



EdReports K-5 ELA Review Tools

How to navigate versions
1.0 and 1.5 of EdReports'
review criteria



Introduction

In spring 2020, [EdReports released revised versions of its review tools](#), v1.5. The original versions (v1.0) had been in use since our organizational launch in 2015 and, as a learning organization, we knew it was time to reexamine the market and revise our indicators to provide more fine-grained information to help districts make choices about instructional materials.

We approached these revisions the same way we approach reviewing a new content area. We started with a listening and learning tour in the summer of 2019 where we spoke with classroom educators, districts, states, researchers, nonprofits, publishers, and other organizations to receive feedback on our current tools. We also conducted an internal audit of our tools and coordinated with experts and organizations with deep experience in working with students with learning differences and English Learners.

What Stayed the Same?

Alignment to college and career-ready standards remains the foundation of our reviews. The report design and presentation will also look familiar to what readers are accustomed to now.

Additionally, because our ELA foundational skills review tools were recently created, we have not updated them. The total points that determine whether a program meets, partially meets, or does not meet expectations for standards alignment will remain the same. We stand by the reports reviewed and released using the original tools; the information provided remains accurate and applicable even as future review processes adapt to meet evolving needs. There are no changes to determinations of alignment on materials that have already been reviewed.

What Changed in K-5 English Language Arts?

This document seeks to create a “crosswalk” between v1.0 and v1.5 of our ELA review tools. New indicators in K-8 ELA will help districts identify program “bloat”—when a program is challenging to implement and teach because there is more content than can be feasibly taught in a single school year. For K-5, we have also made some revisions to our treatment of foundational skills. The changes are to better align our comprehensive criteria to our new supplemental tool providing readers more information on critical components such as phonics and phonemic awareness. The total points available in each gateway have not changed. [Click here](#) for a complete list of FAQs.

Indicator 1b

What changed in v1.5?

The review tool includes an additional scoring criteria on the balance of text types. Our reviewer training now includes specific guidance on analyzing text types.

v1.0 Indicator & Scoring Criteria

1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.

- Materials reflect the distribution of text types/genres required by the grade-level standards.

v1.5 Indicator & Scoring Criteria

1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.

- Materials reflect the distribution of text types/genres required by the grade-level standards.
- Materials reflect a 50/50 balance of informational and literary texts.

Indicator 1c (formerly 1c and 1e)

What changed in v1.5?

The review tool reflects revised indicator language for clarity and conciseness.

v1.0 Indicator

1c. Texts (including read aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what students can read independently.

1e. Anchor texts (including read-aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis.

v1.5 Indicator

1c. 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.

Indicator 1c (cont.)

What changed in v1.5?

The changes reflect revisions in the scoring criteria: quantity (less criteria in v1.5) and language. Our evidence guide and reviewer training include specific guidance on analyzing text complexity.

v1.0 Indicator

- Texts have the appropriate level of complexity for the grade according to quantitative analysis and relationship to their associated student task.
- Anchor texts are placed at the appropriate grade level.
- Anchor text analysis
- Series of text analysis
- Rationale for educational purpose and placement in the grade level.
- Analysis or rationale contains accurate information

v1.5 Indicator

- Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.
- Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level.

Indicator 1d

What changed in v1.5?

The review tool reflects revised indicator language for clarity and conciseness.

v1.0 Indicator	v1.5 Indicator
1d. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).	1d. 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.

Indicator 1d (cont.)

What changed in v1.5?

The changes reflect revisions in the scoring criteria: quantity (less criteria in v1.5) and language. Our evidence guide and reviewer training include specific guidance on analyzing text complexity.

v1.0 Scoring Criteria	v1.5 Scoring Criteria
<ul style="list-style-type: none">• The complexity of anchor texts and supporting texts students read/listen to fully provides an opportunity for students' literacy skills (comprehension) to grow across the year towards independence (encompasses an entire year's worth of growth).• As texts become more complex, appropriate scaffolds and/or materials are provided in Teacher Edition (i.e. spending more time on texts, more questions, repeated readings)• Series of texts include a variety of complexity levels throughout the year in Grade 2.	<ul style="list-style-type: none">• The complexity of anchor texts students read provides an opportunity for students' literacy skills to increase across the year, encompassing an entire year's worth of growth.• As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons).

Indicator 1h (formerly 1j)

What changed in v1.5?

The changes reflect revisions in the scoring criteria: quantity (less criteria in v1.5) and language. Our reviewer training includes specific guidance on looking for the presence of student speaking and listening opportunities aligned to varied speaking and listening protocols, as well as the speaking and listening standards.

v1.0 Scoring Criteria	v1.5 Scoring Criteria
<ul style="list-style-type: none">• Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports for teachers.• Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.• Students have multiple opportunities over the school year to demonstrate what they are reading (or read aloud) and researching through varied speaking and listening opportunities.• Speaking and listening work requires students to marshal evidence from texts and sources.	<ul style="list-style-type: none">• Students have multiple opportunities over the school year to demonstrate what they are reading through varied speaking and listening opportunities.• Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources.

Indicator 1j (formerly 1i)

What changed in v1.5?

The review tool reflects revised indicator language to move and clarify examples of writing opportunities in the evidence guide rather than in the indicator itself. Our reviewer training includes specific guidance on analyzing the distribution of opinion, informative, and narrative writing, as well as standards-aligned explicit writing instruction and authentic student practice opportunities.

v1.0 Indicator

1i. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate.)

v1.5 Indicator

1j. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

Indicator 1k (formerly 1m)

What changed in v1.5?

Our evidence guide and reviewer training include specific guidance on looking for the presence of standards-aligned explicit instruction provided by the teacher, as well as authentic student practice opportunities.

v1.0 Indicator

1m. Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. (K-2)

Supporting Questions:

- How much instructional time is spent building students' skills in over the course of the school year?
- What kinds of writing are used with opportunities that support integrating reading as well? There should be
- minimal use of decontextualized prompts that ask students to detail personal experiences or opinions or
- prompts that ask students to go beyond the text.

v1.5 Indicator

1k. Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. (K-2)

Supporting Questions:

- How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts? What kinds of writing are used with opportunities that support integrating reading as well? There should be minimal use of decontextualized prompts that ask students to detail personal experiences or opinions or prompts that ask students to go beyond the text.

Indicator 1 o (formerly 1 p)

What changed in v1.5?

The scoring criteria reflect revisions in quantity and language. This example is from the kindergarten scoring criteria. Each grade level within the K-2 grade band is slightly different.

v1.0 Scoring Criteria	v1.5 Scoring Criteria
<ul style="list-style-type: none">• Materials include frequent and adequate lessons and multimodal activities for students to learn how to identify and produce letters.• Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g. follow words left to right, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters).	<ul style="list-style-type: none">• Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts.• Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year.• Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).• Students have opportunities to read and practice high-frequency words in isolation.• Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.

Indicator 1p (formerly 1q)

What changed in v1.5?

The scoring criteria reflect revisions in quantity and language. This example is from the kindergarten scoring criteria. Each grade level within the K-2 grade band is slightly different.

v1.0 Scoring Criteria	v1.5 Scoring Criteria
<ul style="list-style-type: none">• Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts.• Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year.• Students have opportunities to read and practice high-frequency words.	<ul style="list-style-type: none">• Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts.• Materials support students' development of automaticity and accuracy of grade-level• decodable words over the course of the year.• Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).• Students have opportunities to read and practice high-frequency words in isolation.• Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.

Indicator 1q (formerly 1r)

What changed in v1.5?

The scoring criteria reflect revisions in quantity. The evidence guide includes additional guidance on decodable texts and the three-cueing system. Our reviewer training includes specific guidance on analyzing encoding opportunities.

v1.0 Scoring Criteria

- Materials support students' development learn grade-level word recognition and analysis skills (e.g. one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short sounds with common spellings and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks.
- Materials provide frequent opportunities to read high-frequency words in connected text and tasks.
- Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks.

v1.5 Scoring Criteria

- Materials support students' development to learn grade-level word recognition and analysis skills (e.g., one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short vowel sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks.
- Materials provide frequent opportunities to read high-frequency words in connected text and tasks.
- Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks.
- Materials include decodable texts that contain grade-level phonics skills aligned to the program's scope and sequence.
- Materials include decodable texts that contain grade-level high-frequency/ irregularly spelled words aligned to the program's scope and sequence.

Indicator 1s (formerly 1t)

What changed in v1.5?

The scoring criteria reflect language revisions to mirror the language of their gateway 3 counterparts. The focus of the scoring criteria shifts from general differentiation supports to strategies and supports that are specific to multilingual, below-level, and above-level learners.

v1.0 Scoring Criteria	v1.5 Scoring Criteria
<ul style="list-style-type: none">● Materials provide high-quality learning lessons and activities for every student to reach mastery of foundational skills.● Materials provide guidance to teachers for scaffolding and adapting lessons and activities to support each student's needs.● Students have multiple practice opportunities with each grade level foundational skill component in order to reach mastery.	<ul style="list-style-type: none">● Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards.● Materials provide strategies and supports for students in special populations to work with grade-level foundational skills and to meet or exceed grade-level standards.● Materials regularly provide extensions and/or advanced opportunities to engage with foundational skills at greater depth for students who read, write, speak, and/or listen above grade level.

Indicator 2e (formerly 2f)

What changed in v1.5?

The review tool reflects revised indicator language for clarity and conciseness.

v1.0 Indicator	v1.5 Indicator
2f. Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.	2e. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.

Indicator 2e (formerly 2f) cont.

What changed in v1.5?

The changes reflect revisions in the scoring criteria: quantity (less criteria in v1.5) and language. Our reviewer training includes additional guidance on assessing the program's yearlong plan for writing, including how provided standards-aligned writing instruction and student opportunities support students' growth in writing skills.

v1.0 Scoring Criteria	v1.5 Scoring Criteria
<ul style="list-style-type: none">● Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.● Writing instruction supports students' growth in writing skills over the course of the school year.● Instructional materials include well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.	<ul style="list-style-type: none">● Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year.● Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.

Additional Resources

[Evolving EdReports' Review Process to Meet Emerging and Future Needs](#)

EdReports announces revisions to its review tools to address district needs.

[EdReports Tool Revisions: Frequently Asked Questions](#)

Beginning in spring 2020, reports developed by EdReports.org will be using an updated version of our review tools.

[EdReports Review Tools](#)

Appendix

The following is a comprehensive list of v1.0 review tools and where they appear in v1.5 review tools.

Gateway 1

- Criterion 1.1 - Indicators 1a–1f
- Criterion 1.2 - Indicators 1g–1l
- Criterion 1.3 - Indicators 1n–1s (K–2) Indicators 1n–1q (3–5)

Gateway 2

- Criterion 2.1 - Indicators 2a–2f
- Criterion 2.2 - Indicators 2g–2h

Gateway 3

- Criterion 3.1 - Indicators 3a–3f
- Criterion 3.2 - Indicators 3i–3l
- Criterion 3.3 - Indicators 3m–3t
- Criterion 3.4 - Indicators 3w–3z

Gateway 1

Criterion 1.1 Text Quality & Complexity	v1.0 Indicator	v1.5 Indicator
	1a	1a
	1b	1b
	1c + 1e	1c
	1d	1d
	1f + 2h + 3n	1e

Gateway 1

Criterion 1.2	v1.0 Indicator	v1.5 Indicator
Alignment to the Standards with Questions & Tasks Grounded in Evidence	1g	1f
	1i	1g
	1j	1h
	1k	1i
	1l	1j
	1m	1k
	1n	1l
	2e	1m

Gateway 1

Criterion 1.3	v1.0 Indicator	v1.5 Indicator
Foundational Skills Development (K-2)	1o	1n.i
	1o	1n.ii
	1o	1n.iii
	1o	1n.iv
	1p	1o
	1q	1p
	1r	1q
	1s	1r
	1t	1s

Gateway 1

Criterion 1.3 Foundational Skills Development (3-5)	v1.0 Indicator	v1.5 Indicator
	1o	1n
	1o	1o
	1p + 1q	1p

Gateway 2

Criterion 2.1 Building Knowledge	v1.0 Indicator	v1.5 Indicator
	2a	2a
	2b	2b
	2c	2c
	1h + 2d	2d
	2f	2e
	2g	2f

Criterion 2.2 Coherence	v1.0 Indicator	v1.5 Indicator
	n/a	2g
	3a + 3b	2h

Gateway 3

Criterion 3.1	v1.0 Indicator	v1.5 Indicator
Teacher Supports	3f	3a
	3g	3b
	3h	3c
	3j	3d
	3i	3e
	n/a	3f

Gateway 3

Criterion 3.2	v1.0 Indicator	v1.5 Indicator
Assessment	3d + 3l.i	3i
	3l.ii	3j
	n/a	3k
	n/a	3l

Gateway 3

Criterion 3.3	v1.0 Indicator	v1.5 Indicator
Student Supports	3o	3m
	3q	3n
	n/a	3o
	3r	3p
	3p	3q
	n/a	3r
	n/a	3s
	n/a	3t

Gateway 3

Criterion 3.4 Intentional Design	v1.0 Indicator	v1.5 Indicator
	n/a	3w
	3v	3x
	3c + 3e	3y
	3t	3z
	3s + 3u.i + 3u.ii	TE reports