**ELA CCRS Alignment Evaluation and Rating Tool**

**Criterion #1—Text Complexity: Does the resource provide regular practice with complex text and its academic language?**

|  |  |
| --- | --- |
| Dimension 1.1  **Text Complexity and Quality:** *Most* of the texts included in the resource are at the appropriate level of complexity as defined by the CCR standards; all texts are worth reading. *(Support documents: CCRS-Associated Quantitative Measures* in Reading Anchor 10 *and* Q*ualitative Analysis Rubric)* | Evidence:   * Publisher or instructor supplies list of texts in the submission with their quantitative measures, and texts intended for close reading are within the appropriate band of complexity for the level. * Conducts qualitative analyses of passages to differentiate between texts worth reading and those not worth reading (for a full resource/textbook, analyze 30% of the texts). * Provides text-centered learning to advance students toward independent reading of complex texts at CCRS level. * Texts are content-rich. They exhibit exceptional craft and thought and/or provide useful information. * Makes reading text(s) closely a central focus of instruction. * Provides a balance of informational and literary texts. * **Specific to Level A-C Readers:**  Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). |

|  |  |
| --- | --- |
| Dimension 1.2  **Academic Vocabulary:**The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases. | Evidence:   * Questions and tasks support students in analyzing the academic language (vocabulary and syntax) in passages. * The vocabulary words selected for attention are primarily academic vocabulary. * Those words are key to understanding the specific text. * Focuses on explicitly building students’ academic vocabulary and syntax throughout. |

**Criterion #2—Evidence: Does the resource provide reading, writing, and speaking activities grounded in evidence from text?**

|  |  |
| --- | --- |
| Dimension 2.1  **Growth of Comprehension and Using Evidence From Texts:**An *overwhelming majority (80%)* of all questions reviewed are high-quality, text-dependent, and text-specific questions. *(Support document:*  *Checklist for Evaluating Question Quality)* | Evidence:   * Questions are text-dependent and text-specific. They require readers to produce evidence from the text. * Questions are sequenced to build toward more coherent understanding and analysis * Questions address the central ideas of the text. Take particular note to see if they support students’ ability to address the culminating task. * Questions target level-specific standard(s). |

|  |  |
| --- | --- |
| Dimension 2.2  **Emphasis on Argumentative and Informative Writing and Speaking:**An *overwhelming majority (80%)* of all writing and speaking assignments reviewed require argumentative and informative writing and speaking. They require students to draw on evidence from texts to present careful analyses and well-defended claims. *(Support document:*  *Checklist for Evaluating Question Quality)* | Evidence:   * Most writing and speaking assignments require students to provide text-based evidence. Note any assignments that do not require writing to or speaking about the sources they are reading. * Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). * Students are directed to discuss the texts with one another as a regular part of the process. * Argumentative and informative writing and speaking make up 80% of the writing and speaking assignments. Calculate a percentage of aligned assignments. |

**Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?**

|  |  |
| --- | --- |
| Dimension 3.1  **Emphasis on Reading Content-Rich Texts:**The resource *accentuates* comprehending quality informational texts independently across disciplines. | Evidence:   * Resource provides substantial attention to high-quality informational texts. * There are ample opportunities for regular independent reading of texts that appeal to students’ interests to develop both knowledge and a love of reading. * Builds students’ content knowledge in various areas: careers, community, social studies, the arts, science, and/or technical subjects through the coherent selection of texts. |

|  |  |
| --- | --- |
| Dimension 3.2  **Building Knowledge Through Reading Widely About a Topic and Research:***Most* passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments. | Evidence:   * The collection of passages is carefully sequenced and organized with the aim of increasing knowledge on a topic or focused area of inquiry. * The resource requires students to engage in regular, brief research projects to enable them to build knowledge about topics they are studying. |

**Criterion #4—Instructional Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?**

|  |  |
| --- | --- |
| Dimension 4.1  **Instructional Support:** The resource is responsive to varied student learning needs. *(Support document: Reading Standards: Foundational Skills K-5 on p. 40 of the CCRS full text)* | Evidence:   * Questions and tasks offer students opportunities for productive struggle. * Integrates instruction of reading, writing, language, speaking, and listening skills. * Allows students varying opportunities to demonstrate knowledge (writing, speaking, multi-media, etc.) * Integrates appropriate supports in reading, writing, listening & speaking for students who are EL, have disabilities, or are reading below the level appropriate text band * Gradually removes supports (i.e. visual prompts, paragraph frames, fixed dialogues, etc.), requiring students to work independently. * Provides all students (including emergent and beginning readers) with extensive opportunities to engage with level appropriate complex texts, including appropriate scaffolding so that students directly experience the complexity of text * **Specific to Level A-C Readers:** Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). |
| Dimension 4.2  **Assessment:** The resource *regularly* provides opportunities to assess whether students are mastering standards-based content and skills. | Evidence:   * The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards. * Assesses student proficiency using methods that are unbiased and accessible to all students * Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. * Use varied modes of assessment of student progress towards building knowledge. |

**ELA CCRS Alignment Evaluation Rating Tool**

**Title of Resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Source/Publisher:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Publication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Rate the resource against the criteria in the ELA CCRS Alignment Evaluation Tool.** Use the dimensions and the evidence statements in the CCRS Alignment Evaluation tool to guide your ratings.
2. **Give an overall score for the resource.** Summarize the overall strengths and weaknesses of the resource with respect to the three criteria to score the resource.

Individual Dimension Rating Descriptors

|  |  |
| --- | --- |
| Strong Alignment | Little to no revision needed. There is evidence in the resource to indicate that at least 80% of the dimension is met. |
| Revisions Necessary | There is evidence in the resource to indicate that at least 50% of the dimension is met.  There *may* be potential to use the resource with revisions. |
| Weak Alignment | There is little to no evidence in the resource to indicate the dimension is met. Consider choosing another resource. |

**Criterion #1—Text Complexity: Does the resource provide regular practice with complex text and its academic language?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 1.1  **Text Complexity and Quality**  *Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):* |  |  |  |
| Dimension 1.2  **Academic Vocabulary** |  |  |  |

**Criterion #2—Evidence: Does the resource provide reading, writing, and speaking activities grounded in evidence from text?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 2.1  **Growth of Comprehension and Using Evidence From Text** |  |  |  |
| Dimension 2.2  **Emphasis on Argumentative and Informative Writing and Speaking** |  |  |  |

**Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 3.1  **Emphasis on Reading Content-Rich Texts** |  |  |  |
| Dimension 3.2  **Building Knowledge Through Reading Widely About a Topic and Research** |  |  |  |

**Criterion #4—Instructional Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 4.1  **Instructional Supports** |  |  |  |
| Dimension 4.2  **Assessment** |  |  |  |

**Overall Rating:** Check one Strong Alignment ☐ Revisions Necessary ☐ Weak Alignment ☐

|  |
| --- |
| Summary of key strengths and weakness: |