GATEWAY 2

Rigor and Instructional Practices - This is a required submission.

Gateway 2 examines how 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 2 to be reviewed in Gateway 3.**

- **Criterion 2.1 (2a – 2e): Building Knowledge 27 possible points**
Materials build knowledge through integrated reading, writing, speaking, listening, and language.
- **Criterion 2.2 (2f – 2k): Coherence 24 possible points**

Criterion 2.1: BUILDING KNOWLEDGE			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently while fostering motivation and engagement through meaningful and relevant content .	<ul style="list-style-type: none"> • Are texts organized cohesively around topics/themes to build student knowledge? • Is the content relevant to adolescent learners to support motivation and engagement? 		0 3 5
2b. Materials require students to analyze the key ideas, details, craft, and structure within anchor texts as well as supporting texts using coherently sequenced, high-quality questions and tasks.	<ul style="list-style-type: none"> • Are questions and tasks associated with key ideas and details, and craft and structure logically sequenced and appropriate in their increasing complexity? • Do questions and discussion prompts allow students to connect prior knowledge to new knowledge of conceptual ideas? 		0 2 3
2c. Materials provide explicit instruction in comprehension strategies (e.g. predicting, inferencing, questioning, front loading vocabulary, etc.)	<ul style="list-style-type: none"> • Are lessons included for comprehension strategies with opportunities for practice and independent application? 		0 3 5

2d. Materials require students to analyze the integration of knowledge and ideas within anchor texts as well as across supporting texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.	<ul style="list-style-type: none"> Do questions and tasks integrate knowledge and ideas within a single informational text? Do some questions and tasks integrate knowledge and ideas across multiple texts? Does the content provide opportunity for students to engage in extended text discussion, incorporating prior knowledge into the new content? 		0 2 3
2e. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	<ul style="list-style-type: none"> Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge? Do materials include opportunities to write in response to what students have read and/or discussed? 		0 2 3
2f. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	<ul style="list-style-type: none"> Do the materials include support for students' yearlong writing instruction, engaging students with the grade-level writing standards? 		0 3 5
2g. Materials include a progression of research skills that guide shared research and writing projects to develop students' knowledge using multiple texts and source materials.	<ul style="list-style-type: none"> Do materials include a progression of research skills and shared research opportunities? 		0 2 3
TOTAL SCORE CRITERION 2.1			
Meets: 22-27 points Partially Meets: 16-21 points Does Not Meet: 0-15 points			
Criterion 2.2 COHERENCE			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
2h. Materials include guidance on grade-level aligned instruction, practice, and assessments .	<ul style="list-style-type: none"> Do the materials focus the majority of instructional time on grade-level content? 		0 3 5

2i. Materials regularly and systematically balance time and resources required for following the suggested implementation .	<ul style="list-style-type: none"> Can implementation schedules be reasonably completed in the time allotted? 		0 2 3
2j. Materials help English learners access challenging content and provide teacher guidance for appropriate use of strategies and scaffolds.	<ul style="list-style-type: none"> Are supports provided to ensure work is on grade level and accessible to English language learners? 		0 3 5
2k. Materials regularly provide strategies and supports for students in special populations to work with grade-level content.	<ul style="list-style-type: none"> Are supports provided to ensure work is on grade level but accessible to special populations of students? 		0 3 5
2l. Materials provide all students with extensive opportunities to work with grade-level content and texts .	<ul style="list-style-type: none"> Are supports provided to ensure work is on grade level but accessible to below-grade-level students? 		0 2 3
2m. Materials regularly provide enrichment for students who read, write, speak, and/or listen above grade level .	<ul style="list-style-type: none"> Are grade-level concepts extended through tasks/questions for students at/above grade level? 		0 2 3
TOTAL SCORE CRITERION 2.2			
Meets: 19-24 points Partially Meets: 14-18 points Does Not Meet: 0-13 points			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
51	Sum of points from Criterion 2.1 and 2.2	<input type="checkbox"/> Meets (score of 41-51 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Partially Meets (score of 29-40 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Does Not Meet (score of 0-28 points) STOP REVIEW

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.

- Criterion 3.1 (3a – 3g): Teacher Supports 26 possible points**
 Resources include materials for teachers to plan and implement instruction with integrity and to further their professional learning.
- Criterion 3.2 (3h – 3k): Assessment 20 possible points**
 Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of how much students can independently demonstrate the assessed standards.
- Criterion 3.3 (3l – 3r): Student Supports 24 possible points**
 Materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
- Criterion 3.4 (3s – 3v): Intentional Design 12 possible points**
 Materials are visually engaging and reference or integrate digital technology (when applicable), with guidance for teachers.

Criterion 3.1: TEACHER SUPPORTS			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3a. Materials provide teacher guidance with useful annotations and suggestions for how to utilize the student materials and ancillary materials .	<ul style="list-style-type: none"> Is the teacher’s edition structured to provide information that will assist in implementing the student or ancillary materials? 		0 3 5
3b. Materials provide a teacher's edition that contains explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own literary analysis.	<ul style="list-style-type: none"> Does each lesson and unit align to the MCCRS for English Language Arts? Does the content or course connect to previous and upcoming content or courses? 		0 3 5

3c. Materials provide a teacher's edition that includes standards correlation information that explains the role of the standards in the context of the overall series.	<ul style="list-style-type: none"> Does each lesson and unit align to the MCCRS for English Language Arts? Does the content connect to previous and upcoming content or courses? 		0 3 5
3d. Materials provide strategies for informing all stakeholders, including students and care givers about the program and suggestions for how they can help support student progress and achievement.	<ul style="list-style-type: none"> Do the materials include strategies for informing students and caregivers about the program? Do the materials contain suggestions for how caregivers can help support student progress and achievement? 		0 2 3
3e. Materials provide explanations of the instructional approaches of the program and identification of research-based strategies.	<ul style="list-style-type: none"> Do the materials provide explanations of the instructional approaches of the program? Do the materials identify research-based strategies that have informed the design of the materials? 		0 3 5
3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	<ul style="list-style-type: none"> Do the materials contain a comprehensive list of materials needed to support implementation? 		0 2 3
TOTAL SCORE CRITERION 3.1			
Meets: 21-26 points Partially Meets: 15-20 points Does Not Meet: 0-14 points			
Criterion 3.2: ASSESSMENTS			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3g. Assessment information is included in the materials to indicate which part of the standards are assessed throughout the curriculum.	<ul style="list-style-type: none"> Do the materials include a plan for how the standards are spiraled throughout the school year? Do the assessments identify which part of the standards are being assessed? 		0 3 5

3h. Assessments provide aligned rubrics and scoring guidelines that include guidance to teachers for interpreting student performance.	<ul style="list-style-type: none"> Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for remediation and enrichment based on student performance? 		0 3 5
3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	<ul style="list-style-type: none"> Do individual assessments contain a variety of item types (e.g. short response, multi-select, technology-enhanced) that assess the depth and rigor of the grade-level standards? 		0 3 5
3j. A system of assessments is provided.	<ul style="list-style-type: none"> Do the materials include formative and summative assessments throughout individual units as well as built-in benchmarks (BoY, MoY, EoY)? 		0 3 5

TOTAL SCORE CRITERION 3.2
Meets: 16-20 points | Partially Meets: 12-15 points | Does Not Meet: 0-11 points

Criterion 3.3: STUDENT SUPPORTS

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3k. Materials provide opportunities for teachers to use a variety of collaborative strategies .	<ul style="list-style-type: none"> Are there collaborative opportunities during whole group instruction (paired, groups, individual)? Do the materials and routines support student discussion of text? 		0 2 3
3l. Materials provide varied learning tasks for students to demonstrate their learning.	<ul style="list-style-type: none"> Are there varied learning tasks for students to demonstrate their learning? 		0 2 3
3m. Materials provide opportunities for students to monitor their own learning .	<ul style="list-style-type: none"> Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress? 		0 2 3

3n. Materials provide guidance and strategies to encourage and support teachers to draw upon student home language to facilitate learning.	<ul style="list-style-type: none"> Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language (English Learner Strategies)? 		0 2 3
3o. Materials provide guidance and strategies to encourage and support teachers to draw upon students' diverse cultural, linguistic, and social backgrounds to facilitate learning.	<ul style="list-style-type: none"> Are the materials designed to elicit and leverage students' diverse cultural and social backgrounds? 		0 2 3
3p. Materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content.	<ul style="list-style-type: none"> Consider students identified with an Individual Education Program (IEP), Language Service Plan, 504 Plan. Are assessment accommodation suggestions available (e.g. text to speech)? 		0 2 3
3q. Materials provide opportunities for students to set learning goals .	<ul style="list-style-type: none"> Are opportunities to allow students to set learning goals related to skills and/or knowledge included? 		0 2 3
3r. Materials offer differentiated instruction that addresses remediation and extension/enrichment.	<ul style="list-style-type: none"> Are activities included for students who need grade-level remediation? Are extension and enrichment activities included for students to explore their interests and delve deeper into subject? 		0 2 3
TOTAL SCORE CRITERION 3.3 Meets: 19-24 points Partially Meets: 13-18 points Does Not Meet: 0-12 points			
Criterion 3.4: INTENTIONAL DESIGN			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3s. Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students.	<ul style="list-style-type: none"> Do the materials integrate digital technology and interactive tools for student engagement? 		0 2 3

3t. Materials include or reference digital technology that provides opportunities for teachers and students to collaborate.	<ul style="list-style-type: none"> Do digital materials provide opportunities for teachers and students to collaborate with each other when applicable (e.g. slide deck, interactive digital technology)? 		0 2 3
3u. The visual design (print or digital) is engaging for students.	<ul style="list-style-type: none"> Does the visual design support (e.g. slide deck) student learning and engagement? 		0 2 3
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	<ul style="list-style-type: none"> Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning? 		0 2 3
TOTAL SCORE CRITERION 3.4			
Meets: 10-12 points Partially Meets: 7-9 points Does Not Meet: 0-6 points			

Gateway 3 Points AVAILABLE	Gateway 3 Points ACHIEVED	GATEWAY 3 RATING
82	Sum of Criterion 3.1, 3.2, 3.3, and 3.4 points	<input type="checkbox"/> Meets (score of 66-82 points) <input type="checkbox"/> Partially Meets (score of 46-65 points) <input type="checkbox"/> Does Not Meet (score of 0-45 points)

Gateway 3 Bonus Points AVAILABLE	
Specific curricula previously listed on the 2020 MDE HQIM approved list are automatically awarded 5 bonus points in Gateway 3.	0 5

TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	GATEWAY 2	GATEWAY 3	GRAND TOTAL
of 62 points	of 51 points	of 82 points	of 195 points