

What's Changed in EdReports' New Review Criteria?

As part of the evaluation process, EdReports' reviewers use evidence guides that outline what to look for in materials to determine whether they meet the review criteria. EdReports updated these evidence guides as part of its revision to its rubrics.

Below are a few examples of what these changes look like in K-2 English/language arts standards for foundational skills. The left column shows language from the original evidence guide (v1.0), while the right shows language from the new guide (v1.5).

Focus	Language From Old Evidence Guide	Language From New Evidence Guide
Systematic and explicit instruction in phonological awareness and phonics	<p>Kindergarten, indicator 10:</p> <ul style="list-style-type: none"> Students have frequent and adequate opportunities to learn and understand phonemes (e.g. produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words). Lessons and activities provide students adequate opportunities to learn grade-level phonics skills while decoding words (e.g. one-to-one correspondences, long and short sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters). Materials have a cohesive sequence of phonemic awareness instruction to build toward application. Materials have a cohesive sequence of phonics instruction to build toward application. 	<p>Kindergarten, indicator 1n. i:</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern.
Learning letters	<p>Kindergarten, indicator 1p:</p> <p>Materials include frequent and adequate lessons and multimodal activities for students to learn how to identify and produce letters.</p>	<p>Kindergarten, indicator 10:</p> <p>Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase).</p>
Practice and gain decoding automaticity and sight-based recognition of high frequency words	<p>1st grade, indicator 1q:</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text. Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues. 	<p>1st grade, indicator 1p:</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read grade-level text. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year.

SOURCE: EdReports Evidence Guides and Education Week reporting