

SpringBoard English Language Arts Grade 6-8, ©2021 Edition Publisher Response

SpringBoard has submitted the 2021 National Edition of SpringBoard ELA for grades 6-8 to EdReports for review and evaluation. We see this review not only as information provided to the general public, potential and existing customers, but also as part of that constructive cycle to meet the needs of the ever-evolving body of students, teachers, and administrators who use SpringBoard. We appreciate the thorough and detailed review conducted by the EdReports team and value the evidence and insight their review provides. Below are specific comments in response to the evaluation.

Gateway One: Text Quality and Alignment to the Standards

We appreciate that, in all grades, EdReports acknowledges that SpringBoard consistently **meets expectations** in **Gateway 1** by recognizing the quality and complexity of texts included in SpringBoard as representing a wide range of text types and genres; being engaging for the student and more importantly, worthy of careful reading; providing opportunities for rich and rigorous evidence-based discussions and writing; and building strong literacy skills over the course of the school year.

Across all grades, reviewers marked **Indicator 1E** as partially meeting criteria a result of our approach to text complexity analyses. The review recognizes the “clear rationale for the purpose and placement of the texts” within our Text Complexity documents for each grade, but “analysis is not included for all anchor texts or series of texts.” While there is not a common approach to analysis for non-prose texts, this is valuable feedback to consider how we might continue to better support our educators with rationales for purpose and placement of all texts within our materials. When evaluating and selecting prose texts for grade level complexity, we examine quantitative (Lexile), qualitative, and reader & task to determine an overall complexity, and we provide a detailed summary of this analysis for each prose text. We approach our analysis of non-prose texts with similar rigor, but with a greater focus on qualitative elements of the text, since quantitative measures for texts of this nature are not valid. We have not, however, made a practice of publishing a rationale for inclusion in our materials as part of our analyses, so we have already begun to look at ways we can offer more specific guidance and information around every text we include in our materials. Additionally, given the detailed ways in which we focus on specific chapters and excerpts from texts within our novel units and dramas, we agree it would be beneficial to offer analyses for the specific selections that are the focus of a given activity or series of lessons, along with an overall analysis of each full length text where appropriate.

Gateway Two: Building Knowledge with Texts, Vocabulary, and Tasks.

EdReports evaluators recognize the strength and depth of the SpringBoard writing program as shown in the comments and examples for **ALL Indicators of Gateway 2**. Springboard **fully meets the expectations** for building knowledge with texts, vocabulary, and tasks; for increasing writing skills over the course of school year; for

providing focused short- and long-term research projects; and for designing an independent reading program that includes student choice and accountability. The review consistently commends our strong writing, research, and grammar components as well as our robust, instructionally-connected independent reading program.

Gateway Three: Usability

We are pleased to know that the thoughtfully-designed instructional supports and lessons are recognized by EdReports evaluators as supporting high-quality instruction. As an instructional program designed to give all students access to the rigor of the standards and achieve success throughout middle school, high school, and beyond, this is especially important feedback. The SpringBoard program **meets expectations in Gateway 3**.

In response to **Indicator 3L.II**, which partially meets the criteria that assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow up, specifically for our digital assessments and Embedded Assessments. We feel it is important to note that a component of our Professional Learning focuses on how to leverage the data and information to make informed, purposeful decisions when planning, rather than a prescribed response to a digital assessment. We believe that instruction needs to be differentiated, but common assessments are a necessary tool to drive that differentiation. The results of a common assessment will let teachers plan instruction based on what they see in their students' work and might foster rich discussions in professional learning communities and district meetings; however, this is valuable feedback from the reviewers, as it helps us focus on areas where we can be clearer and more direct in our support. As with any strong digital program, we actively work on enhancements and improvements to our platform, and we continue to do so with our digital reporting.

While criterion **3s-3v** do not receive scores, we appreciate the constructive feedback to help us further develop our use of technology to enhance student learning. We wish to clarify that our digital platform is available on multiple Internet browsers as the criterion states, including Google Chrome, Safari, and Firefox. We do not actively support Microsoft browsers at this time. Additionally, as of July 2020, our digital platform has undergone a major enhancement that greatly improved and simplified the navigational experience, and we will continue to build our enhancements that support learning in a digital environment.

In response to **3u.i**, which partially meets expectations, SpringBoard Digital is WCAG 2.0 Level AA compliant, offering support for a wide range of assistive technologies such as screen readers and annotation tools. Performed audio readings are also available for all text selections and a wide variety of vocabulary throughout the program to those with hearing disabilities, while also supporting language learners. The review states that our Instructional Pathways "can be customized for student needs but not individualized." We wish to correct this understanding of our materials. Instructional Pathways are designed to offer guidance as to when and where our supplemental materials might support instructional needs through differentiation. Through our digital platform, teachers can customize the experience on an individual basis using Google Classroom, Canvas, Schoology, or sharing links within their own LMS. This allows teachers full control to assign content and materials at the class or student level and from any of our core or supplemental content.

In summary, SpringBoard English Language Arts provides students with the high-quality materials needed to foster a dynamic learning experience and ensure academic success with a curriculum and materials that are focused on real classroom needs, encouraging teacher and student involvement. We place a deliberate focus on learning that sets students on a pathway to AP and college readiness, enabling students to build knowledge and practice skills that will serve them well throughout middle school, high school, and beyond.