

Summarized Rubric Scoring

Classroom Instructional Material Alignment Tool – English Language Arts Grades 6-12

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Signing Naturally

Authors: Smith, Lentz, and Mikes

Publisher(s): Dawn Sign Press

Grade Level: ASL 9-12

Standard(s) addressed in this instructional material: NVACS

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS) – NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level NVACS for ELA/Literacy standards.	X			Follows National ACTFL and NVAS
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the purpose.	X			Each level covers the most important vocabulary topics through well-organized units
Other: _____	X			Supplementary topics and materials are of excellent quality and teacher friendly.

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Reading Text Closely: Makes reading text(s) closely, examine textual evidence, and discerning deep meaning a central focus of instruction.	X			Supplementary topics and materials are of excellent quality and teacher friendly.
Text-Based Evidence: Facilities rich and rigorous evidence-based discussions and	X			

writing about common texts through a sequence of specific, though provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media.)				
Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects.	X			
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	X			Evident through target vocabulary
Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band (a balance of informational and literary texts as defined by the NVACS). Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.	X			
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic/subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts	X			Tests about various cross-disciplinary topics
Other: _____				

III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses student proficiency through various modes including pre-, formative, summative, performance tasks, and self-assessment measures.		X		I did not see any assessments.
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient		X		.

guidance for interpreting student understanding and performance.

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			Student centered activities.
Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading.	X			
Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <ul style="list-style-type: none"> • Supports diverse cultural and linguistic backgrounds, interests and styles. • Provides extra supports for students working below grade level. • Provides extensions for students with high interest or working above grade level. 	X			The online tools, which students access via their Chromebooks both in school and at home, supports this.
Other: _____				

Summary/Reflection: What impressed me most about the Signing Naturally series is that it is a complete series. None of the other companies that were investigated had curriculum for ASL I - IV. When discussing the information with other ASL teachers from other areas, all of them had to return to Signing Naturally for the upper division courses. I felt it would be easiest for the students to keep the same company throughout their course of learning to maintain continuity for their vocabulary and grammar expectations.

I also appreciated the update in the material for ASL I and ASL II, both have more in-depth curriculum and add additional notations to assist the students in their learning process. The pictures of people, as opposed to drawings, as well as the DVD series that help tutor the students at home on how to correctly sign vocabulary are both wonderful resources for the students during their practice/study time.

Overall Classroom Instructional Material Meets Criteria Rating: __X__Yes __No__ N/A