

REMOTE LEARNING FEATURES REVIEW

Texas miVision Lectura K-5
Savas Learning Company

Section I. Remote Learning Features

Digital and printable resources

Student materials include both digital and printable resources.

| Resource | Available Digitally | Printable |
|------------------------|---------------------|-----------|
| Student edition | Yes | Yes |
| Student workbook | Yes | Yes |
| Student worksheets | Yes | Yes |
| Texts / books | Yes | Yes |
| Subject-specific tools | Yes | Yes |
| Activities | Yes | Yes |
| Quizzes | Yes | Yes |
| Tests | Yes | Yes |

Resources that are available in Word can be edited prior to printing.

Tools for special populations

The digital student material contains the following tools for special populations:

- Font magnification
- Embedded audio support
- Practice games
- Leveled readers
- Spanish/English Glossary

This review reflects Learning List's verification of the publisher's self-reported responses to TEA's Remote Learning Features Review rubric.

Connection between print and digital components

The content in the print and digital components is similar, but the digital student material contains additional features, including embedded audio support, highlighting, note-taking, and annotation tools, videos, interactive practice games, and ExamView assessments.

The digital material provides remote students with a learning experience that is equitable to that of in-person students by including clear instructions, and the online tools mentioned in the prior paragraph. The *Realize Reader* app provides an offline version of the material for students with limited internet access.

Completion, submission, and review of work

Students can complete and submit work online through the product platform. The platform requires student rostering and is compatible with the most widely used student information systems.

Teachers can review students' work and provide feedback online through the product platform.

Grade-level differences

The following content delivery features vary by grade level:

- Complexity of directions
- Font size
- Lexile range
- Text complexity/readability

Directions increase in length and complexity and are increasingly abstract across grade levels. While font size decreases in successive grade levels, text complexity and Lexile range increase.

Section II: Synchronous Instruction

Teacher guidance for synchronous instruction

The *mySavvas Training* website includes guidance on distance learning integration.

Supports for student-to-student interaction

The Discuss feature on the Realize platform facilitates remote, real-time student-to-student interaction. Although available, this feature would likely not be useful in the primary grade levels.

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Teachers can monitor but cannot limit student interaction on the discussion boards.

Supports for teacher-to-student and student-to-teacher interaction

Teachers and students can leave notes in assignments, and the material's discussion boards facilitate synchronous remote student-to-teacher or teacher-to-student communication.

Section III: Asynchronous Instruction

Support for asynchronous/independent learning

The following features in the material support concept development:

- Feedback capabilities
- Videos
- Audio files
- Examples
- Animations
- Games
- Guided activities

The Realize platform allows teachers to provide comments on assignments, and once the student has begun an assignment, the teacher and student can use the platform's Discuss feature to exchange comments. Activities and games provide multiple attempts for students to select the correct answer, and incorrect/correct answers are displayed. Questions are repeated in the same order each time. Videos occur in all units and deliver instruction using animation and narrated examples. The speed of videos and audio files can be adjusted to accommodate differences in students' auditory processing abilities. Mentor texts, animated games, and guided activities provide examples in most units.

Section IV. Progress Monitoring Features

Progress monitoring by teachers, parents/guardians, and students

The material includes the following features and reports to help students, parents/guardians, and teachers monitor student progress:

| Features | Students (self-monitoring) | Families | Teachers |
|-----------------|-----------------------------------|-----------------|-----------------|
| Usage | — | — | Yes |

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| Features | Students (self-monitoring) | Families | Teachers |
|-----------------------|-----------------------------------|-----------------|-----------------|
| Time on task | Yes | Yes | Yes |
| Assignment completion | Yes | Yes | Yes |
| Standards mastery | Yes | Yes | Yes |
| Skills mastery | Yes | Yes | Yes |
| Automatic scoring | Yes | Yes | Yes |

The material provides scoring reports by individual student, class, and grade level.

Integration of progress monitoring tools

The program's progress monitoring features can be integrated directly with district progress monitoring systems, and student performance data can be exported into a CSV file for use with other software applications. Grade pass-back is supported with Canvas.

Assessments

All assessments can be completed remotely through the platform's platform.

Teacher guidance/recommendations

The platform's progress monitoring features provide content recommendations to help teachers support individual students.

Section V. Usability for Families

Sign-on process

Single sign-on is supported for students and teachers. Parents log in using their child's unique student username and password.

Built-in support for students and families

The following embedded supports help students and parents/guardians understand the material's content:

- Getting Started Guide with answers to frequently asked questions
- School-to-Home letters with chapter-specific at-home activities
- Unit launch videos
- Games

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- Checks for Understanding

Supports are available in English and Spanish.

The material's supports for special populations include embedded audio support throughout the material, closed-captioning for videos, online practice including phonics/word study, handwriting, spelling and language and conventions, *Realize Readers* (leveled readers), and extension activities.

These supports are also available in English and Spanish.

Districts will not incur additional costs for these supports.

Section VI. Training and Support for Teachers

Teacher training and support

The following embedded resources assist teachers in using the material for remote learning:

- Tech support
- Editable lesson plans
- Book Club (digital library)
- mySavvas Training videos
- Online Cold Reads for Fluency and Comprehension
- Letter Tiles

Teacher training and supports are provided in English and Spanish.

The needs of special populations are addressed in the *Dual Language Educators' Implementation Guide*, extension activities, and point-of-use differentiation prompts throughout the teacher edition.

Section VII. Addresses Unfinished Learning

Vertical alignment of standards and content

Each unit begins with a *Suggested Weekly Plan* that outlines the recommended sequence and time requirements. Each unit and lesson clearly identify the student expectations addressed. The Texas Essential Knowledge and Skills (TEKS) and *K-8 Vertical Alignment* document identifies what students should have learned in prior grade levels, and the instruction spirals prerequisite knowledge and provides recursive practice.

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Guidance on how to address missed learning

A Beginning-of-Year (BOY) test helps identify missed learning from prior years. *Texas Progress Check Ups, Cold Reads for Fluency and Comprehension, TEKS Practice,* and summative tests identify missed learning in each lesson and unit, and the platform's progress monitoring features direct teachers to TEKS-aligned content to address students' missed learning.

TEKS-aligned tutoring resources

The material does not contain TEKS-aligned tutoring resources; however, *Reteaching* and *Additional Practice* and *myFocus* intervention lessons support tutoring. Those resources are available in English and Spanish.