WIDA™ PRIME

WIDA PRIME 2020:

A Tool for Aligning K-12 Instructional Materials with the WIDA ELD Standards Framework, 2020 Edition

Publisher Report

WIDA PRIME 2020
Publisher Report

McGraw Hill, *Wonders Grade 2 Reading*

Contents

I. Background: WIDA PRIME 2020

WIDA PRIME 2020 and the WIDA Mission

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the linguistic, cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. As part of fulfilling its mission, WIDA has created PRIME.

WIDA PRIME offers tools to assist publishers and educators in determining a degree of alignment between a given set of instructional materials and the [WIDA English Language Development Standards Framework, 2020 Edition](#) (henceforth referred to as the Framework) based on the PRIME rubric. **PRIME** stands for **Protocol for Review of Instructional Materials with the English Language Development Standards Framework, 2020 Edition.**

> **Mission**
> WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

Over the years, there have been multiple reports indicating that there is a lack of standards-aligned, high-quality curricular materials that support multilingual learners well (see, for example, de Araujo & Smith, 2022; Estrada, 2014; Gándara et al., 2003; Loewus, 2016; Mitchell, 2019). With the release of the Framework, there is a recognition among educators that curriculum and instruction will need to shift, and that there is currently a lack of materials aligned to the Framework. One of the benefits of the PRIME review process is the feedback it provides to material developers for strengthening alignment. The productive conversations educators have while reviewing materials (i.e., the review process) provide additional benefits.

Through PRIME and a host of other resources it offers, WIDA hopes to increase the availability of high-quality instructional materials that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Increasing the availability of rigorous, high-quality core materials that attend to the diverse needs of multilingual learners is a critical avenue to move forward toward the realization of the [Big Ideas](#) of the Framework, namely

- Enhancing equity of opportunity and access
- Integration of content and language
- Collaboration among stakeholders
- Functional approach to language development

WIDA PRIME 2020: Audiences and Uses

The primary intended audiences of PRIME are **educational entities**, a term we use in this document to refer to both a) publishers and b) local users (districts, schools, and educators). They may use WIDA PRIME to

- Prompt productive conversations about how instructional materials are serving multilingual learners
- *Guide self-reflection, self-analysis, self-assessment, and self-determination of a degree of alignment* between a given set of instructional materials and the Framework via the criteria specified in the PRIME rubric
- *Collect evidence and information* about instructional materials for potential improvements and revisions to strengthen alignment with the Framework
- *Support communication* with stakeholders (e.g., parents, program directors, school boards, teachers, program reviewers) about instructional materials under consideration for adoption

In addition, **local** users may also use PRIME to

- *Support district/school* leadership *or adoption committees* in making recommendations and decisions about materials adoption. In particular, information in the **PRIME seal report** may help guide decision-making in relation to other data points and local considerations. (*See disclaimers below: the PRIME seal does not imply overall high quality or that WIDA endorses a particular set of materials. The seal speaks only to alignment.*)

WIDA PRIME 2020: Elements

- **WIDA PRIME Portfolio Workbook**: a guided workbook that the publisher uses to compile an evidence-based portfolio to demonstrate alignment between a given set of instructional materials and the Framework according to the PRIME rubric. It describes PRIME's purpose, the elements that comprise it, the intended audiences, applicable uses, disclaimers, eligibility of materials for external review, definitions of terms, theory of action informing alignment methodology, approach to scoring, and the process of compiling and submitting a portfolio for review. In it, you will find the **WIDA PRIME Rubric**. The WIDA PRIME Rubric provides alignment criteria, indicators, descriptors, and a scoring scale for inferring a degree of alignment between a given set of instructional materials and the Framework.
- **WIDA PRIME Seal:** publishers may choose to submit the portfolio workbook to the PRIME review process in application to receive a WIDA PRIME seal. The PRIME seal indicates that WIDA-trained reviewers believe the publisher has provided sufficient evidence to determine a degree of alignment between a given set of instructional materials and the Framework, based on the PRIME rubric. Receipt of the PRIME seal indicates external validation of the publisher's self-determined claims of alignment by a team of WIDA-trained reviewers. There is no guarantee that a submitted portfolio will earn the seal—seals will be awarded according to the review team's evidence-based determination of a degree of alignment.
- **This PRIME Report**: Publishers' materials that earn the seal may be posted, along with final reports, on the [WIDA PRIME Instructional Materials Published Reviews page](#), which then serves as one data point to inform district and school choices in materials adoption. Publishers will edit this file to create a report. Fields in green provide space for entering information.

WIDA PRIME 2020: Eligible Materials for the External Review Process

WIDA PRIME spotlights the need for curricular coherence of core (Tier 1) instructional materials. Strengthening core instructional materials for multilingual learners through alignment to the Framework supports standards-based practices. It also promotes student achievement in the depth and breadth of a) academic content standards and b) in the WIDA ELD Standards Framework that helps provide multilingual learners with the necessary equity of opportunity to access grade-level content learning.

To support this goal, publishers may submit the following instructional materials for external review of alignment by a WIDA-trained team of reviewers as application for a PRIME seal:

- Materials for one full year's course of study in the core academic disciplines (language arts, mathematics, science, and social studies or interdisciplinary materials) that are designed to align with the Framework.
- Materials for one full year's course of study of dedicated ELD instruction that clearly and concretely connect to grade-level academic content standards.
  - Whether in the core academic disciplines or dedicated ELD, publishers may also submit adjacent grade levels when they are within the Framework's grade-level clusters (K, 1, 2-3, 4-5, 6-8, 9-12) for an extended review. For example, if a publisher submits a portfolio for review of grade 4, they may also submit a rationale and evidence for why grade 5 maintains the same approach and structure of alignment to the Framework as grade 4 does. (For more information about the extended review, see Appendix A.)
  - Supplemental materials for multilingual learners may be submitted, but only if clearly and concretely connected to grade-level core instructional materials.

WIDA PRIME 2020: Inapplicable Uses and Disclaimers

WIDA PRIME offers supports for determining a degree of alignment between a given set of instructional materials and the [WIDA English Language Development Standards Framework, 2020 Edition](#). WIDA PRIME does not speak to the ability of a curriculum to fully constitute a healthy, safe, and supportive learning environment for multilingual learners. Decisions in materials adoptions must therefore be complemented by additional information. Depending on local contexts and resources (e.g., technology, professional learning, wraparound supports), districts and schools may prioritize particular curricular criteria and indicators in different ways. Therefore, educators need to consider *how* information contained in the WIDA PRIME reports fits particular populations, programs, and goals. Whereas districts and

schools should examine PRIME reports as one part of a thoughtful materials adoption process, it should be taken in relation to other locally determined data points.

PRIME IS NOT an introduction to the Framework or to curriculum design.
This publication is not intended as an introduction to the Framework or to curriculum design. A thorough understanding of the Framework and curriculum design are needed to effectively apply the PRIME rubric and review process. WIDA offers several ways to support learning about the Framework, including through the WIDA ELD Standards Framework page and a suite of professional learning offerings.

The PRIME seal does not imply overall high quality of materials. It refers only to alignment.
WIDA PRIME is not an evaluative tool that judges the *overall effectiveness* of instructional materials, and the PRIME seal does not imply that the submitted materials have been evaluated to show a positive impact on student learning outcome. As described in its theory of action, PRIME reviews yield a socially constructed inference about a degree of alignment between the Framework and a given set of instructional materials designed to teach them, in accordance with the criteria in the PRIME rubric. Yet instructional materials can and should do more, such as supporting development of student agency and critical stance and inviting student engagement in authentic and joyful ways. It is important for PRIME users to understand that at this time, PRIME alignment claims are limited to just that: alignment to the Framework. Other places where WIDA as an organization supports these important broader curricular concerns include, for example, the WIDA Mission, Vision, and Values, and the Big Ideas of the Framework.

The PRIME seal is not an endorsement from WIDA for any set of instructional materials.
WIDA does not make recommendations or determine that one set of instructional materials is better than another. Educators of multilingual learners work with a heterogeneous population with a wide range of strengths and needs, in a variety of programs, and in a wide range of environments. The question of what is "the best" curriculum for one student, teacher, or school requires more information than what WIDA PRIME analyzes through its *alignment* rubric.

The PRIME seal cannot account for how instructional materials are enacted in specific contexts.
Each school, classroom, teacher, and student is unique, and so are the instructional decisions educators make to engage multilingual learners during each task, lesson, and unit.

Local or publisher self-determination of alignment is not the same as earning the PRIME seal.
A local process of review that appropriately uses PRIME tools may be helpful in self-determining alignment of materials. That is one use of PRIME. However, the WIDA PRIME process cannot account for how a self-selected local or publisher panel may enact the PRIME tools in specific contexts. *The PRIME seal can only be awarded through an external and independent review process completed by a team of WIDA-trained reviewers that makes a determination of sufficient alignment between a given set of instructional materials and the Framework, based on the PRIME rubric.*

Language development occurs throughout the day and in all classrooms.
Although PRIME only reviews alignment of materials in relation to the four core content areas represented by the WIDA ELD Standards Statements (language arts, math, science, and social studies), we recognize that language permeates schooling and that all teaches are in fact language teachers.

II. Description of Materials Reviewed in this Report

Title of Materials: *Wonders Grade 2 Reading*

Submitting Educational Entity: McGraw Hill

Description of Materials

Grade level: Grade 2

Content area(s): Language Arts (Reading)

WIDA ELD Standards Statement addressed:
- ELD Standards Statement 1: Language for Social and Instructional Purposes
- ELD Standards Statement 2: Language for Language Arts

General scope of materials (e.g., # of learning units included):
- *Wonders* ©2023 Grade 2 includes six units of instruction; each unit includes six weeks of instruction.

Type of materials included (e.g., student core text and workbook, teacher's guide, tools of instruction, etc.):
- Teacher components: Teacher's Edition, ELL Small Group Guide, Instructional Routines Handbook, Language Development Kit, Newcomers Kit, Foundational Skills Kit, Language Transfers Handbook, ELL Unit Assessments
- Student components: Reading/Writing Companion, Literature Collection, Scaffolded Shared Read, Oral Language Sentence Frames, Shared Read Writing Frames, ELL Anchor Text Support, ELL Extended Writing Resources, Differentiated Genre Passages, Leveled Readers, Differentiated Texts

Submission of materials included (please choose from below; delete those that don't apply):
- N/A

Links to other external reviews of the materials completed (e.g., EdReports, evidence for state-based reviews):
- EdReports.org, a widely respected independent K-12 curriculum review organization, evaluated *Wonders* ©2020 and rated it highly with all green scores across the three gateways: Text Quality and Complexity, Building Knowledge, and Usability. To learn more about *Wonders* ©2020, or to visit EdReports.org to view the full report for the previous copyright, please visit: www.edreports.org/reports/overview/wonders.
- The *Wonders* ©2023 copyright update was recently released. It has been delivered to EdReports and a review is currently pending based on the availability of EdReports reviewers. Our solution was built on the foundation of the highly rated 2020 program, so you can be confident that the updated program will deliver the same great success.
- *Wonders* ©2023 Grades K-3 was approved by the Colorado READ Act and is listed on the state DOE as an Approved Program. Here is the link to the site: https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020
- *Wonders* ©2023 was also approved by the Oklahoma DOE which has the list of approved programs (scroll to bottom of page for all approved titles and ratings): https://sde.ok.gov/approved-titles

III. Reviewer's Analysis of Alignment to Components of the Framework

Underpinned by the four Big Ideas, the WIDA ELD Standards Framework offers road signs to set goals for curriculum, instruction, and assessment for multilingual learners. The Framework consists of four components (ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors) that work together to make a comprehensive picture of language development.

Portfolio Part C: Alignment to Components of the Framework. For each Framework component, the publisher completed a self-reflection and analysis considering the following:
- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion

For each criterion, publishers
- Made an evidence-based claim of alignment
- Provided a justification for the claim
- Provided strategic and sufficient evidence to support the claim (include page numbers and direct links).

Potential sources of evidence across criteria include, non-exhaustively:
- Teacher edition guidance: prompts, recommendations, criteria, and pedagogical rationale
- Learning goals, objectives, and targets (e.g., unit goals and lesson objectives)
- Unit and lesson learning sequences, tasks, activities, and assignments
- Rubrics, formative and summative assessment tasks, other progress monitoring materials
- A variety of multimodal supports across activities allowing various entry points for students at varying levels of English proficiency
- Guidance/prompting to offer students multiple means of engagement, representation, and action and expression (e.g., use of home languages, visual and graphic supports)
- Guidance for community and learning norms, routines, protocols, structures, and models
- Guidance for student interactions and discussions (e.g., grouping strategies, interactive supports)

Feedback: Alignment to Framework Component I – ELD Standards Statements

The five WIDA ELD Standards Statements guide us to create materials that simultaneously develop content and language, where language development is positioned in service of disciplinary learning. **Standard Statement 1**, Language for Social and Instructional Purposes (ELD-SI) helps teachers become aware of language for social interactions, everyday routines, negotiation, and problem-solving. ELD-SI works alongside and blends into **Standards Statements 2-5** that address disciplinary language (ELD-LA for Language Arts, ELD-MA for Math, ELD-SC for Science, and ELD-SS for Social Studies). This interweaving reminds us that students communicate to learn, but also to convey personal needs and wants, to interpret and present different perspectives, to affirm their own identities, and to form and maintain relationships.

- Learn more about the Standards Statements and the relationship of Standards Statement 1 to Standards Statements 2-5 on pages 24-25 of the 2020 Edition.
- "Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development of the WIDA ELD Standards Statements (pp. 354-367).

On the next page you can read the reviewer's analysis of alignment to components of the framework considering the following:

- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion

Match is the degree to which instructional materials **connect** to each component of the Framework.
- Criterion Match.ELD.1 determines whether the **same or similar concepts and ideas** about language development appear in materials and in ELD-SI.
- **Match.ELD.1 is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to the indicators of ELD-SI.**

How do instructional materials **<u>connect</u>** to ELD Standards Statement 1? (ELD-SI)	
Match.ELD.1: Indicators In the context of grade-level content learning, instructional materials…	**Match.ELD.1: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❏ Reflect and guide teachers to **value and leverage students' languages, cultures, experiences, and identities.** (pp. 12, 18, 24-25) ❏ Support **language for social and instructional interactions.** (e.g., everyday routines, negotiation, and problem-solving) (p. 25) ❏ Leverage **ELD-SI as a valuable meaning-making resource in conjunction with the disciplinary contexts** represented by Standards Statements 2-5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 25)	● Reflects students' cultures, languages, and backgrounds? ● Leverages students' languages, cultures, experiences, and identities as a resource for learning and means of entering new and complex disciplinary topics? ● Encourages social and instructional interaction? ● Intertwines ELD-SI with content learning represented by Standards Statements 2-5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)?

Determination of Alignment: Evidence submitted for criterion **Match.ELD.1** and its indicators is:

4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials reflect students' cultures, languages, and backgrounds. An example of this is seen in the leveled readers. *A New Life in India* chronicles a US family's transition as they learn the culture in India. Another example is *Akita and Carlo*, a family from Tokyo as they talk about the food in their country.

The materials encourage social and instructional interaction. Reading/Writing Companion Unit 1 (Teacher Resources) includes a student activity where the students read about families. In that lesson, students are asked to discuss with each other why "kids have little time to do chores."

The materials intertwine ELD-SI with content learning represented by Standards 2–5 (ELD-LA). An example of this can be found in T138, Unit 4, Text Set 2. The topic is *How Does Earth Change*? where students practice using the vocabulary in context, adjective and adverbs, and then the students participate in an interactive read aloud.

Match is the degree to which instructional materials **connect** to each component of the Framework.
- Criterion Match.ELD.2-5 determines whether the **same or similar concepts and ideas** about language development appear in materials and in *at least one* of the ELD Standards Statements related to the core disciplines (ELD-LA, ELD-MA, ELD-SC, and ELD-SS) (e.g., materials connect to Language for science, ELD-SC).
- **Match.ELD.2-5 is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to at least one of ELD-LA, ELD-MA, ELD-SC, and ELD-SS**

How do instructional materials <u>connect</u> to ELD Standards Statements 2-5? (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)	
Match.ELD.2-5: Indicators In the context of grade-level content learning, instructional materials…	**Match.ELD.2-5: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Integrate** language development with content learning. (p. 24) ❑ Guide teachers to support multilingual learners to **communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success** in at least one of the ELD Standards Statements. (pp. 24, 360) ❑ Include **interactive activities and opportunities for discussion** as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362)	● Refers to ELD Standards Statements as drivers of language development? ● Supports multilingual learners to develop language while simultaneously engaging in grade-level content instruction? ● Supports multilingual learners to communicate information, ideas, concepts, and engage in disciplinary practices? ● Includes opportunities for multilingual learners to engage in interactive activities and discussions to simultaneously develop language and conceptual understandings?

Determination of Alignment: Evidence submitted for criterion **Match.ELD.2-5** and its indicators is:

4 - Strong and comprehensive (3 indicators)

Review Notes:

The McGraw Hill curriculum supports ELD standards statement #2: The language for Language Arts. There are ample opportunities to engage with Language Arts as evidenced by the Level Up reading activities. This program offers culturally responsive literature as well as many chances for discourse and differentiation.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.ELD determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in the ELD Standards Statements.
- **Depth.ELD is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways** congruent to the concepts, ideas, and practices embodied in **ELD-SI and at least one of ELD-LA, ELD-MA, ELD-SC, and ELD-SS.**

How do instructional materials reflect the <u>**linguistic richness, variety, and complexity**</u> embodied in the ELD Standards Statements?	
Depth.ELD: Indicators In the context of grade-level content learning, instructional materials…	**Depth.ELD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Guide teachers to use **strength-based approaches**, leveraging students' experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning (ELD-SI). (p.24) ❑ Offer **ample opportunities for students to engage in social and instructional interaction**, and for interactive learning (ELD-SI). (p.25) ❑ Attend to **language development in a clear, systematic, and explicit** way to enhance learning in disciplinary contexts (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 354)	● Taking an asset-based approach and supporting multilingual learners to use their experiences, linguistic and cultural backgrounds, and intersectional identities in multiple ways? ● Supporting multilingual learners to interact with peers and adults in multiple ways? ● Supporting students in developing metacognitive and metalinguistic competencies? ● Explicitly developing language in service of grade-level disciplinary knowledge, skills, concepts, and practices?

Determination of Alignment: Evidence submitted for criterion **Depth.ELD** and its indicators is:

4 - Strong and comprehensive (3 indicators)

Review Notes:

The curriculum is presented in a very systematic way. The routines and procedures embedded in the materials helps students feel comfortable and important, making them free to engage in classroom activities. In all lessons, there are opportunities for peer interaction and discourse. Oracy is encouraged at some point during every lesson.

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.
- Criterion Breadth.ELD determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented in the WIDA ELD Standards Statements (ELD-SI, ELD-LA, ELD-MA, ELD-SC, and ELD-SS).
- **Breadth.ELD is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **ELD-SI** and at least one of **ELD-LA, ELD-MA, ELD-SC, and ELD-SS – over time and across a set of materials** (across lessons, units, or according to an alternate organization scheme).

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the WIDA ELD Standards Statements?	
Breadth.ELD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about the five ELD Standards Statements…	**Breadth.ELD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❏ Across **lessons** ❏ Across **units** of learning ❏ Across the **course** of study	• Take an asset-based approach and support multilingual learners to use their experiences and linguistic and cultural backgrounds across lessons, units, and the course of study? • Provide opportunities and supports for students to expand what they can do with language to communicate information, ideas, concepts, and engage in disciplinary practices necessary for disciplinary academic success across lessons, units, and the course of study? • Support multilingual learners to interact with peers and adults across lessons, units, and the course of study? • Support multilingual learners in developing metacognitive and metalinguistic competencies across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.ELD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials take an asset-based approach and support multilingual learners to use their experiences and linguistic and cultural backgrounds across lessons, units, and the course of study. Each lesson is organized the same way to help students expand what they can do with language to communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success across lessons, units, and the course of study. Goal setting and reflection are present at the beginning of each new unit. This underlies the Can-Do Philosophy. The higher order thinking skills throughout the materials help to maintain rigorous learning.

Feedback: Alignment to Framework Component II – Key Language Uses

> **Key Language Uses (KLUs)**—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature. They bring focus and coherence to the language of schooling, helping educators make choices in what to prioritize during curricular planning for content-language integration.
>
> - Learn more about KLUs on pages 26-27
> - Take a deeper dive on KLUs: A closer Look on pages 217-233.
> - "Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development of KLUs (pp. 354-367).

Match is the degree to which instructional materials **connect** to each component of the Framework.
- Criterion Match.KLU determines whether the **same or similar concepts and ideas** about language development appear in materials and in KLUs.
- **Match.KLU is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to KLUs (or prominent genres of schooling)**.

How do instructional materials <u>connect</u> to the Key Language Uses (KLUs)?	
Match.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Match.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Define** KLUs (pp. 27, 217, 288, 363) ❑ **Identify the relationship between KLUs and academic content standards.** (pp. 26, 288, 363) ❑ **Explain how genres work** as a way of organizing language use. (pp. 26, 217, 354)	● Define KLUs? ● Connect KLUs to academic content standards and disciplinary practices? ● Highlight how genre is a way to organize language and communication in disciplinary contexts? (e.g., explaining that x is a type of argument, but y is a narrative: they serve different purposes and have different organizational patterns)

Determination of Alignment: Evidence submitted for criterion **Match.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)

> **Review Notes:**
>
> Each lesson provides opportunities for students to interact with the KLUs. The TE includes lessons that provide students with opportunities as seen in the example from Unit 1, Week 5 (Expository Text Lesson). There is a tab called, "Evaluate Information" that asks students to "explain" different elements of the lesson. In the same lesson on expository text, students respond to the anchor text and analyze the prompt and analyze text evidence.
>
> There is a clear connection with the KLUs to academic content standards and disciplinary practices. This is reflected in the TE T140, Unit 1, Text Set 2- ELD-LA-2-3 Narrate Interpretive (Identify a central message from key details).

The materials highlight how genre is a way to organize language and communication in disciplinary contexts. The TE under the resources tab (TE T140, Unit 1, Text Set 2). A component of the lesson is a discussion of genre, and this specific genre was fantasy. In this section, students participate in a discussion of fantasy, imagination, and how characters can have similar characteristics to humans. The lesson includes an opportunity for the students to explore and discuss how what happened in the specific story could not happen in real life.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.KLU determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in KLUs.
- **Depth.KLU is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways congruent to the concepts, ideas, and practices embodied in KLUs (or prominent genres of schooling).**

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in Key Language Uses show?	
Depth.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Depth.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…

❑ Highlight **how KLUs work in particular disciplines.** (pp. 26, 217-218)
❑ Offer **explicit explanations** of how KLUs work **in a variety of texts, tasks, and purposes**, examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217)
❑ Emphasize language use within **sociocultural contexts** (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)
	● Explaining how KLUs are constructed and used in
	  ○ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)?
	  ○ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)?
	● Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue)
	● Drawing students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss)
	● Capturing the shared and unique ways in which KLUs work in a particular discipline?
	● Showcasing how the KLUs intersect, blend, and build on each other?

Determination of Alignment: Evidence submitted for criterion **Depth.KLU** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials provide opportunities for students to examine and explore organizational patterns characteristic of the genre. These opportunities occur in the form of anchor charts which are integrated into each of the lessons (Listening Comprehension T7) where the teacher creates a realistic fiction anchor chart and asks students to add characteristics of the genre.

The materials draw students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task. Once again, this is reflected in Anchor Charts (T4, Unit 1 Text Set 1) following a book read about families. After completing the video routine and discussing the Essential Question and image, the teacher begins a "Build Knowledge" anchor chart and records ideas on the anchor chart. Students will add to the anchor chart after they read each text

Students get to see how the KLUs intersect, blend, and build on each other. In the student book Unit 1, Text Set 1, page 45, students are asked to retell the details in the story that they read. Students are also asked to inform their partner of the events in the story that was read.

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.
- Criterion Breadth.KLU determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by KLUs.
- **Breadth.KLU is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **KLUs (or prominent genres of schooling).**

How do instructional materials <u>consistently and systematically</u> represent concepts, ideas, and practices congruent with the Key Language Uses?	
Breadth.KLU: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about KLUs…	**Breadth.KLU: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● Explain organizational patterns of KLUs across lessons, units, and the course of study? ● Highlight how KLUs connect to academic content standards and/or disciplinary practices across lessons, units, and the course of study? ● Support students in deconstructing and constructing KLUs across lessons, units, and the course of study? ● Expand what students can do with KLUs over lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.KLU** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The systematic way in which the curriculum is organized is a benefit to students. As ELP levels improve, the students are given more independence. Each lesson contains opportunities for students to engage with the KLUs. The materials are designed to reflect organizational patterns of KLUs across lessons, units, and the course of study. Supports include multiple anchor charts, visuals, and interactives.

KLUs connect to academic content standards and/or disciplinary practices across lessons, units, and the course of study consistently across the materials. There is a section in each (ELL Small Group Guide) on text construction where students focus on a single chunk of text to support comprehension and language development across the four domains (ELL 142, Lessons 1-2).

Lessons involve students in author's purpose, various genre usage, and multiple opportunities for students to engage in activities that allow students to read, view, and listen to texts that are reflective of the KLUs.

Feedback: Alignment to Framework Component III – Language Expectations

> Language Expectations are goals for content-driven language instruction. Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of Language Functions, which in turn are supported by example Language Features (e.g., types of sentences, clauses, phrases, and words).
>
> Learn more about Language Expectations on pages 28-30.
> Take a look at grade-level cluster materials to see Language Expectations (with Language Functions and Language Features)
> Appendix B offers sample correspondence tables for academic content standards and Language Expectations
> Appendix C offers a compilation of all Language Expectations, K-12
> "Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development

Match is the degree to which instructional materials **connect** to each component of the Framework.
- Criterion Match.LE determines whether the **same or consistent concepts and ideas** about language development embodied in Language Expectations appear in materials.
- **Match.LE is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to Language Expectations (or content-driven language goals and objectives)**

How do instructional materials <u>connect</u> to Language Expectations?	
Match.LE: Indicators In the context of grade-level content learning, instructional materials…	**Match.LE: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Define** Language Expectations for units and lessons (pp. 28, 237) ❑ **Connect Language Expectations to academic content** standards and practices. (pp. 29, 266) ❑ Address **interpretive and expressive** communication modes (separate or integrated modes) (p.28)	• Include Language Expectations? • Derive Language Expectations from academic content standards? • Support expansion of what students can do in relation to Language Expectations? • Support students to work with interpretive and expressive communication modes as they engage with disciplinary practices, texts, and tasks?

Determination of Alignment: Evidence submitted for criterion **Match.LE** and its indicators is:
4 - Strong and comprehensive (3 indicators)

> **Review Notes:**
>
> The systematic way in which the curriculum is organized lends itself to matching the KLUs. Language expectations are present in the Teacher Edition, Resources tab, Unit 4, Text Set 1, T4. In the *Watch the Video*, students are asked to narrate what they see in the video. ELD-LA-2-3 Narrate Interpretive
>
> The ELL Small Group Guide (Unit 4, Text Set 1, p. 142) provides support for expansion of what students can do in relation to Language Expectations. The work is divided into sections: Newcomer, Beginning, Intermediate, and Advanced/Advanced High proficiency levels.

There are opportunities for students to work with interpretive and expressive communication modes as they engage with disciplinary practices, texts, and tasks. Each unit includes an activity for students to write and speak (expressive) and listen and read (interpretative) as reflected in Unit 1, Text Set 1, p. 6 of the ELL Small Group Resources. Students are asked to read a text and verbally respond to the questions. On Page 7 of the same unit, students are asked to share their responses to the anchor text read. The unit ends with independent time where students construct in writing their own vocabulary chart.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.LE determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in Language Expectations.
- **Depth.LE is met if** evidence related to indicators clearly show that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways** congruent to the concepts, ideas, and practices embodied in **Language Expectations (or content-driven language goals that help students understand how language and genre work in service of disciplinary learning).**

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in the Language Expectations?	
Depth.LE: Indicators In the context of grade-level content learning, instructional materials…	**Depth.LE: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❏ Guide educators to **systematically expand choices students can make with language** through explicit teaching of **Language Functions** related to a Language Expectation. (pp. 29, 364) ❏ Guide educators to systematically expand choices students can make with language through exploration of **Language Features** that carry out particular Language Functions. (pp. 30, 365) ❏ Highlight the dynamic relationship between a) Language Expectations, b) Language Functions, and c) Language Features, thereby **illustrating how language works in functional ways in service of learning** (pp. 30, 365)	● Exploring how Language Functions work? ● Exploring how Language Features carry out particular Language Functions? ● Highlighting the relationship between the Language Expectations, Language Functions, and Language Features? ● Making the language of content learning visible for students?

Determination of Alignment: Evidence submitted for criterion **Depth.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials provide opportunities where students can explore how language functions work. This is reflected in the language learning objective in each module--Unit 3, Narrative Writing when students are asked to, "Make a sequence chart to organize the details in your life personal narrative."

The materials explore how language features carry out particular language functions. The Resource Library includes Leveled Reader Lesson Cards for students. The one titled *A day in Ancient Rome* includes opportunities to use language as they write an information piece, compare texts, seek text evidence, connect the text to ideas, and interact with vocabulary and sentence structure. There are activities that allow students to reinforce their foundational skills and practice and reinforce decoding and other foundations skills for interacting with the text.

The materials also make the language of content learning visible for students. Unit 5 Week 5 includes activities that encourage students to interact with the text as students add to the anchor chart of the text being read (opinion text). The Leveled Reader Lesson Cards also include opportunities for students to engage with Close reading. The books included for the Close read include pictures and words to help the students comprehend.

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.LE determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by Language Expectations.
- **Breadth.LE is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **Language Expectations (or content-driven language goals that help students understand how language and genre work in service of disciplinary learning).**

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.LE: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about Language Expectations…	**Breadth.LE: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❏ Across **lessons** ❏ Across **units** of learning ❏ Across the **course** of study	● Expand what students can do in relation to Language Expectations over lessons, units, and the course of study? ● Explore how Language Functions and Language Features help students achieve the purposes of the Language Expectations over lessons, units, and the course of study? ● Support students to engage with interpretive and expressive communication modes across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)

Review Notes:

Each unit expands what students can do in relation to Language Expectations over lessons, units, and the course of study follows the same format. The language expectation (objective) is clearly stated at the beginning of each unit and is evident in the Close Reading Routine as objectives are clearly stated. Students engage in multiple activities throughout the module that expand on the language expectation. An example of this is found in the Teachers Edition, T136, Unit 6, Text Set 2, as students are asked to identify, analyze, integrate knowledge and ideas, and make connections. Students are given multiple entry points to the curriculum. For example, Learning Loss Resources are not only great for multilingual learners, but also for students who are not on grade level. This curriculum assists ALL students with Academic Language Development.

Each lesson in the unit provides students with opportunities to explore how language functions and language features help students achieve the purposes of the Language Expectations over lessons. An example of this is seen in The Teachers Edition, T48, Unit 2, Text Set 1. In the Make Connections section DOK4, students are asked to cite text evidence, respond to the writing prompts, and share their writing piece with a partner.

The materials support students as they engage with interpretive and expressive communication modes across lessons, units, and the course of study. Once again, an example of this is seen in the Teachers Edition, T136, Unit 6, Text Set 2, where students are asked to listen, speak, read, and write using the language expectation to drive the activity.

Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors

> Proficiency Level Descriptors (PLDs) are an articulation of student language performance across six levels of English language proficiency. PLDs are written in interpretive and expressive communication modes, and represent three dimensions of language use: discourse, sentence, and word/phrase. While Language Expectations offer goals for how all students might use language to meet academic content standards, PLDs describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations. In this way, PLDs can inform choices about how to monitor and support learning, so that instructional materials and instruction can maintain grade-level cognitive challenge and rigor while intentionally scaffolding content and language development.
>
> Learn more about PLDs and the dimensions of language on pages 31-34.
> PLDs appear in grade-level cluster materials (Section 3).
> Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K-12 (p. 329).

Match is the degree to which instructional materials **connect** to each component of the Framework.
- Criterion Match.PLD determines whether the **same or similar concepts and ideas** about language development appear in materials and the PLDs.
- **Match.PLD is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to PLDs (or research-based typical trajectories of language development).**

How do instructional materials <u>connect</u> to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators In the context of grade-level content learning, instructional materials…	**Match.PLD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❏ **Offer a range of possibilities for language development targets** for multilingual learners who may be in various stages of language development as described in the six levels of the PLDs. (pp. 34, 329) ❏ Provide opportunities for **monitoring language growth over time** as described in the six levels of the PLDs. (pp. 31, 33) ❏ Suggest **scaffolding** of content and language development across PLD levels. (pp. 31, 57, 248-249, 331, 362)	● Reflecting a range of language development targets for students at different levels of English proficiency? ● Monitoring language growth over time? ● Scaffolding and supporting student learning through all six levels of the PLDs?

Determination of Alignment: Evidence submitted for criterion **Match.PLD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials reflect a range of language development targets for students at different levels of English proficiency. Evidence of this is found in Unit 4, Text Set 1, Teacher Materials, Resources, ELL small group (pg. 141). The assignments are scaffolded to address Beginning/Early Intermediate and

Intermediate/Advanced/Advanced High. Additionally, there is also a teacher resource available, *Understanding English Language Learner Levels*, that shows the alignment of the different levels to the accompanying WIDA level. This resource also explains what the teacher should expect the EL student to demonstrate at each level.

The materials provide teachers with the opportunity to monitor language growth over time. The "Teacher Resource" tab has an option to select "Assessment" and then "ELL Unit Assessment." The teacher can assess students for each unit in the categories of listening, speaking, reading, and writing. The results of the assessments can also be used to correlate with the *Understanding English Language Learner Levels* to help guide the teacher on what is necessary to help move the ELL student along to the next level.

The materials provide scaffolding and support student learning through all six levels of the PLDs. One example of this is seen in the teacher resources ELL small group resources, independent time (p. 143). Student activities are scaffolded according to the Beginning/Early Intermediate and Intermediate/Advanced/Advanced High levels. The goal of the scaffolding in these activities is to eventually get the students at the beginning proficiency levels to advance to the next ones.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.
- Criterion Depth.PLD determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in PLDs.
- **Depth.PLD is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways congruent to the concepts, ideas, and practices embodied in PLDs (or research-based typical trajectories of language development).**

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in the PLDs?	
Depth.PLD: Indicators In the context of grade-level content learning, instructional materials…	**Depth.PLD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Address three dimensions of language: **discourse, sentence, and word/phrase.** (pp. 31, 366) ❑ Maintain the **same cognitive rigor for all** students while using the PLDs to account for and **support different ways individual** multilingual learners might develop *across the six levels*. (p. 101) ❑ Guide teachers to **scaffold** learning in relation to **various factors** (student strengths and needs, interests, prior experiences, level of language proficiency, communicative purpose of the situation, task, etc.). (pp. 33, 333)	● Attending to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts? ● Maintaining the same grade-level cognitive rigor for all students while offering multiple entry points and responsive support processes? ● Interactional scaffolding that is responsive to students' current strengths and needs? ● Monitoring students' language growth in multiple and varied ways? (e.g., through types of embedded classroom assessments)

Determination of Alignment: Evidence submitted for criterion **Depth.PLD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials attend to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts. Each lesson begins with a basic word study of the words that will be used during the lesson and unit. Unit 2 Week 5 (Day 1) includes a study of words from the very basics of suffixes to phonics, structural awareness, and high frequency words. Students have the opportunity to interact with words from the very basics to the most complex in context (*Poetry, What do we love about animals?*).

The materials maintain the same cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency—across lessons, units, and the course of study. Each daily lesson includes a DOK reference. An example of this is found in the shared reading companion activities Unit 2 Week 5, pps.68-69. In this example, students are presented with two different activities at two DOK levels (related to the topic of poetry) where they are asked to interact with the excerpts.

Wonders includes Interactional scaffolding that is responsive to students' current strengths and needs. The differentiated instruction component of each lesson also allows the teacher to accommodate for different

levels of student learning–Approaching level, On level, Beyond Level, and ELL. These levels address different "Tiers" of vocabulary and word work based on individual levels and needs (Unit 2, Week 5).

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.
- Criterion Breadth.LE determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by PLDs.
- **Breadth.PLD is met** if evidence related to indicators clearly shows that materials **consistently and systematically address teaching and learning that is informed by the PLDs (or research-based typical trajectories of language development).**

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.PLD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning that is informed by PLDs…	**Breadth.PLD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● Reflect a range of language development targets across lessons, units, and the course of study? ● Monitor student language growth across lessons, units, and the course of study? ● Address three dimensions of language: discourse, sentence, and word/phrase across lessons, units, and the course of study? ● Maintain the same cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency—across lessons, units, and the course of study? ● Scaffold learning for students in relation to various factors (student strengths and needs, interests, prior experiences, communicative purpose, task, etc.) across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.PLD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

Each lesson in Grade 2 materials follows the same format. The materials reflect a range of language development across lessons. Students have the opportunity to explore the three language dimensions consistently across the grade level materials.

The materials maintain the same cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency – across lessons, units, and the course of study. This is evident consistently across the lessons and modules.

There is evidence of scaffolded learning for students in relation to various factors (student strengths and needs, interests, prior experiences, communicative purpose, task, etc.) across lessons, units, and the course of study. Each lesson included guides for differentiation and supporting the multiple learning levels of the students.

IV. Feedback: Summary of Alignment Strengths and Potential Areas of Growth

PRIME Report Part D: Summary of Alignment and Potential Areas of Growth

Alignment to	Strengths	Potential Areas of growth
Big Ideas	The curriculum lends itself to multiple points of entry based upon the students' experiences, backgrounds, and linguistic assets.	
ELD Standards Statements	The Text Sets are a great resource that highlights students' cultural backgrounds, past experiences, and English Language proficiencies.	Adding "Guiding Questions" to the essential question would be helpful.
Key Language Uses	The Graphic Organizers are an effective resource for teaching/understanding Key Language Uses.	
Language Expectations	The ELL Small Group Guide and Leveled Reader Lesson Cards are excellent resources Reviewers noticed in the curriculum.	Although the Language Expectations may not use the exact same language as WIDA, they operate the same way. It may be helpful to mirror the language used in the 2020 Standards Framework.
Proficiency Level Descriptors	The Take Home Spelling Lists are a great way to meet students where they are in their language journey.	

Consensus Determination for Seal Eligibility

Review Team: Talia Gray, Anna Sargent, Gwyneth Dean-Fastnacht, Jacqueline C. Ellis
Lead Reviewer: Talia Gray
Year-Long Course of Study Submitted for Review: Yes
Supplementary Materials Included in Year-Long Course of Study: None
Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review: None
Submission Date: July 22, 2022
Educational Entity: McGraw-Hill

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: McGraw-Hill
Title of Materials: *Wonders Grade 2 Reading*
Grade Level/Levels: Grade 2

Determination of Alignment

Evidence for alignment criteria is… 4-Strong and comprehensive (3 indicators) 3-Present (2 indicators) 2-Present but insufficient (1 indicator) 1-Not yet sufficiently present (no indicators)	Final Consensus Criterion score (4-3-2-1)	Final score: Framework Components (4-3-2-1)
ELD Standards Statements		Lowest criterion score earned for ELD Standards Statements: **4**
Match.ELD.1	4	
Match.ELD.2-5	4	
Depth.ELD	4	
Breadth.ELD	4	
Key Language Uses		Lowest criterion score earned for Key Language Uses: **4**
Match.KLU	4	
Depth.KLU	4	
Breadth.KLU	4	
Language Expectations		Lowest criterion score earned for Language Expectations: **4**
Match.LE	4	
Depth.LE	4	
Breadth.LE	4	
Proficiency Level Descriptors		Lowest criterion score earned for Proficiency Level Descriptors: **4**
Match.PLD	4	
Depth.PLD	4	
Breadth.PLD	4	
Eligibility to earn the PRIME 2020 Seal of Alignment		**Yes**

Lead Reviewer: Talia Gray
Date: November 2, 2022