

ENGLISH LANGUAGE ARTS RESOURCE EVALUATION TOOL

This evaluation tool is designed to be used with resources being considered for inclusion in the Model Curriculum for English Language Arts.

Alignment with Ohio's Educational System

A resource that earns a 'C' on this item should not be selected for the Model Curriculum.

Criteria	A	B	C
1. Alignment with Standards	The resource has a direct and explicit link to Ohio's New Learning Standards.	The resource clearly contributes to student learning of one or more standards.	The resource is not well aligned with the Ohio's New Learning Standards.

Research Base for the Resource

A resource that earns a 'C' on this item is not research-based and should not be selected for the Model Curriculum.

Criteria	A	B	C
2. Research Base	The resource includes data or evidence indicating its use leads to increased student learning.	The resource reflects research that is widely known and generally accepted.	The resource is antithetical to commonly accepted research findings.

Quality and Usability Measures

Items 3–10 set the criteria for effective teaching strategies. If a resource earns no "C's" and at least one "A" in this set of criteria, it reflects effective teaching practices. If the resource does not meet these minimal quality and usability criteria, it should not be selected for the Model Curriculum.

Criteria	A	B	C
3. Content	The content is accurate and developed to promote student understanding.	The content is not inaccurate, but may not include desirable details or examples.	The content contains factual or other errors.
4. Equity	The resource explicitly supports equity and access.	The resource implicitly supports equity and access.	The resource includes substance that reflects bias toward identifiable populations.
5. Student Engagement	The resource engages most students in the age range and requires student involvement in and responsibility for their learning.	The resource would hold the interest of a variety of students and promotes student activity and thinking.	The resource would not promote student activity and would hold little interest for the majority of students in the age range.
6. Contextual Learning and/or Meaningful Application	The resource frames the content in a context that is meaningful to students and has real world applications.	The resource frames the content in a context that is meaningful to students.	The resource is largely devoid of either "real-world" or "student engaging" context.
7. Response to Need	The resource responds to a generally identified need (e.g., physics materials)	The resource responds to an often expressed need (e.g., students who do not	The resource is not responsive to the wants or needs of Ohio teachers or

	that reflect the lack of female presence in high school physics).	know multiplication facts by the end of sixth grade).	students (e.g., a unit on California history).
8. Adaptability to a Variety of Settings	The resource is adaptable to a variety of learning settings, and has materials or suggestions to help make those adaptations.	The resource is adaptable to a variety of learning settings.	The resource has too narrow a range of use (e.g., students with auditory disabilities in full inclusion classrooms).
9. Classroom Discourse	The resource requires 'grand' conversations and reflection among the students and with the teacher and includes questions/prompts to advance learning.	Use of the resource encourages significant conversation and reflection by the students and/or teacher.	Use of the resource inhibits meaningful conversation and reflection by the students and/or teacher.
10. Appropriate Use of Multimedia	The resource reflects meaningful use of multimedia and provides suggestions that address the lack of technology tools.	The resource reflects appropriate use of multimedia.	Multimedia or technology tools are inappropriately or rarely used or are simply an 'add on' to the lesson.

General Considerations

Items 11–15 are additional criteria for judging the quality of a resource. A rating of "C" on one or more of these items does not automatically remove the resource from consideration for the Model Curriculum but can effect the overall rating.

Criteria	A	B	C
11. Assessment	The resource provides an assessment tool to help teachers determine increased student learning and provide specific, critical feedback.	The resource does not provide an assessment tool but includes suggestions for assessing increased student learning.	The resource does not provide an assessment tool or include suggestions for assessing student learning.
12. Originality	The resource offers a highly innovative approach that teachers are unlikely to have seen before.	The resource may not be innovative but reflects good, solid practice of value to most students and teachers.	The resource is fairly mundane or simplistic.
13. High Expectations	The resource captures the imagination of teachers and students; is motivational and epitomizes high expectations for all students.	The resource is interesting and fun for students and addresses "worthwhile" content.	The resource reflects average expectations for students.
14. Navigability	The resource is remarkably easy to navigate.	The resource is navigable without serious difficulty.	The resource is somewhat difficult to navigate.
15. Presentation	The resource is clearly written and carefully edited.	The resource has a few errors in grammar, mechanics or presentation style that do not impact clarity of content.	The resource has significant errors in grammar, mechanics or presentation style and includes unclear content.