Knowledge Map
SAMPLE REPORT

Key Findings

The "Key Findings" section offers high-level results and recommendations. For instance, we might find that the curriculum's most important strength is that it exposes students to a variety of literary forms (fiction, nonfiction, poetry, and biography), and the most striking weaknesses is an absence of anchor texts and the omission of challenging, and inspiring, primary sources.

The section includes partner-informed policy recommendations. For example, if the district operates with a high degree of school- and educator-level autonomy, but the curriculum itself is weak, we might recommend that:

- *The district work in concert with school leaders and educators to develop a district-wide adoption policy that will deliver the highest-quality curricula to the district's children, or*
- *The district work with its principals and teachers to make them aware of this report, EdReports' evaluations of curricula, and the importance of high-quality instructional materials.[1]*

If, by contrast, the charter management organization can set policy across the network, and the current curriculum is found to be extremely weak, we might recommend that:

- *The CMO prepare key stakeholders to conduct a curriculum review and eventual adoption based on available evidence from EdReports; and*
- *The CMO allocate budgetary resources to support implementation with in-depth professional development on the adopted curriculum itself.*
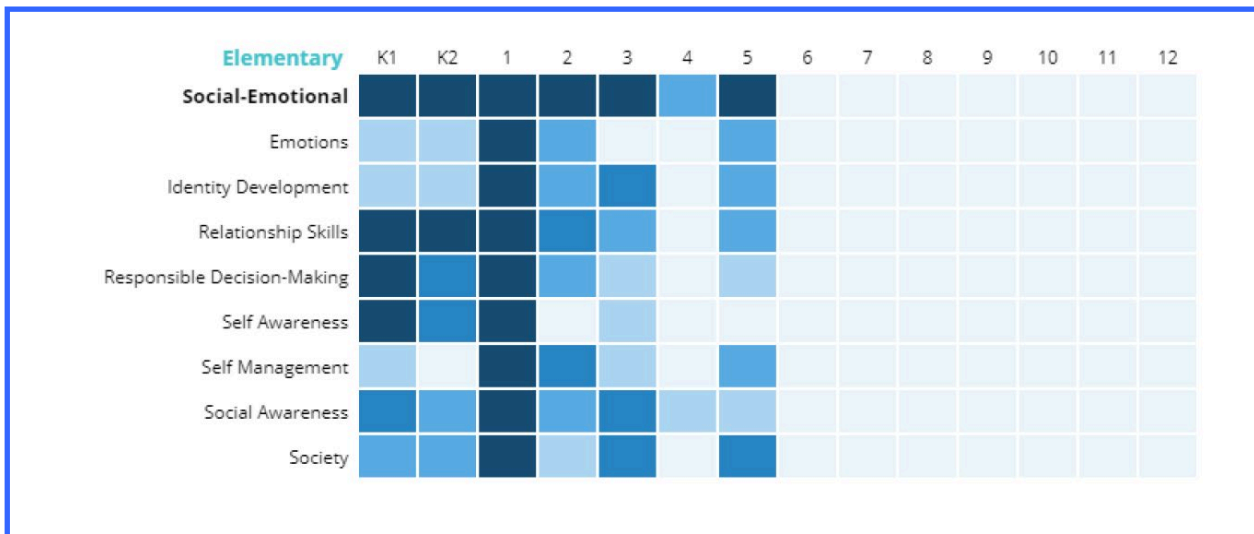
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[1] David Steiner, "What We Teach Matters How Quality Curriculum Improves Student Outcomes" (Collingwood, Australia: Learning First and Johns Hopkins Institute for Education Policy, November 2018), http://edpolicy.education.jhu.edu/wp-content/uploads/2018/11/What-we-teach-matters-FINAL-for-publication-15-Nov.pdf.

Sample Heat Maps

What counts as exposure? We do not count a mere mention of a topic to be exposure. Rather, we tag a topic only when the text's presentation of it is robust enough that a student could convey something specific about it to others. This varies by age and grade level. A topic gets tagged if the average K – 5 student could talk about it for one minute; a 6 – 8 student, three minutes; and a 9 – 12 student, five minutes.

The Heat Maps indicate coverage at the topical level. The lighter blue squares represent fewer knowledge-building texts and the darker blue squares represent more knowledge-building texts. Please see the legend below to help read the heat map examples.

For instance, across K-5, we might find that there is strong knowledge-building in Social and Emotional Growth:

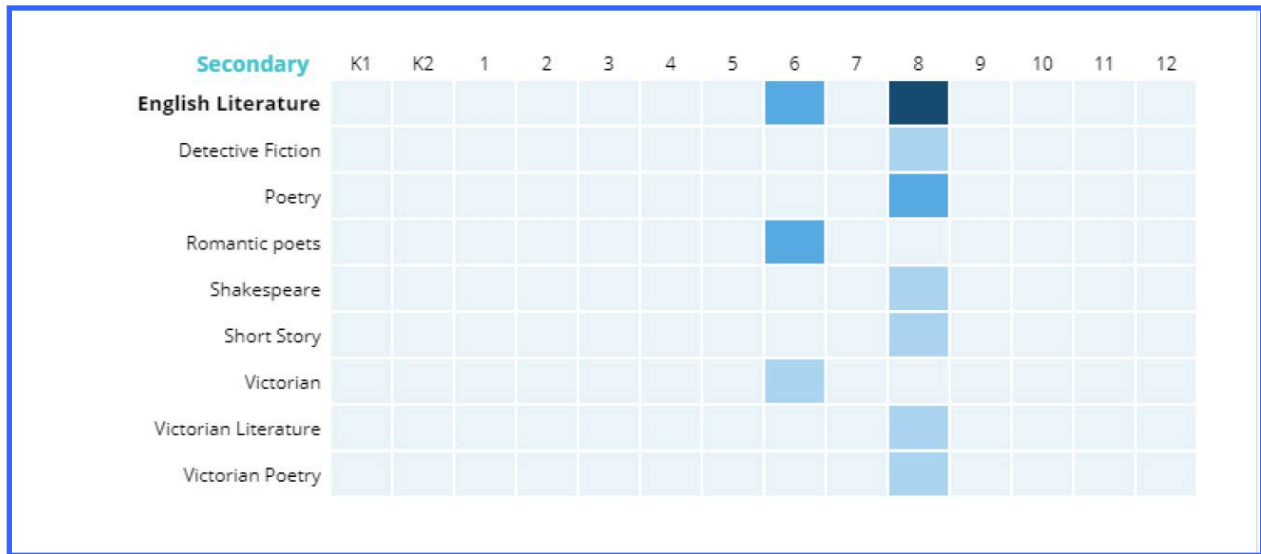| Elementary	K1	K2	1	2	3	4	5	6	7	8	9	10	11	12
Social-Emotional														
Emotions														
Identity Development														
Relationship Skills														
Responsible Decision-Making														
Self Awareness														
Self Management														
Social Awareness														
Society														

....but insufficient knowledge-building in American History and Geography:
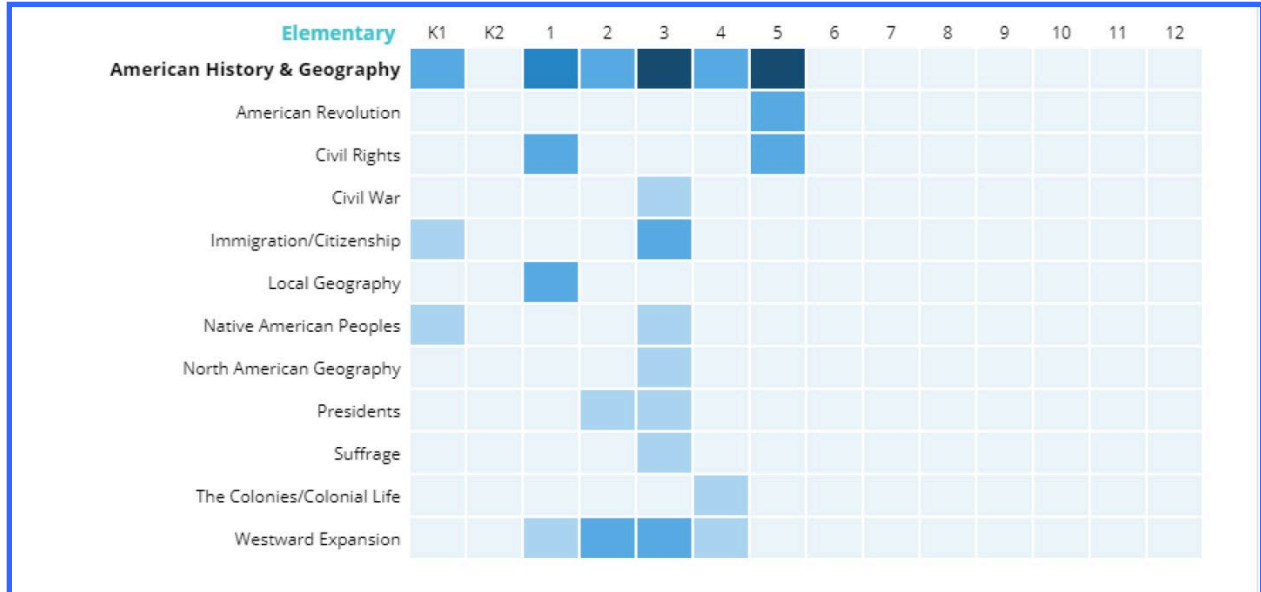
Or in the middle-school curriculum, we might find average coverage in the Social Sciences (Politics, Economics, Sociology):

...but weak coverage of English Literature:

Secondary	K1	K2	1	2	3	4	5	6	7	8	9	10	11	12
English Literature								▓		▓				
Detective Fiction										▓				
Poetry										▓				
Romantic poets								▓						
Shakespeare										▓				
Short Story										▓				
Victorian								▓						
Victorian Literature										▓				
Victorian Poetry										▓				

Quality and Coherence

The Institute also reviews each unit for its coherence and quality. The quality score reflects the individual text-level review, *averaged across the unit's entire text set*. The coherence graphs illustrate the extent to which the *knowledge build of the anchor text is reinforced by the non-anchor texts*. In units that do not have an anchor text, the *highest-quality text* is used as such.

For example, we might find that the first-grade units are, on average, of only modest quality and varying coherence, with the highest-rated unit as follows:

Grade: 1, Unit: 1.8
Unit Quality Score: 71.9%
Anchor: **Officer Buckle and Gloria**
by: Peggy Rathmann
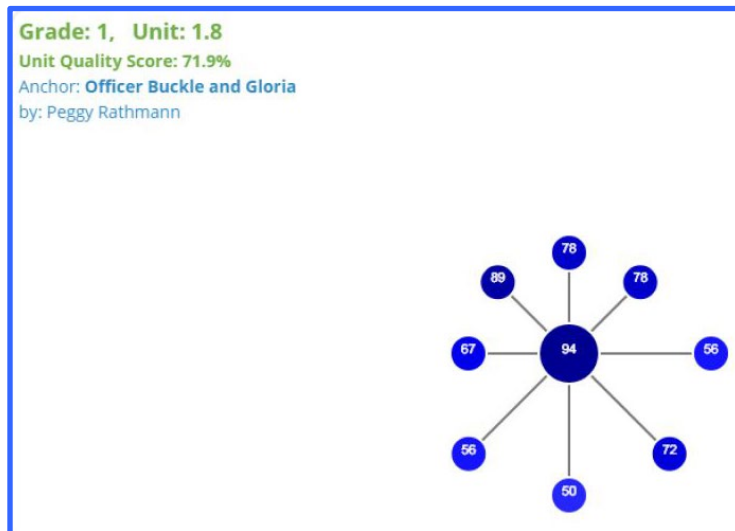
...or that the lowest-quality unit in Grade 3 is Unit 2:

Grade: 3, Unit: 2
Unit Quality Score: 47.06%
Anchor: **Kids to the Rescue**
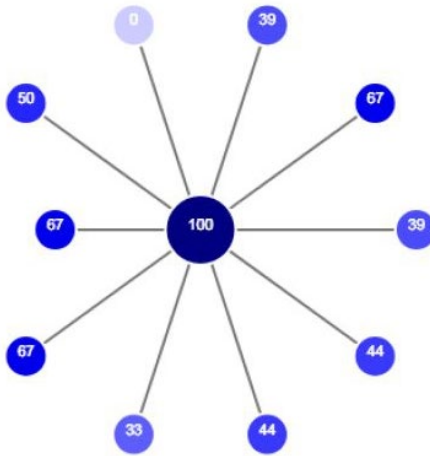
Partners receive a grade-by-grade analysis, with visuals, detailed descriptions of the highest- and lowest-scoring units in each, and appendices.

The final report provides a robust landscape analysis of the knowledge build that is possible across the K-12 curriculum, actionable data about unit quality and coherence, and recommendations that education leaders can leverage to promote the highest-quality ELA curriculum for the benefit of student learning.