

SASD Evaluation Tool for Writing Resources

Overview

| 3 Tier Evaluation Model (Resource must meet or partially meet Tiers 1 & 2 to consider Tier 3) | Score |
|--|--|
| <p style="text-align: center;">Tier 1- Use of High Quality Texts and Evidence-Based Discussion and Writing</p> <ul style="list-style-type: none"> Do the resources provide anchor texts that are high-quality, appropriate grade level complexity and lead to literacy skill development? Do the questions, tasks and student performance criteria utilize resources, support analysis of anchor texts and support proficiency in grade level standards? <ul style="list-style-type: none"> Do the resources support equity and student acquisition of grade level standards? | <p style="text-align: center;">34 Points Possible</p> <p style="text-align: center;">Meet Expectations: 34-38</p> <p style="text-align: center;">Partially Meets Expectations: 19-33</p> <p style="text-align: center;">Does Not Meet Expectations: <19</p> |
| <p style="text-align: center;">Tier 2- Building Knowledge</p> <ul style="list-style-type: none"> Do the resources fit into a scope and sequence that builds knowledge systematically in reading, writing, speaking and listening? Do the materials support student understanding and application of the writing process and develop academic language? <ul style="list-style-type: none"> Do the resources support an increase in volume and stamina in student writing? | <p style="text-align: center;">16 Points Possible</p> <p style="text-align: center;">Meet Expectations: 14-16</p> <p style="text-align: center;">Partially Meets Expectations: 8-13</p> <p style="text-align: center;">Does Not Meet Expectations: <8</p> |
| <p style="text-align: center;">Tier 3- Access for All Students and Teachers</p> <ul style="list-style-type: none"> Do the resources provide supports to understand grade level targets for mastery through rubrics and/or other means of assessment? Are supplemental resources available to aid students and teachers ability to meet or exceed grade level standards through scaffolding or enrichment opportunities? Are the resources adaptable, accessible and able to be implemented into the current programming? | <p style="text-align: center;"><u>Student Access:</u> 12 Points Possible Meet Expectations: 10-12 Partially Meets Expectations: 6-8 Does Not Meet Expectations: <6</p> <p style="text-align: center;"><u>Teacher Access:</u> 24 Points Possible Meet Expectations: 21-24 Partially Meets Expectations: 20-12 Does Not Meet Expectations: <12</p> |

Purpose:

SASD Evaluation Tool for Writing Resources

Tier One

| Tier | Ideals | Descriptors | Rating | | |
|---|--|---|--------|--------------|---|
| Tier 1 Use of High Quality Texts and Evidence-Based Discussion and Writing | CCSS | Materials have the appropriate level of complexity for the grade as defined by the standards. | 4 | 2 | 0 |
| | Performance Criteria & Tasks | Materials include a variety of explicit instruction (mini lessons) to address skills that need to be applied both in and out of context. | 4 | 2 | 0 |
| | | Tasks build to a culminating written piece that integrates skills that reflect proficiency of the standards selected. | 4 | 2 | 0 |
| | | Materials provide opportunities for the students to address either a specific type of writing or different types of writing as defined by the standards (narrative, argumentative, etc.) . | 4 | 2 | 0 |
| | Utilizes questions to support analysis of provided anchor/mentor texts. | Most questions in the materials are text dependent, requiring students to draw upon textual evidence to support both what is explicit as well as valid inferences from the text. (Ex. Informative & Argumentative Writing) OR Analysis of text is utilized to help students identify and integrate skills necessary for the style of writing. (Ex. Narrative Writing) | 4 | 2 | 0 |
| | Anchor/Mentor Texts | Texts are worthy of students’ time and attention as they are at an appropriate level of complexity for the grade according to quantitative analysis, qualitative analysis, and relationship to their associated student task. | 4 | 2 | 0 |
| | | Consider a range of student interests, backgrounds, and cultures. | 2 | 1 | 0 |
| | | Support students’ increasing literacy skills. | 4 | 2 | 0 |
| | | Provides opportunities for rich and rigorous evidence-based discussions. | 4 | 2 | 0 |
| | Score | 34 Points Possible | | Total Points | |
| Rating | Meet Expectations: 30-34 Partially Meets Expectations: 17-29 Does Not Meet Expectations: <17 Criteria <u>must</u> “Meet” or “Partially Meet Expectations” to move to Tier 2 | | | | |

| Tier One Descriptors | Notes/Evidence on Resource |
|--|----------------------------|
| <p>Materials have the appropriate level of complexity for the grade as defined by the standards.</p> | |
| <p>Materials include a variety of explicit instruction (mini lessons) to address skills that need to be applied both in and out of context.</p> <p>Tasks build to a culminating written piece that integrates skills that reflect proficiency of the standards selected.</p> <p>Materials provide opportunities for the students to address either a specific type of writing or different types of writing as defined by the standards (narrative, argumentative, etc.) .</p> | |
| <p>Most questions in the materials are text dependent, requiring students to draw upon textual evidence to support both what is explicit as well as valid inferences from the text. (Ex. Informative & Argumentative Writing)</p> <p style="text-align: center;">OR</p> <p>Analysis of text is utilized to help students identify and integrate skills necessary for the style of writing. (Ex. Narrative Writing)</p> | |
| <p>Texts are worthy of students' time and attention as they are at an appropriate level of complexity for the grade according to quantitative analysis, qualitative analysis, and relationship to their associated student task.</p> <p>Consider a range of student interests, backgrounds, and cultures.</p> <p>Support students' increasing literacy skills.</p> <p>Provides opportunities for rich and rigorous evidence-based discussions.</p> | |

SASD Evaluation Tool for Writing Resources

Tier Two

| Tier | Ideals | Descriptors | Rating | | |
|--|---|--|---------------------|---|---|
| Tier 2 Building Knowledge | Curricular Progression | The resource includes a scope and sequence that builds knowledge systematically in reading, writing, speaking and/or listening. | 4 | 2 | 0 |
| | Volume of Writing | Materials clearly contribute to the volume of independent writing that students engage in, either in or outside of class, to increase writing stamina as well as the ability to reach expected length and quantity. | 4 | 2 | 0 |
| | Knowledge & Use of Writing Process | Materials utilize and engage in the steps of the writing process to create a finished product. *Vocabulary for writing process may differ depending on district norms (eg. prewrite, draft, revise, edit/proofreading, publish). Provide opportunities for collaboration & reflection. | 4 | 2 | 0 |
| Score | 16 Points Possible | | Total Points | | |
| Rating | Meet Expectations: 14-16 Partially Meets Expectations: 8-13 Does Not Meet Expectations: <8 Criteria <u>must</u> "Meet" or "Partially Meet Expectations" to move to Tier 3 | | | | |

| Tier Two Descriptors | Notes/Evidence on Resource |
|---|----------------------------|
| <p>The resource includes a scope and sequence that builds knowledge systematically in reading, writing, speaking and/or listening.</p> | |
| <p>Materials clearly contribute to the volume of independent writing that students engage in, either in or outside of class, to increase writing stamina as well as the ability to reach expected length and quantity.</p> | |
| <p>Materials utilize and engage in the steps of the writing process to create a finished product. *Vocabulary for writing process may differ depending on district norms (eg. prewrite, draft, revise, edit/proofreading, publish).</p> <p>Provide opportunities for collaboration & reflection.</p> | |

SASD Evaluation Tool for Writing Resources

Tier Three - Student

| Tier | Ideals | Descriptors | Rating | | |
|---|--|--|-----------------------------------|---|--------------------------------|
| Tier 3 Access for All Students | Rubrics (understand expectations/assess final product) | Assessments clearly denote which standards are being emphasized. | 4 | 2 | 0 |
| | Scaffolds/Resources for Support | Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. | 4 | 2 | 0 |
| | Extensions | Materials regularly include extensions and/or more advanced opportunities for students who write above grade level. | 4 | 2 | 0 |
| Score | 12 Points Possible | | Total Points | | |
| Rating | Meet Expectations: 10-12 | | Partially Meets Expectations: 6-8 | | Does Not Meet Expectations: <6 |

| Tier Three STUDENT Descriptors | Notes/Evidence on Resource |
|--|----------------------------|
| Assessments clearly denote which standards are being emphasized. | |
| Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. | |
| Materials regularly include extensions and/or more advanced opportunities for students who write above grade level. | |

SASD Evaluation Tool for Writing Resources

Tier Three - Teacher

| Tier | Ideals | Descriptors | Rating | | |
|---|---|--|---------------------------------|---|---|
| Tier 3 Access for Teachers | Rubrics | Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. | 4 | 2 | 0 |
| | | This resource provides an opportunity to collect and analyze data on student progress. | 2 | 1 | 0 |
| | Scaffolds/Resources for Support | Materials provide teachers with strategies for meeting the needs of a range of learners so that content is accessible to all learners and supports them in meeting grade level standards. | 4 | 2 | 0 |
| | Extensions | Materials provide teachers with strategies for meeting the needs of a range of learners so that content is accessible to all learners and supports them in exceeding grade level standards. | 4 | 2 | 0 |
| | Ease of Access / Preparation | Organization of the materials is easy to follow. | 2 | 1 | 0 |
| | | Materials provide opportunities for teachers to use a variety of grouping strategies. | 2 | 1 | 0 |
| | | Materials are accessible and available in multiple platforms. | 2 | 1 | 0 |
| | Adaptability (timeframe, lesson format) | Materials can be easily customized (for individual learners, local use, etc). | 2 | 1 | 0 |
| | | Materials are well organized and take into account effective lesson structure and pacing. | 2 | 1 | 0 |
| | Instructional Support/Directions | Materials contain an ample amount of explanations, examples, annotations, and/or suggestions on how to present content or utilize researched based strategies. | 4 | 2 | 0 |
| Score | 24 Points Possible | | Total Points | | |
| Rating | Meet Expectations: 21-24 | Partially Meets Expectations: 20-12 | Does Not Meet Expectations: <12 | | |

| Tier Three TEACHER Descriptors | Notes/Evidence on Resource |
|--|----------------------------|
| <p>Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</p> <p>This resource provides an opportunity to collect and analyze data on student progress.</p> | |
| <p>Materials provide teachers with strategies for meeting the needs of a range of learners so that content is accessible to all learners and supports them in meeting grade level standards.</p> | |
| <p>Materials provide teachers with strategies for meeting the needs of a range of learners so that content is accessible to all learners and supports them in exceeding grade level standards.</p> | |
| <p>Organization of the materials is easy to follow.</p> <p>Materials provide opportunities for teachers to use a variety of grouping strategies.</p> <p>Materials are accessible and available in multiple platforms.</p> | |

| | |
|---|--|
| <p>Materials can be easily customized (for individual learners, local use, etc).</p> <p>Materials are well organized and take into account effective lesson structure and pacing.</p> | |
| <p>Materials contain an ample amount of explanations, examples, annotations, and/or suggestions on how to present content or utilize researched based strategies.</p> | |

| Final Recommendation | |
|----------------------|-------------------|
| Overall Score: | Tier One: |
| | Tier Two: |
| | Tier 3 (Student): |
| | Tier 3 (Teacher): |
| Strengths: | |
| Weaknesses: | |
| Suggestions for Use: | |