

ELA CCRS Resource Alignment Evaluation and Rating Tool

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

<p>Dimension 1.1</p> <p>Text Complexity and Quality: <i>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 Qualitative Analysis Rubric)</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> • 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).
<p>Dimension 1.2</p> <p>Academic Vocabulary: <i>The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> • 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?

<p>Dimension 2.1</p> <p>Growth of Comprehension and Using Evidence From Texts: <i>An overwhelming majority (80%) of all questions reviewed are high-quality, text-dependent, and text-specific questions. (Support document: Checklist for Evaluating Question Quality)</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> • 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).
<p>Dimension 2.2</p> <p>Emphasis on Argumentative and Informative Writing and Speaking: <i>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)</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> • 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?

<p>Dimension 3.1 Emphasis on Reading Content-Rich Texts: The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● 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.
<p>Dimension 3.2 Building Knowledge Through Reading Widely About a Topic and Research: <i>Most</i> passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● 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?

<p>Dimension 4.1 Instructional Support: The resource is responsive to varied student learning needs. (<i>Support document: Reading Standards: Foundational Skills K-5 on p. 40 of the CCRS full text</i>)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● 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).
<p>Dimension 4.2 Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● 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: _____

Publisher: _____

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 <u>may</u> 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 <i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i> <ul style="list-style-type: none"> • Lexile Measure of Sample story, “A Sixth Sense” is 900 to 1000, putting it into the high C/low D band. • Moderately complex: The sample story contains a variety of sentence types (simple, compound, and complex) • Story line is chronological and fairly explicit 	X		
Dimension 1.2 Academic Vocabulary Sample story contains some Tier II Academic vocabulary and Tier III vocabulary, but more Tier I vocabulary.		X	

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 The text does include many comprehension activities, but only some of them require evidence from text.		X	
Dimension 2.2 Emphasis on Argumentative and Informative Writing and Speaking There are many Speaking and Listening collaborative activities included in the text, but not opportunities for Argumentative or Informative Writing. The majority of the writing is Narrative.		X	

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 <ul style="list-style-type: none"> Each unit includes various genres around a specific theme. There are ample opportunities to build content knowledge through rich texts. 	X		
Dimension 3.2 Building Knowledge Through Reading Widely About a Topic and Research The text does not provide further extension or research opportunities.		X	

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 There are no instructional supports in the sample, but there may be in the teacher’s edition.		X	
Dimension 4.2 Assessment Although there are a wide variety of tasks for formative assessment after each story, there are no summative assessments.		X	

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

Summary of key strengths and weakness:

Strengths:

- The sample text is appropriate for a high C to a low D level classroom, and it is moderately complex.
- There is a variety of genres in each unit to help students read both Fiction and Non-Fiction texts.
- The content varies with Social Studies, Science, Narrative Non-Fiction, Fiction, so there is an opportunity to read content-rich text.
- There are many opportunities for Speaking and Listening tasks through Pre-reading and Post-reading activities.

Weaknesses

- Text has some Tier II and Tier III vocabulary, but more Tier I vocabulary
- Most of the questions are not text-dependent; they are based on personal experience and do not require the student to cite evidence from the text.
- There are no opportunities for writing Argumentative or Informative essays.
- There are no research opportunities.
- The teacher would need to build in instructional supports and summative assessments.