

March 2019

[**Division of Curriculum, Instructional Improvement, and Professional Learning**](http://marylandpublicschools.org/about/Pages/DCAA/Math/index.aspx) **and**[**Office of Leadership Development and School Improvement**](http://marylandpublicschools.org/about/Pages/OTPE/index.aspx)

English LANGUAGE arts

First Grade Curriculum Vetting Rubric

**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://mdk12.msde.maryland.gov/instruction/commoncore/). 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).

|  |
| --- |
| **Criteria 1a Background:** Lessons must reflect a wide range of text types and genres, as required by the standards. Knowledge built at one grade level should be expanded in other grade levels. Lessons 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** *Criteria* | **Strengths***Provide specific evidence or examples of commendations.* | **Challenges or Concerns***Provide specific evidence or examples of areas for improvement.* |
| **Phonological Awareness**: Lessons include analysis of sounds of oral language (words, syllables, phonemes). CCR Anchor Standard 2* Distinguish long from short vowel sounds in spoken words
* Orally blend phonemes to produce single-syllable words
* Isolate/pronounce the initial, medial, and final phonemes in spoken single-syllables words
* Segment spoke 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
 |  |  |
| Qualitative Summary of Evidence |
| **Rating Scale for Part I:** Select only one to support your summary above. [ ] **4-** Meets almost all or 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:** The Key shifts, as indicated in the adoption of the MCCRS (CCSS), are evident throughout. Thoughtful/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. Instruction explicitly calls for students’ responses to be grounded in evidence from texts, both literary and informational. ([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**: facilitates rich text-based discussions and responses driven by thought-provoking questions about common texts (including read alouds and other media).
* **Writing from sources:** provides opportunities for students to routinely draw evidence from texts and present ideas and information through writing and/or drawing and speaking.
* **Academic vocabulary:** focuces 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 almost all or 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 should include small group instruction informed by the assessment of 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:** provides all students with multiple opportunities to engage with text (including read alouds) of appropriate complexity for the grade level.
* **Close Reading Techniques:** models 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:** Considers 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.
 |  |  |
| Qualitative Summary of Evidence |
| **Rating Scale for Part III:** Select only one to support your summary above. [ ] **4-** Meets almost all or all 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:** Since assessment drives instruction, lessons include regular formative and summative measures to determine whether students are mastering standards-based content and skills.  |
| 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**: elicits observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy.
* **Success Criteria**: includes 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.
 |  |  |
| Qualitative Summary of Evidence |
| **Rating Scale for Part IV:** Select only one to support your summary above. [ ] **4-** Meets almost all or 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 1b Background:** Lessons must reflect a wide range of text types and genres, as required by the standards. Knowledge built at one grade level should be expanded in other grade levels. Lessons must reflect explicit instruction of foundational reading skills as required by standards. |
| Ib: Alignment to Maryland College- and Career-Ready Standards: **Grade 1 Foundational Skills: Phonics***Criteria* | **Strengths***Provide specific evidence or examples of commendations.* | **Challenges or Concerns***Provide specific evidence or examples of areas for improvement.* |
| Phonics: Lessons include explicit phonics instruction and word analysis skills to decode words.* Demonstrate knowledge of spelling-sound correspondences including consonant digraphs
* Decode regularly spelled one-syllable words (CVC, CVCe, CVVC)
* Know conventions for representing long vowel sounds including vowel-consonant-silent e and vowel teams
* Use knowledge that every syllable must have a vowel sounds to determine the number of syllables
* Decode two-syllable words following basic patterns by breaking the words into syllables
* Read words with inflectional endings (recognize base words, identify inflectional endings, and describe how the inflectional ending affects word meaning)
* Recognize and read grade-appropriate irregularly spelled words
 |  |  |
| Qualitative Summary of Evidence |
| **Rating Scale for Part I:** Select only one to support your summary above. [ ] **4-** Meets almost all or 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>

**Maryland State Department of Education**

Karen B. Salmon, Ph.D.

State Superintendent of Schools

Carol A. Williamson, Ed.D.

Deputy State Superintendent of Teaching and Learning

Larry Hogan, Governor

The Maryland State Department of Education does not discriminate on the basis of race, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to departmental policy, please contact:

Equity Assurance and Compliance Office Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201-2595

410-767-0433(voice) 410-767-0431(fax) 410-333-6442(TTY/TDD)