**Maryland State Department of Education**

Division of Career and College Readiness

**English LANGUAGE arts**

Grade 1 Curriculum Vetting Rubric



September 2020

**Overview**

The Maryland State Department of Education’s [curriculum vetting rubrics](https://www.marylandresourcehub.com/curriculum-vetting-resources) are designed to serve as a support for school system leaders in identifying high-quality, standards-based curriculum. [Code of Maryland Regulation 13A.04.14](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.04.14.*) requires each public school system to use curriculum that is aligned with the [Maryland College- and Career-Ready Standards](http://marylandpublicschools.org/programs/Pages/ELA/MCCR.aspx). The English language arts (ELA) curriculum vetting rubric can be used to evaluate curriculum for kindergarten to grade ten.

Curriculum defines the essential content to be taught and how deeply to teach it so that each student has access to rigorous academic experiences and instructional supports to meet academic standards ([Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Curriculum%20Framework%20First%20Edition%20Final.pdf)). Curriculum is not a textbook or a set of instructional materials. It is the comprehensive academic content and assessments aligned to standards. Curriculum builds instructional coherence within and across grade levels and reflects a clear vision about student learning and achievement. Curriculum includes but is not limited to a scope and sequence; measureable goals and student learning outcomes; instructional scaffolds and benchmarks; supporting instructional materials; and formative and summative assessments.

The development of the ELA curriculum vetting rubric was informed by [Achieve's *Educators Evaluating the Quality of Instructional Products* (EQuIP)](https://www.achieve.org/our-initiatives/equip/equip) rubrics, the [*Grade-Level Instructional Materials Evaluation Tool- Quality Review*](https://achievethecore.org/page/1096/grade-level-instructional-materials-evaluation-tool-quality-review-gimet-qr)(GIMET-QR), [Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Curriculum%20Framework%20First%20Edition%20Final.pdf), and peer-reviewed research.

The K-2 ELA curriculum vetting rubric is designed to support a holistic view of curriculum with a focus on key criteria:

* alignment with Maryland College- and Career-Ready Standards;
* evidence of key shifts;
* instructional supports to build proficiency and independence, and
* assessment design and purpose.

The ELA curriculum vetting rubric provides school system leaders with a resource to facilitate a review of their kindergarten through grade ten ELA curriculum. The vetting process will highlight areas of strength and opportunities for growth in the curriculum to inform improvements. The Maryland State Department of Education (MSDE) will provide training to support the implementation of the rubric and vet the curriculum of school systems to ensure alignment to standards. A list of vetted curriculum can be found on the [Maryland Resource Hub](https://www.marylandresourcehub.com/evidence-based-curriculum-review).

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| **Criteria 1 Background:** Curriculum and instructional materials must reflect a wide range of text types and genres, as required by the [Maryland College and Career Ready Standards](http://marylandpublicschools.org/programs/Pages/ELA/standards.aspx). Thoughtful and sustained focus on these shifts means students must have access to and regular practice with complex text and related academic language, reading, writing, and language standards. Knowledge built at one grade level is expanded in other grade levels as indicated in the [MCCRS Vertical Progressions](http://marylandpublicschools.org/programs/Pages/ELA/progressions.aspx). The integration and study of complex texts and their academic language is observable. Curriculum must reflect explicit instruction of foundational reading skills as required by standards. |
| Ia: Alignment to Maryland College- and Career-Ready Standards: **Grade 1 Foundational Skills: Phonological Awareness** and **Phonics** and **Word Recognition** *Criteria* | **Strengths***Provide specific evidence or examples of commendations.* | **Challenges or Concerns***Provide specific evidence or examples of areas for improvement.* |
| **Phonological Awareness**: *Curriculum include analysis of sounds of oral language (words, syllables, phonemes). CCR Anchor Standard 2** Distinguish long from short vowels sounds in spoken words
* Orally blend phonemes to produce single-syllable words
* Isolate/pronounce the initial, medial, and final phonemes in CVC words
* Segment spoken single-syllable words into their complete sequence of individual phonemes
* Orally add, substitute, or delete phonemes at the beginning or end of words to make new words

**Phonics and Word Recognition*:*** *Lessons include explicit phonics instruction and word analysis skills in decoding words. CCR Anchor Standard 3** Know the spelling-sound correspondences for common consonant digraphs
* Decode regularly spelled one-syllable words
* Know final –e and common vowel team conventions for representing long vowel sounds
* Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
* Decode two-syllables words following basic patterns by breaking the words into syllables
* Read words with inflectional endings
* Recognize and rad grade-appropriate irregularly spelled words
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| 1b: Alignment to Maryland College-and Career-Ready Standards for the **Reading, Writing,** and **Language** Strands *Criteria* |  |  |
| Curriculum-* **Measurable Alignment:** Clear and specific purpose between [MCCRS](http://marylandpublicschools.org/programs/Pages/ELA/standards.aspx) and the behavioral (measurable) objective/outcome.
* **Text Complexity:** Engaging texts that align with the requirements in the standards and are of sufficient scope for the purpose.\* ^
* **Vocabulary Acquisition:** Strategies for vocabulary acquisition
* **Variety of Texts:** There is a range of materials, both print and digital, which feature diverse cultures, represent high quality, and are appropriate in topic and theme for the grade level.

**\***Use the [Lexile Framework Analyzer](https://hub.lexile.com/analyzer) to check Lexile ranges**.^** [Core Standards Measuring Text Complexity: Three Factors](http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/) |  |  |
| Qualitative Summary of Evidence |
| **Rating Scale for Part I:** Select only one to support your summary above. [ ] **4-** Meets all of the criteria with strong connections between standards and lessons.[ ] **3-** Meets most of the criteria with strong connections between standards and lessons.[ ] **2**- Meets some of the criteria, but connection between standards and lesson is questionable.[ ] **1**- Meets few of the criteria and connections between standards and lessons is vague or weak. [ ] **0-** Does not meet the criteria.  |
| **Criteria II Background:** Two other key shifts, as indicated in the adoption of the MCCRS (CCSS), are evident throughout. Curriculum provides guidance for explicit instruction to call for students’ responses to be grounded in evidence from texts, both literary and informational Curricula have a greater emphasis on informational texts in order to build knowledge through content-rich nonfiction, which includes literary non-fiction, historical documents, and scientific texts ([corestandards.org](http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/)). |
| II: Key Shifts are Evident *Criteria* | Strengths*Provide specific evidence or examples of commendations.* | Challenges and Concerns*Provide specific evidence or examples of areas for improvement.* |
| Curriculum-* **Text-based evidence**: Lessons facilitate rich text-based discussions and responses driven by thought-provoking questions about common texts (including read alouds and other media).
* **Writing from sources:** Lessons provide opportunities for students to routinely draw evidence from texts and present ideas and information through writing and/or drawing and speaking.
* **Academic vocabulary:** Lessons focus on explicitly building students’ vocabulary and concepts of syntax.
* **Balanced of Informational to Literary text:** In K-2, there is a 50/50 balance of informational and literary texts.
 |  |  |
| Qualitative Summary of Evidence |
| **Rating Scale for Part II:** Select only one to support your summary above. [ ] **4-** Meets all of the criteria with strong connections between standards and lessons.[ ] **3-** Meets most of the criteria with strong connections between standards and lessons.[ ] **2**- Meets some of the criteria, but connection between standards and lesson is questionable.[ ] **1**- Meets few of the criteria and connections between standards and lessons is vague or weak. [ ] **0-** Does not meet the criteria.  |
| **Criteria III Background:** While scaffolds are not a part of the standards themselves, it is important to meet the range of student needs in the classroom. Supports and scaffolds can include small group instruction, graphic organizers, or written prompts and cues, aligned to the reading, writing, language, and foundational skills, including phonological awareness and phonics. All scaffolding and supports require ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency, both cooperatively and independently. Scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work.  |
| III **Instructional Supports Build Proficiency and Independence***Criteria* | **Strengths***Provide specific evidence or examples of commendations.* | **Challenges or Concerns***Provide specific evidence or examples of areas for improvement.* |
| Curriculum-* **Equal Access to Text:** Lessons provide all students with multiple opportunities to engage with text (including read alouds) of appropriate complexity for the grade level.
* **Close Reading Techniques:** Lessons model close reading of text (including read alouds) a central focus of instruction and includes opportunities for students to ask and answer text-dependent questions.
* **Evidence of Differentiation:** Considerations are made for students with disabilities, English learners, and students who are performing at or below grade level.
* **Extensions are Appropriate:** Provides extensions for students who read above grade level.
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| Qualitative Summary of Evidence |
| **Rating Scale for Part III:** Select only one to support your summary above. [ ] **4-** Meets all of the criteria with strong connections between standards and lessons.[ ] **3-** Meets most of the criteria with strong connections between standards and lessons.[ ] **2**- Meets some of the criteria, but connection between standards and lesson is questionable.[ ] **1**- Meets few of the criteria and connections between standards and lessons is vague or weak. [ ] **0-** Does not meet the criteria.  |
| **Criteria IV Background:** Assessment drives instruction. Essential to a high-quality curriculum are ongoing and regular formative and summative measures to determine whether students are progressing in their proficiency toward meeting or exceeding the expectations of standards. |
| IV. Assessment Design and Purpose*Criteria* | Strengths*Provide specific evidence or examples of commendations* | Challenges or Concerns*Provide specific evidence or examples of areas for improvement* |
| Curriculum-* **Valid Measures**: Lessons elicit observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy.
* **Success Criteria**: Lessons include aligned rubrics and/or assessment guidelines sufficient for interpreting performance.
* **Accommodations and Accessibility:** Assessments are appropriate for all students.
* **Reliable Measures:** Assessments, whether formal or informal, are designed to provide multiple opportunities for students to demonstrate their proficiency.
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| Qualitative Summary of Evidence |
| **Rating Scale for Part IV:** Select only one to support your summary above. [ ] **4-** Meets all of the criteria with strong connections between standards and lessons.[ ] **3-** Meets most of the criteria with strong connections between standards and lessons.[ ] **2**- Meets some of the criteria, but connection between standards and lesson is questionable.[ ] **1**- Meets few of the criteria and connections between standards and lessons is vague or weak. [ ] **0-** Does not meet the criteria.  |

Sources:

<https://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/72/ELA_Rubric_Grades%209-10.pdf>

<https://parcc-assessment.org/content/uploads/2017/11/PARCCMCFELALiteracyAugust2012_FINAL.pdf>

<http://www.corestandards.org/assets/Appendix_A.pdf>

<http://mdk12.msde.maryland.gov/instruction/curriculum/reading/includes/AdditionalFiles/Vertical%20Progressions%20-%20Reading%20Informational%20Texts.pdf>

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