

## Evaluating Free Text Resources - Questions

### General

- Is the website current? Are links current?
- Does the resource include multimedia materials (pictures, charts, sounds, or video)?
- Is the resource well organized?
- Is the resource easy to use?

### Text Complexity

- Does the resource include quantitative measures of text, such as Lexile scores?
- Are texts content-rich? Do they exhibit exceptional craft and thought and/or provide useful information?
- Does the resource provide a balance of informational and literary texts?

### Evidence

- Do questions and tasks support students in analyzing the academic language (vocabulary and syntax) in passages?
- Are vocabulary words selected for attention primarily academic vocabulary and/or key to understanding the specific text?
- Are questions text-dependent and text-specific?
- Do questions require readers to produce evidence from the text?
- Are questions sequenced to build toward more coherent understanding and analysis of the topic?
- Do questions target CCRS level-specific standard(s)?

### Knowledge

- If writing tasks are included, do they require students to provide text-based evidence?
- If writing tasks are included, do the majority of the tasks require argumentative and/or informative writing?
- Do texts build students' content knowledge in various areas: careers, community, social studies, the arts, science, and/or technical subjects? The collection of passages is carefully sequenced and organized with the aim of increasing knowledge on a topic or focused area of inquiry.
- Do texts aim to increase knowledge on a topic or focused area of inquiry?
- Does the resource include assessments, aligned rubrics or other tools/guidelines that provide sufficient guidance for interpreting student performance?