

## 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?

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| <p>Dimension 1.1</p> <p><b>Text Complexity and Quality:</b> <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"> <li>● 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.</li> <li>● 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).</li> <li>● Provides text-centered learning to advance students toward independent reading of complex texts at CCRS level.</li> <li>● Texts are content-rich. They exhibit exceptional craft and thought and/or provide useful information.</li> <li>● Makes reading text(s) closely a central focus of instruction.</li> <li>● Provides a balance of informational and literary texts.</li> <li>● <b>Specific to Level A-C Readers:</b> Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length).</li> </ul> |
| <p>Dimension 1.2</p> <p><b>Academic Vocabulary:</b> The resource <i>regularly</i> focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</p>   | <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Questions and tasks support students in analyzing the academic language (vocabulary and syntax) in passages.</li> <li>● The vocabulary words selected for attention are primarily academic vocabulary.</li> <li>● Those words are key to understanding the specific text.</li> <li>● Focuses on explicitly building students' academic vocabulary and syntax throughout.</li> </ul>   |

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

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| <p>Dimension 2.1</p> <p><b>Growth of Comprehension and Using Evidence From Texts:</b> An <i>overwhelming majority (80%)</i> of all questions reviewed are high-quality, text-dependent, and text-specific questions. (Support document: Checklist for Evaluating Question Quality)</p>   | <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Questions are text-dependent and text-specific. They require readers to produce evidence from the text.</li> <li>● Questions are sequenced to build toward more coherent understanding and analysis</li> <li>● Questions address the central ideas of the text. Take particular note to see if they support students' ability to address the culminating task.</li> <li>● Questions target level-specific standard(s).</li> </ul>  |
| <p>Dimension 2.2</p> <p><b>Emphasis on Argumentative and Informative Writing and Speaking:</b> An <i>overwhelming majority (80%)</i> 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)</p> | <p>Evidence:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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).</li> <li>● Students are directed to discuss the texts with one another as a regular part of the process.</li> <li>● Argumentative and informative writing and speaking make up 80% of the writing and speaking assignments. Calculate a percentage of aligned assignments.</li> </ul> |

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

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| <p>Dimension 3.1<br/><b>Emphasis on Reading Content-Rich Texts:</b> The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.</p>  | <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Resource provides substantial attention to high-quality informational texts.</li> <li>● There are ample opportunities for regular independent reading of texts that appeal to students’ interests to develop both knowledge and a love of reading.</li> <li>● Builds students’ content knowledge in various areas: careers, community, social studies, the arts, science, and/or technical subjects through the coherent selection of texts.</li> </ul> |
| <p>Dimension 3.2<br/><b>Building Knowledge Through Reading Widely About a Topic and Research:</b> <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"> <li>● The collection of passages is carefully sequenced and organized with the aim of increasing knowledge on a topic or focused area of inquiry.</li> <li>● The resource requires students to engage in regular, brief research projects to enable them to build knowledge about topics they are studying.</li> </ul>  |

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

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| <p>Dimension 4.1<br/><b>Instructional Support:</b> 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"> <li>● Questions and tasks offer students opportunities for productive struggle.</li> <li>● Integrates instruction of reading, writing, language, speaking, and listening skills.</li> <li>● Allows students varying opportunities to demonstrate knowledge (writing, speaking, multi-media, etc.)</li> <li>● Integrates appropriate supports in reading, writing, listening &amp; speaking for students who are EL, have disabilities, or are reading below the level appropriate text band</li> <li>● Gradually removes supports (i.e. visual prompts, paragraph frames, fixed dialogues, etc.), requiring students to work independently.</li> <li>● 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</li> <li>● <b>Specific to Level A-C Readers:</b> Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).</li> </ul> |
| <p>Dimension 4.2<br/><b>Assessment:</b> 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"> <li>● The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards.</li> <li>● Assesses student proficiency using methods that are unbiased and accessible to all students</li> <li>● Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> <li>● Use varied modes of assessment of student progress towards building knowledge.</li> </ul>   |

**ELA CCRS Alignment Evaluation Rating Tool**

**Title of Resource:** Ten Steps to Advancing College Reading Skills    **Publisher:** Townsend Press

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 <i>may</i> 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 |
|--|--------|-------------------------|------|
| <p>Dimension 1.1</p> <p><b>Text Complexity and Quality</b></p> <p><i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i></p> <p><b>Quantitative:</b></p> <p>Reading Levels 9-13 (Townsend Press website)</p> <p>Lexile: 1150</p> <p>ATOS Levels 7-11</p> <p>Here are ATOS levels for 9 of the 20 articles from the textbook:</p> <ol style="list-style-type: none"> <li>1. Better, More Affordable Colleges Start Online (ATOS 11.7)</li> <li>2. Forget What You Know About Good Study Habits (ATOS 10.1)</li> <li>3. Managing Conflicts in Relationships (ATOS 8.8)</li> <li>4. Now More Than Ever: Community Colleges (ATOS 8.6)</li> <li>5. Obedience: Milgram’s Controversial Studies (ATOS 9.7)</li> <li>6. Taming the Anger Monster (ATOS 8.5)</li> <li>7. The Professor Is a Dropout (ATOS 7.0)</li> <li>8. What Causes Hearing Loss (ATOS 10.1)</li> <li>9. Young and Isolated (ATOS 8.8)</li> </ol> <p><b>Qualitative:</b></p> <p>Very Complex</p> | X      |                         |      |
| <p>Dimension 1.2</p> <p><b>Academic Vocabulary</b></p> <p>Inclusion of Reading Anchor 4 (academic language) throughout text</p>  | 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<br><b>Growth of Comprehension and Using Evidence From Text</b><br>Use of text-dependent questions throughout text, but always in a multiple-choice format. To practice citing evidence, you would have to change from a multiple-choice format to written response questions. Articles and stories are high-interest for adult learners.   | X<br>(comprehension) | X<br>(citing evidence from text) |      |
| Dimension 2.2<br><b>Emphasis on Argumentative and Informative Writing and Speaking</b><br>This is a definite weakness of the textbook. <ul style="list-style-type: none"> <li>• There are discussion questions and writing assignments for each of the ten chapter articles. There are also writing assignments for each of the additional ten articles.</li> <li>• About 75% of the discussion questions ask students to share their own thoughts and opinions related to the text; only about 25% require students to argue points from the text.</li> <li>• About 90-95% of the writing assignments ask students to respond with their own thoughts and opinions related to the text; only about 5-10% require students to argue and cite evidence from the text.</li> <li>• However, one of the ten chapters focuses on argumentation. Within the chapter, students are asked to recognize an author's point and determine whether or not an author's support is relevant and adequate.</li> </ul> |                      |                                  | X    |

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

| Dimension  | Strong            | Modifications Necessary                      | Weak |
|--|-------------------|--|------|
| Dimension 3.1<br><b>Emphasis on Reading Content-Rich Texts</b><br>The majority of the readings are Non-Fiction, informational text. They are topics that would be high interest to adult learners. However, the topics | X (high interest) | X (building content or background knowledge) |      |

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| would not build science, social studies, or other content knowledge.   |  |  |   |
| Dimension 3.2<br><b>Building Knowledge Through Reading Widely About a Topic and Research</b><br>Few to no research opportunities to build knowledge. |  |  | 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<br><b>Instructional Supports</b><br>Although the website provides teacher PowerPoint presentations that make good visuals, there are not many instructional supports in the text. The exercises progress from easier to harder, and the contexts are relevant to adults (career and community). However, there is only one kind of assessment at the end of each chapter (no differentiation ideas provided). |        | X                       |      |
| Dimension 4.2<br><b>Assessment</b><br>There are multiple-choice, summative assessments provided at the end of each chapter. However, there are no other types of assessments offered.   |        | X                       |      |

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

Summary of key strengths and weakness:

**Strengths:**

- The complex text with a wide range of lexiles throughout the book would make it ideal for classroom use at the D and E levels.
- Academic vocabulary is used throughout the text.
- The articles and stories are relevant for adult learners and would prove to be high interest.

**Weaknesses:**

- The teacher would need to change some of the questions from multiple-choice to written response to allow for more close reading and citing text evidence.
- There is only one chapter on Argument writing, so the teacher would need to develop speaking and listening, as well as writing prompts for the other chapters.
- There is a lack of content in the articles to build background knowledge in academic content areas.
- The teacher would need to add Instructional supports and scaffolds for struggling readers and EL learners.
- The teacher would need to develop different types of assessments (not just the multiple-choice in the text).