

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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| <p>Dimension 1.1</p> <p>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. <i>(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). |
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| <p>Dimension 1.2</p> <p>Academic Vocabulary: The resource regularly 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"> • 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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| <p>Dimension 2.1</p> <p>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. <i>(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). |
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| <p>Dimension 2.2</p> <p>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</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. |
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analyses and well-defended claims.

(Support document: Checklist for Evaluating Question Quality)

- 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?

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.

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.

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:

- 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).

Dimension 4.2

Assessment: The resource *regularly* provides opportunities to assess

Evidence:

- The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards.

whether students are mastering standards-based content and skills.

- 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: **The Guardian Monthly News Lesson** Source/Publisher: **onestopenglish.com**

Date of Publication: **Monthly** Evaluation Date: **March 13, 2018**

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 |
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| Dimension 1.1 Text Complexity and Quality <i>Quantitative and qualitative text analysis info</i> <i>(Document here or attach appropriate rubrics):</i> | | 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 |
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| Dimension 2.1 Growth of Comprehension and Using Evidence From Text | | | X |

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| Dimension 2.2 Emphasis on Argumentative and Informative Writing and Speaking | | X | |
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Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?

| Dimension | Strong | Modifications Necessary | Weak |
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| 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 |
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| 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:

High interest, current topics. The readings come in three levels: Pre-intermediate/intermediate, Upper Intermediate and Advanced. Each reading identifies key (academic) vocabulary and provides pre/post exercises. Answer key is provided. Topics generate good conversation.

Weaknesses:

The levels are not consistent across readings. An ATOS was used on four different selections and the Pre-Intermediate came in between 7.2 - 9.0, Upper Intermediate 8.6 - 10.2, and Advanced 8.7 - 10.9. There could be follow up vocabulary exercises, and the questions are not sequenced. There is not always a writing or speaking activity with every lesson. No standards are identified as this is a British resource. There are no research tasks, additional independent reading suggestions, nor help for struggling readers.

Overall:

I believe this is a resource worth using and the modifications necessary would not be overwhelming.