# 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:<br>● 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.<br>● 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).<br>● Provides text-centered learning to advance students toward independent reading of complex texts at CCRS level.<br>● Texts are content-rich. They exhibit exceptional craft and thought and/or provide useful information.<br>● Makes reading text(s) closely a central focus of instruction.<br>● Provides a balance of informational and literary texts.<br>● **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:<br>● Questions and tasks support students in analyzing the academic language (vocabulary and syntax) in passages.<br>● The vocabulary words selected for attention are primarily academic vocabulary.<br>● Those words are key to understanding the specific text.<br>● 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?**

| 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:<br>● Questions are text-dependent and text-specific. They require readers to produce evidence from the text.<br>● Questions are sequenced to build toward more coherent understanding and analysis<br>● Questions address the central ideas of the text. Take particular note to see if they support students' ability to address the culminating task.<br>● 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:<br>● 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.<br>● 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).<br>● Students are directed to discuss the texts with one another as a regular part of the process.<br>● 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?**

| Dimension 3.1 **Emphasis on Reading Content-Rich Texts:** The resource *accentuates* comprehending quality informational texts independently across disciplines. | Evidence:<br>● Resource provides substantial attention to high-quality informational texts.<br>● There are ample opportunities for regular independent reading of texts that appeal to students' interests to develop both knowledge and a love of reading.<br>● 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:<br>● The collection of passages is carefully sequenced and organized with the aim of increasing knowledge on a topic or focused area of inquiry.<br>● 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:<br>● Questions and tasks offer students opportunities for productive struggle.<br>● Integrates instruction of reading, writing, language, speaking, and listening skills.<br>● Allows students varying opportunities to demonstrate knowledge (writing, speaking, multi-media, etc.)<br>● Integrates appropriate supports in reading, writing, listening & speaking for students who are EL, have disabilities, or are reading below the level appropriate text band<br>● Gradually removes supports (i.e. visual prompts, paragraph frames, fixed dialogues, etc.), requiring students to work independently.<br>● 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<br>● **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:<br>● The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards.<br>● Assesses student proficiency using methods that are unbiased and accessible to all students<br>● Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.<br>● Use varied modes of assessment of student progress towards building knowledge. |

## ELA CCRS Alignment Evaluation Rating Tool

**Title of Resource**: *Scoreboost Writing Across the Tests: Sentence Structure, Usage, and Mechanics*

**Source/Publisher**: New Reader's Press  **Date of Publication**: 2013  **Evaluation Date**: August 9, 2018 Tammy Twiggs

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?**

| Dimension | Strong | Modifications  Necessary | Weak |
|---|---|---|---|
| Dimension 1.1 **Text Complexity and Quality** *Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):* | | | X |
| Dimension 1.2 **Academic 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** | | | X |
| Dimension 2.2 **Emphasis on Argumentative and Informative Writing and Speaking** | | 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** | | | X |
| Dimension 3.2 **Building Knowledge Through Reading Widely About a Topic and Research** | | | 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** | | | X |
| Dimension 4.2 **Assessment** | | X | |

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

Summary of key strengths and weakness:

**Strengths**

- There are few strengths to this resource beyond CCRS Language support for writing Argumentative and Informative essays. The resource includes units on sentence structure, grammar and usage, and capitalization, punctuation, and spelling.
- Teachers would use this as GED Test Prep for high-level students who can function on their own without much support.

**Weaknesses**

- The source is not intended for CCRS Reading Anchor instruction, and it should not be used for Criterion 1 because the teacher would need to make too many changes to the source to use it for Criterion 1.
- This is a GED Test-Prep source for writing, not a good source for reading. Doing a quantitative analysis on five passages throughout the source revealed that the lexile is between 800 to 900, placing it at the Level C Common Core Band.
- The passages are not complex qualitatively, so would not be effective for reading instruction.
- The source should not be used for Criterion 2 to build comprehension and practice close reading for text evidence because the teacher would need to make too many changes to the source to use it for Criterion 2.
- In terms of qualitative measures, the text passages are not complex.
- The passages do not contain cross-content knowledge, so there is no opportunity for students to build knowledge about different disciplines.
- There are no writing prompts or research opportunities.
- The source should not be used for Criterion 3 to expose students to content-rich texts.
- There are no research opportunities, and the teacher would need to make too many changes to the source to use it for Criterion 3.
- The resource is a GED Test Prep resource, and there are not supports included to provide instructional differentiation or scaffolds to help struggling readers and ELLs.
- Students would need a high level of independence to access the resource and use it because there are very few instructional examples or guidance.