**ELA CCRS Alignment Evaluation and Rating Tool**

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

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

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| 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).

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

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

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| 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).
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| 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.
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**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

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| 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?**

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| 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?**

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| 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?**

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| 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?**

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

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

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| Summary of key strengths and weakness: |