

Criteria for the Adoption of Basal Instructional Materials for

Category 1: Elementary Grades (K-5/6) English/Language Arts (ELA) Bridge Year Criteria

Amended Contract Years 2013-2014

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with materials previously submitted/adopted, the submitted materials must make up an organized system of instruction that:

- Align with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Does the program meet the above requirements for basal instructional materials?

_____ **Yes**

_____ **No**

B. EQUITY CRITERIA

Submitted Materials Must:

- Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ **Yes**

_____ **No**

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted Materials Must:

- Have assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ **Yes**

_____ **No**

10	Exceeds the criteria
9	
8	Adheres to the criteria
7	
6	Sometimes adheres to the criteria
5	
4	Occasionally adheres to the criteria
3	
2	Rarely adheres to the criteria
1	

Category 1: Elementary Grades (K-5/6) English/Language Arts (ELA) Bridge Year Criteria

1. ____ Provides high quality, complex informational text (literary non-fiction for ELA) to ensure a balance of literary and informational texts (50% / 50%).
2. ____ Provides complex texts and multiple differentiated texts and resources for an in-depth look at a single topic across the subject areas (See CCSS Appendix B for exemplar texts).
3. ____ Provides literary and informational *central* texts of varying lengths supported by companion texts that address a range of complexity (CCSS Appendix A).
4. ____ Provides texts and resources that elicit deep thinking and text-based responses, e.g., assessments and learning activities that address a range of complexity.
5. ____ Provides tasks and resources that support frequent informative; argumentative; and short, research-based writing (CCSS Appendix C).
6. ____ Consistently includes *tier 2* vocabulary acquisition.

Criteria for the Adoption of Basal Instructional Materials for

Category 2: Middle Grades (6-8) English/Language Arts (ELA) Bridge Year Criteria)

Amended Contract Years 2013-2014

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with materials previously submitted/adopted, the submitted materials must make up an organized system of instruction that:

- Align with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

Does the program meet the above requirements for basal instructional materials?

_____ Yes

_____ No

B. EQUITY CRITERIA

Submitted Materials Must:

- Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ Yes

_____ No

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted Materials Must:

- Have assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ Yes

_____ No

10	Exceeds the criteria
9	
8	Adheres to the criteria
7	
6	Sometimes adheres to the criteria
5	
5	Occasionally adheres to the criteria
3	
2	Rarely adheres to the criteria
1	

Category 2: Middle Grades (6-8) English/Language Arts (ELA) Bridge Year Criteria

1. ____ Provides high quality, complex informational text (55% by grade 8).
2. ____ Provides multiple complex texts that are content-specific (e.g. history/social studies, science, and technical subjects) and are tied to grade-level standards (See CCSS Appendix B for exemplar texts).
3. ____ Provides complex *central* texts supported by companion texts of varying lengths and levels of difficulty (CCSS Appendix A).
4. ____ Provides high quality texts and resources that elicit and assess deep analyses and responses.
5. ____ Provides tasks, models, and writing strategies to enable students to inform; demonstrate understanding; construct arguments; and write short, focused research-based papers (CCSS Appendix C).
6. ____ Embeds academic *tier 2* vocabulary and effective strategies for vocabulary instruction.

Criteria for the Interim Adoption of Basal Instructional Materials for

Category 3: 9-12 English/Language Arts (ELA) Bridge Year Criteria

Amended Contract Years 2013-2014

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with materials previously submitted/adopted, the submitted materials must make up an organized system of instruction that:

- Align with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

Does the program meet the above requirements for basal instructional materials?

_____ Yes

_____ No

B. EQUITY CRITERIA Submitted Materials Must:

- Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ Yes

_____ No

C. National Instructional Materials Accessibility Standard (NIMAS) Submitted Materials Must:

- Have assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ Yes

_____ No

10	Exceeds the criteria
9	
8	Adheres to the criteria
7	
6	Sometimes adheres to the criteria
5	
6	Occasionally adheres to the criteria
3	
2	Rarely adheres to the criteria
1	

Category 3: 9-12 English/Language Arts (ELA) Bridge Year Criteria

1. ____ Provides high quality, complex informational text (70% by end of high school).
2. ____ Provides varied prompts and tools for deep reading of complex, subject- specific content (See CCSS Appendix B for exemplar texts)
3. ____ Provides texts within CCSS complexity bands (CCSS Appendix A) and contains *central* texts supported by companion texts of varied lengths and levels.
4. ____ Provides high quality texts that demand in-depth analysis and resources that include differentiated instructional strategies and assessments.
5. ____ Provides explicit instruction in the writing process for informative; argumentative; and short, focused research-based writing and includes writing samples and resources for teaching and assessing. (CCSS Appendix C).
6. ____ Provides explicit and recursive instruction in *tier 2* academic vocabulary.

Criteria for the Adoption of Basal Instructional Materials for

Category 4: Elementary Grades (K-5/6) Mathematics Bridge Year Criteria

Amended Contract Years 2013-2015

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with previously submitted/adopted, the materials must include an organized system of instruction that:

- Align with the Common Core State Standards for Mathematics

Does the program meet the above requirements for basal instructional materials?

_____ **Yes**

_____ **No**

B. EQUITY CRITERIA

Submitted Materials Must:

- Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ **Yes**

_____ **No**

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted Materials Must:

- Have assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ **Yes**

_____ **No**

10	Exceeds the criteria
9	
8	Adheres to the criteria
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6	Sometimes adheres to the criteria
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4	Occasionally adheres to the criteria
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2	Rarely adheres to the criteria
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Category 4: Elementary Grades (K-5/6) Mathematics Bridge Year Criteria

1. ____ Alignment provides a grade level depth of focus for foundational and conceptual understanding.
2. ____ Actively makes CCSS vertical alignment connections within and across grades levels to extend prior learning.
3. ____ Provides materials to apply a variety of appropriate procedures as students solve problems.
4. ____ Materials are designed to foster a classroom environment in which students can engage in, and develop, the varieties of expertise described in CCSS mathematical practices.
5. ____ Provides frequent opportunities through authentic real-world application of higher order skills and modeling skills with the focus of high school graduation and success beyond 12th grade.
6. ____ Provides a balance of content practice, application, and assessment of skills developed through conceptual understanding and mathematical practices and address the four CCSS SMARTER Balanced Math claims: Conceptual understanding/Procedural fluency, Problem solving, Communication and argumentation, and Modeling/performance task.

Criteria for the Adoption of Basal Instructional Materials for

Category 5: Middle Grades (6-8) Mathematics Bridge Year Criteria

Amended Contract Years 2013-2015

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with previously submitted/adopted, the materials must include an organized system of instruction that:

- Align with the Common Core State Standards for Mathematics

Does the program meet the above requirements for basal instructional materials?

_____ Yes

_____ No

B. EQUITY CRITERIA

Submitted Materials Must:

- Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ Yes

_____ No

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted Materials Must:

- Have assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ Yes

_____ No

10	Exceeds the criteria
9	
8	Adheres to the criteria
7	
6	Sometimes adheres to the criteria
5	
4	Occasionally adheres to the criteria
3	
2	Rarely adheres to the criteria
1	

Category 5: Middle Grades (6-8) Mathematics Bridge Year Criteria

1. ____ Alignment identifies where critical areas and gaps are addressed and explains the depth (cognitive demand levels) of the CCSS.
2. ____ Clearly articulated CCSS connections across grade levels specific to these instructional materials.
3. ____ Procedures are presented as generalized methods so students can understand foundational procedures.
4. ____ Materials foster a classroom environment where students engage in and develop mathematical practices described in the CCSS.
5. ____ Authentic academic tasks engage students in higher order thinking skills that allows the opportunity for students to choose and use appropriate mathematical models and link statistics to relevant applications.
6. ____ Materials provide balance between product/process in both content and assessment as they relate to the four CCSS SMARTER Balanced math claims: Conceptual understanding/Procedural fluency, Problem solving, Communication and argumentation, and Modeling/performance task.

Criteria for the Adoption of Basal Instructional Materials for

Category 6: Secondary Grades (9-12) Mathematics Bridge Year Criteria

Amended Contract Years 2013-2016

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

In combination with previously submitted/adopted, the materials must include an organized system of instruction that:

- Align with the Common Core State Standards for Mathematics

Does the program meet the above requirements for basal instructional materials?

_____ Yes

_____ No

B. EQUITY CRITERIA

Submitted Materials Must:

- Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ Yes

_____ No

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted Materials Must:

- Have assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ Yes

_____ No

10	Exceeds the criteria
9	
8	Adheres to the criteria
7	
6	Sometimes adheres to the criteria
5	
9	Occasionally adheres to the criteria
3	
2	Rarely adheres to the criteria
1	

Category 6: Secondary Grades (9-12) Mathematics Bridge Year Criteria

1. ____ The materials clearly demonstrate alignment to the CCSS.
2. ____ Vertical alignment provides connections to the standards across grades, courses, and within the course.
3. ____ Materials support modifying and/or adapting procedures to apply them.
4. ____ Materials are designed to foster a classroom environment in which students can engage in, and develop, the varieties of expertise described in Standards for Mathematical Practice.
5. ____ Materials have authentic applications that include rigorous content and higher order thinking skills which incorporate a variety of modeling activities that require students to use statistics to analyze empirical situations and to understand them better to improve decisions.
6. ____ Materials reflect the SMARTER balanced math claims: Conceptual understanding and Procedural fluency; Problem solving; Communication and argumentation and Modeling/performance task.