



FORM F.2 Citation Alignment and Scoring Rubric – ELA Grades 11/12

2014 Adoption Institute Grade 9 – 12 ELA; CORE Reading; Modern, Classical and Native Languages

Publisher / Imprint: _____	Imprint: _____
Title of Student Edition: _____	ISBN: _____
Title of Teacher Edition: _____	ISBN: _____

Reviewer Name: _____ Reviewer Number: _____ Date: _____ Facilitator: _____

TOTAL SCORE – to be completed after all criteria are scored

SECTION	REVIEWER TOTAL	FACILITATOR VERIFICATION	FACILITATOR NOTES:
Section 1			Facilitator Signature: _____
Section 2A			
Section 2B			
TOTAL			

SECTION 1 Criteria

Publisher:

- Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
- Citations for Section 1 will usually refer to the Student Edition and Student Workbook, but may refer to the Teacher Edition
- For criteria that have multiple items (a, b, c, etc.), cite to each lettered sub-item.
- For criteria that have multiple requirements, cite to the highest level of Bloom’s embedded in the criteria. For example, see criterion #13: “determine the meaning of words and phrases,” and “analyze the cumulative impact of specific word choices.” Cite to the part of the criterion that is reflective of Level 3 of Bloom’s Taxonomy; that is, “analyze.”

Reviewer: Use the Student Edition and the Teacher Edition to conduct this portion of the review.

Points are assessed as follows:

- Ten (10) The citation demonstrates Bloom’s Level 3
- Six (6) The citation demonstrates Bloom’s Level 2
- Zero (0) The citation does not meet either Level 2 or Level 3
- For items that are designated in the Citation Level 3 column as “Level 3 does not apply” – determine if the citation meets Level 2. Assess a maximum of 6 points.

SECTION 1: Common Core State Standards – English Language Arts – Grades 11/12				
#	READING STANDARDS FOR LITERATURE RL 11 - 12			
	Key Ideas and Detail – Literature	Citation Level 2	Citation Level 3	Score
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
	Craft and Structure –Literature	Citation Level 2	Citation Level 3	Score
4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
	Integration of Knowledge and Ideas - Literature	Citation Level 2	Citation Level 3	Score
7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
8	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
#	Reading Standards for INFORMATIONAL TEXT GR 11 – 12			
	Key Ideas and Detail – Informational Text	Citation Level 2	Citation Level 3	Score
9	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
10	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
11	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
	Craft and Structure – Informational Text	Citation Level 2	Citation Level 3	Score
12	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and			

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	refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).			
13	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
14	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.			
	Integration of Knowledge and Ideas – Informational Text	Citation Level 2	Citation Level 3	Score
15	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			
16	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).			
17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.			
	WRITING STANDARDS GR 11 – 12			
	Text Types and Purposes	Citation Level 2	Citation Level 3	Score
18	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	a. b. c. d. e.	a. b. c. d. e.	
19	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;	a. b. c. d. e.	a. b. c. d. e.	

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	include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	f.	f.	
20	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	a. b. c. d. e.	a. b. c. d. e.	
	Craft and Structure	Citation Level 2	Citation Level 3	Score
21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Level 3 does not apply.	
22	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		Level 3 does not apply.	
23	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		Level 3 does not apply.	
	Integration of Knowledge and Ideas	Citation Level 2	Citation Level 3	Score
24	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
25	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each			

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	source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
26	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. <i>Reading standards to literature</i> (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more text from the same period treat similar themes or topics”).			
27	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. <i>Reading standards to literary nonfiction</i> (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).			
	Range of Writing	Citation Level 2	Citation Level 3	Score
28	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		Level 3 does not apply.	
	SPEAKING AND LISTENING STANDARDS GR 11 – 12			
	Comprehension and Collaboration	Citation Level 2	Citation Level 3	Score
29	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	a. b. c. d.	Level 3 does not apply.	
30	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
31	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			

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	Presentation of Knowledge and Ideas	Citation Level 2	Citation Level 3	Score
32	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		Level 3 does not apply.	
33	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		Level 3 does not apply.	
34	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		Level 3 does not apply.	
LANGUAGE STANDARDS GR 11 – 12				
	Conventions of Standard English	Citation Level 2	Citation Level 3	Score
35	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed.	a. b.	Level 3 does not apply.	
36	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	a. b.	Level 3 does not apply.	
	Knowledge of Language	Citation Level 2	Citation Level 3	Score
37	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		Level 3 does not apply.	
	Vocabulary Acquisition and use	Citation Level 2	Citation Level 3	Score
38	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	a. b. c. d.	Level 3 does not apply.	

SECTION 1: Common Core State Standards – English Language Arts – Grades 11/12				
39	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	a. b.	a. b.	
40	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Level 3 does not apply.	
#	Publisher's Criteria - Content	Citation Level 2	Citation Level 3	
41	Do the materials provide cognitively demanding activities that elicit critical thinking and reasoning?			

SECTION 1:	TOTAL SECTION SCORE
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SECTION 2.A: OTHER RELEVANT CRITERIA	
Publisher:	<ul style="list-style-type: none"> Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom's. Citations for Section 2 "Other Relevant Criteria" may refer to the Teacher Edition or Student Edition. All three citations must be found satisfactory by the reviewer to meet the requirements of the standard.
Reviewer:	<ul style="list-style-type: none"> Zero (0): One or more of the citations did not meet the requirements of the standard. Five (5): All 3 citations met the requirements of the standard.

SECTION 2.A: Other Relevant Criteria – Publisher's Criteria					
#	Text Selection	Occurrence 1	Occurrence 2	Occurrence 3	Score
42	Text Selection – Complexity of Text Include extended as well as shorter, challenging texts that elicit close, critical reading of multiple passages for varied purposes? Are they provided regularly at each grade level? (e.g., passages, plays, poetry, full length readings that are both literary and informational.)				
#	Text Selection – Range of Texts Materials must reflect the distribution of text types and genres required by the standards. Do the selected texts and materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
43	Reflect the genres and text characteristics that are specifically required by the standards at each grade level band. (e.g., informational texts, narratives, poetry, plays, speeches, scientific and historical documents)?				
44	Pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study?				

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

45	Provide a sequence or collection of texts, with specific anchor texts of grade-level complexity that are selected for close reading? (Anchor texts: provide essential opportunities for students to continuously return the text(s) for conducting deep analyses for greater understanding of sources?)				
#	Text Selection – Quality of Texts High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information. Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
46	Provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text, varied by genre and subject matter. (e.g., classics, contemporary, sciences, humanities, social studies, cultural studies, etc.)				
47	Informational texts with a variety of informational text structures and follow the distribution of subject matter (e.g., speeches, editorials, newspaper articles, essays, literary nonfiction, seminal US and foundational documents)				
	Text-Dependent and Text-Specific Questions				
	Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text specific and draws student attention to the particulars in the text. Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
48	Provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text?				
49	Provide high-quality sequences of text-dependent questions that elicit sustained attention to the specifics of the text and their impact.				
50	Provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band?				
51	Provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts?				
	Scaffolding and Supports				
52	Do the materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards? (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold)?				
	Writing to Sources and Research The materials give students extensive opportunities to write in response to sources, to draw on textual evidence, and to support valid inferences from the text. Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
53	Provide multiple opportunities for students to write to sources as key tasks. That is, are asked in their writing to analyze and synthesize sources, present careful analysis, and offer well-defended claims and clear information?				
	Language Materials must adequately address the Language standards for the grade-level band. Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
54	Provide real-world activities for student practice with natural language (e.g. mock interviews, presentations)?				
	Academic Vocabulary Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
55	Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary?				

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

	Content Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
56	Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS?				
57	Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards?				
	Equity Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
58	Promote correct and appropriate use of English language?				
59	Provide clear and concise instruction to teachers and students?				
60	Provide opportunities for teacher and students to integrate with other content areas?				
	Assessment Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
61	Offer assessment tools that measure student progress in all strands of the CCSS?				
62	Assess students at a variety of knowledge levels (Bloom’s, Depth of Knowledge, etc.) centered on grade level texts aligned and measures against the CCSS expectations?				
63	Offer varied formative and summative assessment tools, clearly defining which standards are being assessed?				
64	Offer rubrics and scoring guidelines for accompanying assessments that provide teachers sufficient guidance in interpreting student performance?				
	Technology and Digital Resources Do the materials:	Occurrence 1	Occurrence 2	Occurrence 3	Score
65	Include technology–based reference tools that provide teachers with additional tasks and resources?				
66	Include teacher guidance for use of embedded technology to support and enhance student learning?				
67	Provide opportunities for students’ presentations, reading, and projects using technology?				
	Construction and Design of Materials Reviewers: Items 68-71 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low or none – zero	Publishers: do not enter citations for items 68-71.			Score
68	Have appropriate font and print size and organization?	<input type="checkbox"/> High 8-10 pts	<input type="checkbox"/> Medium 5-7 pts	<input type="checkbox"/> Low/none 0 pts	
69	Have a highly functional yet inviting appearance?	<input type="checkbox"/> High 8-10 pts	<input type="checkbox"/> Medium 5-7 pts	<input type="checkbox"/> Low/none 0 pts	
70	Have a clearly organized Teachers’ Edition?	<input type="checkbox"/> High 8-10 pts	<input type="checkbox"/> Medium 5-7 pts	<input type="checkbox"/> Low/none 0 pts	
71	Have teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning?	<input type="checkbox"/> High 8-10 pts	<input type="checkbox"/> Medium 5-7 pts	<input type="checkbox"/> Low/none 0 pts	

#	SECTION 2.B – Other Relevant Criteria – Student Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
72	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.				
73	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.				
74	The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.				
75	The textbook provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.				
76	The textbook provides visual presentations to assist students' comprehension.				
77	The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.				
78	The textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences.				
79	The textbook provides references to support student learning such as a glossary and word lists.				
#	SECTION 2.B – Other Relevant Criteria – Teacher Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
80	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.				
81	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.				
82	The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.				
83	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).				
--	The Teacher's Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):	Score A – C below	---	---	---
84	a. Writing activities where students explain their thinking.				
85	b. Cooperative learning strategies				
86	c. Daily or weekly lessons identify common core focus standards.				
87	The Teacher's Edition provides the teacher with instructional strategies for every lesson.				
88	The Teacher's Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.				
89	The Teacher's Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.				

SECTION 2.A:

TOTAL
SECTION
SCORE

SECTION 2.B: SUMMARY STANDARDS – ASSESS RANGE OF POINTS

SECTION 2.B: OTHER RELEVANT CRITERIA

Publisher:

- Do not enter any information for items in Section 2.B.

Reviewer:

- Items 90-91 are to be scored based upon reviewer assessment as to how well the text allows students to achieve the listed outcomes. Apply any point value from 0 to 100.

	Range of Reading/Level of Text Complexity Reviewers: Items 90 and 91 are to be scored based upon reviewer assessment as to how well the text allows students to achieve the following outcomes:	Publishers: do not enter citations for items 90 and 91.			Score
90	Literature: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<input type="checkbox"/> High 90 - 100 pts	<input type="checkbox"/> Medium 75 - 89 pts	<input type="checkbox"/> Low 0 – 74 pts	
91	Informational Text: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	<input type="checkbox"/> High 90 - 100 pts	<input type="checkbox"/> Medium 75 - 89 pts	<input type="checkbox"/> Low 0 – 74 pts	

SECTION 2.B:

TOTAL
SECTION
SCORE