

REMOTE LEARNING FEATURES REVIEW

Texas Studies Weekly, English K-6
Studies Weekly, Inc.

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	—	—
Student worksheets	Yes	Yes
Texts / books	Yes	Yes
Subject specific tools	Yes	Yes
Activities	Yes	Yes
Quizzes	Yes	—
Tests	Yes	Yes

Printable materials open as PDFs, but there is not a *Print* button or option. Browser functionality (Control + P) can be used to print select pages and select components, but the pages cannot be formatted for printing. Assessments can be edited prior to printing.

Tools for special populations

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

- Audio narration with highlighting and variable speed control
- Large print reader
- Single-word narration
- Narrated test questions
- High contrast colors
- Closed captioning for videos

Connection between print and digital components

Content in the print and digital components is similar but the digital version contains additional features and tools, including an interactive index and highlighting and annotating tools. Students can complete the same assignments and read the same articles in print and online.

The digital material provides remote students with a learning experience that is equitable to that of in-person students by providing videos, tools, such as the ones listed above, and motivational games.

Completion, submission, and review of work

Students can complete and submit work online through the product platform. The platform does not require student rostering.

Teachers can also review students' work and provide feedback online through the product platform. Studies Weekly also provides the option of integrating with Google Classroom and other learning management systems (LMS).

Grade-level differences

The following content delivery features vary by grade level:

- Font size
- Text complexity/readability
- Text density
- Lexile range

Font size is the same for grades K–2 but decreases in grade 3 and remains constant through grade 5. Text density and text complexity increase from grade to grade. For example, in the primary grades (K–2), directions are simple and in large font, consisting of one to three sentences. In the upper grades (3–6), directions are longer and explain the tasks in greater detail. The Lexile ranges of the leveled readers differ by grade level.

Section II: Synchronous Instruction

Teacher guidance for synchronous instruction

The teacher guidance does not address how to use the material in a synchronous learning environment; however, teachers could use the questions and instructions included in the weekly lessons in a synchronous instructional setting in the same way they would be used in in-person settings.

Supports for student-to-student interaction

Studies Weekly does not contain features to support student-to-student interaction; however, the program integrates with Google Classroom, Canvas, and Schoology, which contain tools support student-to-student interaction and teacher monitoring.

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

Teachers can provide written responses in the assessments.

Section III: Asynchronous Instruction

Support for asynchronous/independent learning

The following features in the material support concept development:

- Feedback capabilities
- Videos
- Audio files
- Sample work and/or examples
- Simulations and/or animations
- Games
- Guided activities/problems

Teachers can provide feedback for students in assignments. Interactive activities give students multiple opportunities to select the correct answer, display the correct and incorrect answers, and repeat the questions in the same order when students select an incorrect answer. Videos deliver instruction using recorded teacher lectures and narrated examples. The frequency of videos varies by grade level. The speed of audio files can be adjusted but video speed cannot be adjusted.

Examples are provided with writing assignments, short-response questions, and projects and are aggregated on a single page titled *Student Artifacts* in the PD Training section of the digital material. The artifacts, which range in complexity from Depth of Knowledge (DOK) 1 to DOK 3, are not specific to a weekly lesson. Similarly, simulations are aggregated on a single page titled *Instructional Strategy* in the PD Training section of the site.

Section IV. Progress Monitoring Features

Progress monitoring by teachers, parents/guardians, and students

The material includes the following supports to help students, parents/guardians, and teachers understand the material's content:

Features	Student (self-monitoring)	Families	Teachers
Usage	Yes	—	Yes
Time on task	—	—	—
Assignment completion	Yes	Yes	Yes
Standards mastery	—	—	—
Skills mastery	—	—	—
Automatic scoring	Yes	Yes	Yes
Review correct answers following the assessment	Yes	—	—

Score reports are provided by individual student and class.

Integration of progress monitoring tools

The program's progress monitoring features can be integrated with Google Classroom.

Assessments

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

Teacher guidance/recommendations

Progress monitoring components do not provide guidance or recommend content; however, the weekly lessons contain differentiation prompts and guidance to help teachers support English learners.

Section V. Usability for Families

Sign-on process

District administrators can roster teachers, and teachers can roster students. Alternatively, teachers and students can log in with a district email address and a personal password or with Clever. Teachers can add parent accounts or parents can register and create a free account.

Built-in support for students and families

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

- Frequently asked questions
- Directions for using mobile devices
- Audio files

Audio files are available in English and Spanish; the other supports are only available in English.

The material's supports for special populations include:

- Audio narration for assessment questions
- Speed control for audio narration
- Content reader tool which is color-blind accessible
- Screen-reader software compliant
- Large print reader mode
- ADA compliant

These supports are also only available in English.

Districts will not incur additional costs for these supports.

Section VI. Training and Support for Teachers

Teacher training and support

The material includes the following embedded training resources and supports to assist teachers in using the material for remote learning:

- Tech support – customer support staff are available to provide guidance and answer questions via email or by phone
- Teacher guide
- How-to webinars
- Video model lessons
- Help center with frequently asked questions
- Grade level support meetings
- Differentiation guidance

The teacher guide is available in Spanish and English; all other training and support are provided in English. Resources accompanying weekly lessons include teacher guidance on scaffolding and differentiation to support special populations.

Section VII. Addresses Unfinished Learning

Vertical alignment of standards and content

The *Teacher Supplement* includes a pacing guide that outlines the recommended sequence and time requirements. Each weekly lesson identifies the student expectations addressed. *The Weekly Curriculum Map* included for each quarter instructs teachers to revisit certain student expectations every seven weeks, and every seventh week, a *Let's Review* lesson prompts students to practice what they have learned.

Guidance on how to address missed learning

Pre-assessments are not included.

Texas Essential Knowledge and Skills (TEKS)-aligned tutoring resources

The material does not include TEKS-aligned tutoring resources.