

****On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

Title: SpringBoard English Language Arts
Grade: G01800

Reviewer	Section I	Section II	Section III	Overall
81	Pass	Pass	Pass	
86	Pass	Pass	Pass	
87	Pass	Fail	Pass	
61	Pass	Pass	Pass	
75	Fail	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

Do not reformat these sheets for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no" by a reviewer are required to have feedback provided to you.

Grade & Subject:G01800ISBN:9781457313578

Title Name:SpringBoard English Language ArtsPublisher:College Board

Original Reviews Submitted:5Reviewers:81, 86, 87, 61, 75

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	81	Yes		0		
	86	Yes	In each unit analyzed, the texts are organized in a manner that requires the student to expand on individual understanding of a theme/topic as he/she progresses through the unit. The arrangement of texts in each set builds knowledge. In addition, each text set used contains various types of text. The entire year, and by extension the entire text, is based on the topic of challenge.			
	87	Yes		0		
	61	Yes	Tight organization of texts throughout the entire textbook; very strong scaffolding.			
	75	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	81	Yes		0		
	86	Yes	A consistent methodology is provided to allow teachers to develop a consistent protocol to expose students to new vocabulary words at various levels including academic and literary terms, as well as text specific term. Latin and Greek roots analysis is also completed. Graphic organizers are provided to aid in vocabulary acquisition and teachers are instructed to encourage students to use the terms in daily discussion. One suggestion to strengthen this section would be to provide teachers with a specific example of what this could look like in a classroom. This would encourage fidelity in instruction and help alleviate some concern about what this should look like. The Zinc Reading Lab also adds a different level of vocabulary instruction. This program helps pre-teach challenging vocabulary words associated with the texts. In addition, the program helps with study of ACT/SAT power words and with English foundational words so that a differentiation in instruction can be implemented based on ability.			
	87	Yes		0		
	61	Yes	Pink vocabulary boxes at the beginning of most lessons give direct instruction while teacher-facing materials (as well as some student materials) have students working with word study contextually. Good blend of Tier 2 & Tier 3 words.			
	75	No	This standard is not met because there is not enough integrated direct instruction of the Tier 2 and Tier 3 vocabulary. The basic instructions are there, but a more specific script and directions would make this better. One question in a list of questions is not enough for the vocabulary sections. There needs to be a more intensive lesson in each unit and section.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	81	Yes		0		
	86	Yes	The teacher's edition provides a detailed explanation of activities in the unit that build to embedded assessments that focus on writing/presenting which are dependent upon a student's understanding of the texts. Each unit's two embedded assessments are aligned to focus standards for the unit. According to the teacher's edition, additional end of unit assessments and quizzes are available. In addition to the embedded assessments. Quizzes are provided to measure a student's acquisition of knowledge and skills, as well as an end of unit assessment. The quizzes and end of unit virtual assessments are part of the digital format; however, access to these (or at least to a sample version) was not provided for review.			
	87	Yes		0		
	61	Yes	This indicator is technically met because all Embedded Assessments, (two for each unit), include other literacy skills aside from writing; however, the major focus of each EA is construction. Ancillary materials allow for multiple-choice, teacher-created assessments for reading comprehension & other standards-based skills, but those were not observed. A suggestion to improve the opportunities for more reading-based skill demonstrations would be to include a greater variety of formats for culminating assessments, including multiple-choice, multiple-select, etc.			
	75	Yes		0		

Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	81	Yes		0		
	86	Yes	The Lexile score is provided, along with a Qualitative score that has been developed by experienced teachers and a task analysis that has also been completed by experienced teachers. These scores are then combined to determine an overall text complexity level.			
	87	Yes		0		
	61	Yes	All texts meet qualitative as well as quantitative criteria, & the anchor texts in all units are at grade level and beyond.			
	75	Yes		0		
e. Text plays a central role in the English class period.	81	Yes		0		
	86	Yes	Activities and assignments require student to interact directly with text.			
	87	Yes		0		
	61	Yes	Even in construction sections, the readings are referenced as models for personal writings & editing.			
	75	Yes		0		
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	81	Yes		0		
	86	Yes	Various genres of fiction and types of informational texts, as well as video clips, are used throughout the year.			
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions : •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	81	Yes		0		
	86	Yes	Activities and assignments require student to interact directly with text. Evaluated lessons in units include questions that specifically titled "Returning to text" and a second section titled "Measuring from text."			
	87	Yes		0		
	61	Yes	Text-Dependent Scoring at the bottom of every "Returning to the Text" section exceeds the indicator's expectations. Most if not all questions draw on the text. For further clarification, each question has a scaffold in the text that forces students to take a step in the building relationship between questions. Most			
	75	Yes		0		
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	81	Yes		0		
	86	Yes	The writing assessments either refer to and require evidence from provided texts or the student must complete additional research to identify additional relevant evidence. All writing tasks require students to include textual evidence. Writing tasks are included in many different activities throughout the units, specifically Working from the Texts, Embedded Assessment, Writing to Sources, and Writing Prompts.			
	87	Yes		0		
	61	Yes	All provided examples direct the students back to the text, and they require a response to the text that's grounded in evidence.			
	75	Yes		0		
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	81	Yes		0		
	86	Yes	Opportunities for evidence-based discussions occur throughout the year.			
	87	Yes		0		
	61	Yes	Students use strategies like metacognitive markers and question generation (among a plethora of other strategies) based on the text that inform their discussions that surround the text. Text-based discussion is frequent.			
	75	Yes		0		
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	81			0	Total indicators to be re-reviewed:	0
	86			0		
	87			0		
	61	All shifts are well-represented.				
	75			0		
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "yes" and no boxes were marked "no". If any boxes	Reviewer	Aligned				
	81	Pass				
	86	Pass				
	87	Pass				

are marked “No”, then this program does not pass.	61	Pass	
	75	Fail	
	Overall	Pass	

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SECTION II

Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated and spiraled** manner throughout the school year.

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1		81	Yes		0		
Category		86	Yes		0		
Key Ideas and Details	Literature: 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	87	Yes		0		
Cornerstone		61	Yes		0		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		75	Yes		0		
	Informational Text: 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 2		81	Yes	The textbook does not meet the indicator for this			
Category		86	Yes		0		
Key Ideas and Details		87	Yes		0		
Cornerstone		61	No	The standard is not completely met. Along with the			
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		75	Yes		0		
	Informational Text: 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	81	No	The textbook does not meet the indicator for this			
		86	Yes		0		
		87	No	Identifying the central idea is sufficiently met;			
		61	Yes	Technically the standard is met, but improvement is			
		75	Yes		0		
Standard 3		81	Yes		0		
Category		86	Yes		0		
Key Ideas and Details	Literature: 8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	87	No	All activities linked for review do mention key elements listed in this standard but fail to guide students' understanding of how characterization drives a plot.			
Cornerstone		61	Yes		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		75	Yes		0		
	Informational Text: 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 4		81	Yes		0		
Category		86	Yes		0		
Craft and Structure	Literature: 8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	87	Yes		0		
Cornerstone		61	No	The demands of the standard are not met because there is no study of analogies in any literature sections throughout the textbook. An idea for revision would be to			
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		75	Yes		0		
	Informational Text: 8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	81	Yes		0		
		86	Yes		0		
		87	No	The activities linked for review do not show evidence that this standard is met.			
		61	Yes	However, with further examination of the text, most elements of the standard are			
		75	Yes		0		
Standard 5		81	Yes		0		
Category		86	Yes		0		
Craft and Structure	Literature: 8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning	87	Yes		0		

Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	and style.	61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	81	Yes		0		
		86	Yes		0		
		87	No	The activities linked for review (and others examined) do address suspense but do not encourage students to examine differences and similarities in points of view.			
		61	Yes		0		
		75	Yes		0		
	Informational Text: 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	81	Yes		0		
		86	Yes		0		
		87	No	All activities linked for review do instruct students to determine an author's point of view. However, none ask them to analyze a conflicting viewpoint. This standard			
		61	Yes		0		
		75	Yes		0		
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
	Informational Text: 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	No	Although the work talks about the uses of the media for specific purposes, it never explicitly addresses disadvantages to using the wrong medium for the wrong			
		75	Yes		0		
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable						
	Informational Text: 8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
	Informational Text: 8.RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
	Informational Text: 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		

		75	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	8.SL.CC.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone	8.SL.PKI.6 Adapt speech to a variety of contexts and	81	Yes	0			
		86	Yes	0			

Cornerstone Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6.SL.P.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	87	Yes	0			
		61	Yes	0			
		75	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.	81	Yes	0			
		86	Yes	While much of this standard is addressed multiple times through the course of the year, a few sub-parts of the standard are not specifically addressed through instruction or in a rubric for grading purposes. Addressed multiple times are 8.W.TTP.1.a-g. Standards 8.W.TTP.1h in terms of using varied sentence structure to			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	81	Yes	0			
		86	Yes	While much of this standard is addressed multiple times through the course of the year, a specific sub-part of the standard is not specifically addressed through instruction or in a rubric for grading purposes. Addressed multiple times are 8.W.TTP.2.a-e and 8.W.TTP.2g, 8.W.TTP.2h, and 8.W.TTP.2j. Standard 8.W.TTP.2i in relation to use of varied sentence structure in writing needs to be directly			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			

	relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	75	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 8.)	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	8.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	81	Yes	0			
		86	Yes	0			
		87	No	The activities linked for review do show evidence of technology being used, but simply states use technology and the only evidence of technological collaboration is peer review of drafts and revisions. Students are instructed many times to			
		61	Yes	0			
		75	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	No	This standard is not met because the idea of using search terms, integrating, and finding credible information is not specifically taught. This standard is included in the Research section and Learning Targets, but is not explicitly taught. At this level			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to	8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			

support analysis, reflection, and research.		75	Yes	0			
Standard 10		81	Yes	0			
Category		86	Yes	0			
Range of Writing		87	Yes	0			
Cornerstone		61	Yes	0			
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.	8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	75	Yes	0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1: Conventions of Standard English	8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound,	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Cornerstone: Demonstrate command of the		61	Yes	0			
		75	No	This standard is not being fully met because there is a lack of explicit grammar instruction in the lessons. There are occasional "grammar and box" areas, but in			
Language Standard 2: Conventions of Standard English	8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	81	Yes	0			
		86	Yes	0			
		87	No	The activities linked for review show evidence where conventions of standard English are required. A few show instruction on punctuation rules and guidelines			
Cornerstone: Demonstrate command of the		61	Yes	0			
conventions of standard		75	Yes	0			
Language Standard 3: Knowledge of Language	8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	81	Yes	0			
		86	Yes	0			
Cornerstone: Apply knowledge of language to understand how language		87	Yes	0			
functions in different		61	Yes	0			
		75	Yes	0			
Language Standard 4: Vocabulary Acquisition and Use	8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues	81	Yes	0			
		86	Yes	0			
		87	No	This standard is covered well in the area of using context clues to find meaning, but the other elements of this standard are not met. Examples have been			
Cornerstone: Determine or clarify the meaning of		61	Yes	0			
		75	Yes	0			
Language Standard 5: Vocabulary Acquisition and Use	8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Cornerstone: Demonstrate understanding of figurative		61	Yes	0			
		75	Yes	0			
Language Standard 6: Vocabulary Acquisition and Use	8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Cornerstone: Acquire and use accurately a range of		61	Yes	0			
		75	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		81	0			Total indicators to be re-reviewed:	0
		86	0				
		87	0				
		61	Although the standards are met in most categories, there are many				
		75	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening		81	Pass				
		86	Pass				
		87	Fail				
		61	Pass				

Instrument)		75	Pass
Overall		Pass	

Grade & Subject:

G01800

ISBN:

9781457313578

Title Name:

SpringBoard E

Publisher:

College Board

Original Reviews Submitted:

5

Reviewers:

81, 86, 87, 61, 75

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	81	Yes		0		
	86	Yes	While this is true, it could benefit the company to explicitly list the correlations to the Tennessee English Language Arts standards either in the teacher's manual or a supplemental to ensure that teachers can easily identify the strand correlation and the specific standard correlations for each activity.			
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	81	Yes		0		
	86	Yes	The novel study relies on a classroom set of novels.			
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
	81	Yes		0		

i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	86	Yes	0	While this is included, it may need to be more prominent with more practice -more do, less tell.		
	87	Yes	0			
	61	Yes	0			
	75	No	0	This indicator is not met because there is only one area in the textbook that includes this concept. It is not included throughout the lessons and units for full understanding and mastery.		
	81	Yes	0			
p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			

r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.	81	Yes		0			
	86	Yes		0			
	87	Yes		0			
	61	Yes		0			
	75	Yes		0			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	81	No	The textbook does not meet the standard for this indicator because there is nothing in the materials provided that shows the reviewer any pre-assessments, student self-assessments, or selected response assessments. There are embedded writing assessments who provide summative assessment as well as formative checks for understanding. A suggestion for revision would be to provide a copy of the variety of assessments, either				
	86	Yes		0			
	87	No	No embedded assessments linked for review were writing task assessments. There was no evidence of multiple choice or multiple select item assessments. Also, there was no evidence of pre-assessments.				
	61	No	The indicator is not fully met. Although there are multiple methods of assessments in both the formative & summative veins, there are not any listed pre-assessments or selected response on P. xxi. The curriculum states selected response questions are in appendix				
	75	Yes		0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	81	No	The textbook does not meet the standard for this indicator because there is nothing in the materials provided that shows the reviewer any pre-assessments, student self-assessments, or selected response assessments. There are embedded writing assessments who provide summative assessment as well as formative checks for understanding. A suggestion for revision would be to provide a copy of the variety of assessments, either				
	86	No	This could not be completed, accurately, and thoroughly evaluated since an example of the sample assessment was inaccessible. A printed PDF sample assessment could have helped solve this issue.				
	87	Yes	The publisher produced test bank of assessments to align with state standards that include	0			
	61	Yes		0			
	75	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	81					Total indicators to be re-reviewed:	0
	86						
	87						
	61						
	75						
Alignment with Section III	Reviewer		Aligned				
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 4 indicators were marked no in Section III. If more than 4 “No” boxes are marked, then this program does not pass.	81		Pass				
	86		Pass				
	87		Pass				
	61		Pass				
	75		Pass				
	Overall		Pass				

Grade & Subject:G01800ISBN:9781457313578

Title Name:SpringBoard English Language ArtsPublisher:College Board

Original Reviews Submitted:5Reviewers:81, 86, 87, 61, 75

SECTION IV: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	81	Yes		0		
	86	Yes		0		
	87	No	Activities linked for review only show evidence of an "about the author" paragraph. Although this information seems to be available for each selection, it is simply not enough to meet the requirements for this indicator. Background information that identifies social problems and controversial issues of the time period that may have warranted the author's purpose in writing, prompted the decision for the character development, or guided the plot development would give the teacher a starting point for setting up the story without the extra needed time-consuming research.			
	61	Yes		0		
	75	Yes		0		
	81	Yes		0		
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	86	No	Standards listed in the Teacher's Edition need to be Tennessee English Language Arts Standards. The standards used for Activity and standard alignment are College and Career Readiness Standards. While there is a similarity between these two standards, the nomenclature is not parallel and has the potential to confuse teachers (particularly new ones or ones not as familiar with the TN ELA Standards as they should be). The College and Career Standards listed on the pages provide a lot of additional information that is beneficial; however, the use of these in a prominent location also opens the door to misunderstanding and confusion. The publication of a crosswalk between the two or the publication of a supplemental that aligns activities to TN standards could alleviate some of the potential for confusion.			
	87	Yes	This standard is met; however, including a modeling annotation guide would assure unity for all instructions within a school's department. It would also help to guide new teachers or teachers hesitate to the modeling concepts reassurance during this process			
	61	No	The indicator is not met. Although the close reading techniques are excellent, there is no annotation model of a text present. The only listed annotations on the passages are vocabulary boxes, author information, captions, and questions. The note boxes in the margins are well-done, but there are no annotation models for the passages themselves - no master example of marking up a text. Without showing a student what the text-based annotations look like before directing them to make annotations, it is difficult to gauge success. A suggestion for improvement would be to add a page with extensive annotations on the mentor text to show what it looks like to dig in, generate questions as you read, model the actual think aloud, & text-marking, etc.			
	75	Yes		0		
	81	Yes		0		

c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	86	No	Standards listed in the Teacher's Edition need to be Tennessee English Language Arts Standards. The standards used for Activity and standard alignment are College and Career Readiness Standards. While there is a similarity between these two standards, the nomenclature is not parallel and has the potential to confuse teachers (particularly new ones or ones not as familiar with the TN ELA Standards as they should be). The College and Career Standards listed on the pages provide a lot of additional information that is beneficial; however, the use of these in a prominent location also opens the door to misunderstanding and confusion. The publication of a crosswalk between the two or the publication of a supplemental that aligns activities to TN standards could alleviate some of the potential for confusion. Learning objectives are easily identifiable.			
	87	Yes		0		
	61	Yes		0		
	75	Yes		0		
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	81	No	The textbook does not meet the standard for this indicator because the actual documentation to cross-curricular standards is not made. While the activities clearly align with other subject areas, there are no connection standards actually listed for the reviewer to observe.			
	86	Yes		0		
	87	No	Although there are cross-curricular connections with the linked activities for review, no TN Academic Standards for those connections are documented. A simple "Academic Connections" label would allow teachers to easily know what academic connections to bring into the lesson and would help greatly when joining forces with other departments.			
	61	Yes		0		
	75	Yes		0		
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	81	Yes		0		
	86	Yes	There are numerous spots where the teachers are instructed to deliver a think aloud as part of the lesson. This could be strengthened if a model "think aloud script" was provided so that teachers unfamiliar or uncomfortable with the teaching strategy can have guidance as they are preparing to develop a lesson that includes a think aloud. In the worst-case scenario this would be used in class the first time; in a best-case scenario this becomes a starting point. As the units progressed, the company could go from providing a script for the first one to an outline or list of what to be sure to cover in a second one; to eventually just stating that one is needed.			
	87	No	Each of the activities linked for review simply states for the teacher to conduct a "think aloud." Although a model may not be needed in each of the suggested "think aloud" opportunities, it would be helpful for a teacher not comfortable with the "think aloud" process to be given a short script for guidance in the correct way to model for students.			
	61	Yes	This indicator is met because think alouds are a given practice in the teacher facing materials that give a modeled process for the desired demonstration of skill. However, one note of improvement would be to give a more thorough script with beginning think alouds for teachers who need that support structure (to make sure they are modeling correctly).			
	75	Yes		0		
	81	Yes		0		
	86	Yes		0		

f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	87	No	Student misconceptions were mentioned in each of the activities reviewed; however, it was unclear how teachers were to identify those misconceptions. Also, many of the activities referred to a Grammar Handbook for needed support but the Handbook was not available for review.				
	61	Yes	0				
	75	Yes	0				
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	81	No	The textbook does not meet the standard for this indicator because there is not hard copy or digital copy provided of the actual activities that could extend the learning of students. There are flexible pathways with activities listed, but the actual activity is unable to be assessed. A suggested revision would be to allow the reviewer to evaluate the actual activities.				
	86	Yes	0				
	87	Yes	0				
	61	Yes	0				
	75	Yes	0				
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	81	Yes	0				
	86	Yes	0				
	87	Yes	There was evidence within many lessons reviewed that provides adequate support for this indicator. Most were in reference to the novel being read at home for reinforcement of the reading standards which is at the forefront of student needs, but the addition of homework connections to grammar and writing activities are needed as well.				
	61	Yes	0				
	75	Yes	0				
	81	Yes	0				
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	86	Yes	0				
	87	Yes	Although this indicator is met, including structured exit tickets built in a complex multiple-choice test format would provide a much-needed test prep element.				
	61	Yes	0				
	75	Yes	0				
	81	Yes	0				
	86	Yes	0				
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	81	Yes	0				
	86	Yes	0				
	87	Yes	0				
	61	Yes	0				
	75	Yes	0				
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	81	Yes	0				
	86	Yes	0				
	87	Yes	0				
	61	Yes	0				
	75	Yes	0				
Monitoring Student Progress		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	81	No	The textbook does not meet the indicator for this standard because there is not any information provided concerning anchor papers and checklists. The publisher states that these are in the digital account but they did not provide me any hard copy nor access to this information; therefore, I cannot verify. A revision for this would be to provide the reviewer hard copies of the evidence for this indicator.				
	86	Yes	0				

	87	No	Scoring rubrics are available; however, there is no evidence of the other elements.			
	61	Yes	0			
	75	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	No	According to the information provided, each of the four units would include a Unit Assessment via the SpringBoard Digital format that could serve as a benchmark. There was no access to the assessments in the review of the digital format. One way to help alleviate some systems' concerns over the Unit Assessment is to provide a sample Assessment that would demonstrate the type of questions and format of test could and probably should be provided in pdf format or printed format.			
	87	No	Writing assessment activities were embedded into the units, but no other assessments were available for review.			
	61	Yes	0			
	75	No	This material was not seen by reviewer as it is only available upon purchase of materials.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	Yes	0			
	87	No	Routines were in place for regular classroom activities. Each unit and the lesson within the units were built in a similar style. This indicator was not met because assessments were not evident. Many times, the lesson just simply states for the teacher to monitor progress, but the method of tracking that monitoring to show progress is missing. There were many online tools within the program that may have satisfied this indicator, but they were not open for review.			
	61	Yes	0			
	75	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	No	According to the information provided, progress reports and family letters are available on Springboard Digital with an active account. There was access to the material in the review of the digital format. One way to help alleviate this issue would be to provide a sample report and parent letter provided in pdf format or printed format.			
	87	No	Online access to these was not open for review.			
	61	Yes	0			
	75	No	This material was not seen by reviewer as it is only available upon purchase of materials.			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			

r. Program components, lesson plans, and the relationships among the parts are clear.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
t. Each lesson contains a list of required materials.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	In addition to the estimated times at the beginning of each activity, the Unit plan pages include an estimated time/schedule for the whole unit.			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	86	Yes	Version reviewed was consumable. Information on the possibility of a hardback edition, if one exists, could be needed information by some systems.			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	81	Yes	0			
	86	Yes	According to the information, people purchasing the program would be provided access to an audio recording of each text through SpringBoard Digital. It would be beneficial to the company to provide a sample of an audio recording to one text to demonstrate quality.			
	87	Yes	0			
	61	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
Additional Comments:	61	Yes	0			
	75	Yes	0			
	81	No	The textbook does not meet the standard for this indicator because there is no list of state standards in the text. A suggestion would be to include a list of all the state standards in the textbook at the beginning of the text for reference.			
	86	No	This needs to be provided.			
Additional Comments about Section V: Additional Components	87	No	0			
	61	No	The Tennessee Academic Standards were not present.			
	75	Yes	0			
	81	Yes	0			
Reviewer Evidence/Notes			0	Total indicators to be re-reviewed:		0
There are some Activity lessons in the curriculum that the teacher is responsible for			0			
			0			
			0			
			0			

[illegible]

