REMOTE LEARNING FEATURES REVIEW
ThinkCERCA 6–8
ThinkCERCA

Section I. Remote Learning Features

Digital and printable resources

Student materials include both digital and printable resources.

Resource	Available Digitally	Printable
Student edition	Yes	Yes
Student workbook	Yes	Yes
Student worksheets	Yes	Yes
Texts / books	Yes	Yes
Subject specific tools	Yes	Yes
Activities	Yes	Yes
Quizzes	Yes	Yes
Tests	Yes	Yes

In addition to the resources listed above, ThinkCERCA has developed these printable Google Doc resources to facilitate offline remote instruction. Printable resources can be printed by select pages and select components. Printable resources are provided in PDF or Google Doc format. The Google Docs can be edited prior to printing.

Tools for special populations

The digital student material contains the following tools for special populations:

- Leveled texts
- Vocabulary support

This review reflects Learning List's verification of the publisher's self-reported responses to TEA's Remote Learning Features Review rubric.

● Audio files

The material enables teachers to assign texts of varying levels based on the same topic. Vocabulary is previewed in each lesson. Audio files are provided for each passage. Students may adjust the speed of the audio files.

Connection between print and digital components

Content in print and digital components is similar, but the digital version contains additional features and tools, such as editable ThinkCERCA slides, and guided, scaffolded writing assignments.

The digital material provides remote students with a learning experience that is equitable to that of in-person students by providing scaffolded reading and writing instruction and practice at students' individual learning levels. Lessons are differentiated such that teachers can assign leveled lessons to individual students and provide personalized feedback.

Completion, submission, and review of work

Students can complete and submit work online through the product platform. The platform requires student rostering and is compatible with the following student information systems:

● Infinite Campus
● Skyward
● Class Link
● PowerSchool

Teachers can review students' work and provide feedback online through the product platform.

Grade-level differences

There are no differences in features or functionality across grade levels.

Section II: Synchronous Instruction

Teacher guidance for synchronous instruction

ThinkCERCA's Teacher Toolkit provides numerous guidance documents regarding how to use this material in a synchronous learning environment, including: how to use the program without internet access; multiple videos, webinars, and documents to support remote and hybrid learning; how to use the material in stations, and *What ThinkCERCA Looks Like in Different Blended Learning Environments*.

Supports for student-to-student interaction

The following features in the material support student-to-student interaction:

- Group Projects
- Peer-to-peer feedback

Group projects and peer-to-peer feedback are designed to occur within the classroom and are not part of the platform. The material does not contain tools for teachers to monitor or limit student-to-student interaction.

Supports for teacher-to-student and student-to-teacher interaction

The platform enables the teacher to provide direct feedback to students. The *Quick Score* allows teachers to provide a grade and write additional feedback, require revision, or submit without a score. Teachers can also assign a *Growth Focus,* which is intended to help students improve their future writing assignments. The material provides resources to guide teachers in providing feedback.

Section III: Asynchronous Instruction

Support for asynchronous/independent learning

The following features in the material support concept development:

- Feedback capabilities
- Videos
- Audio files
- Sample work and/or examples
- Guided activities/problems

Automated feedback provides students with multiple attempts to select the correct answer, displays correct/incorrect answers, and provides tips for students. When multiple attempts are provided, the material repeats existing questions in the same order. Most units and concepts include videos that deliver instruction using narrated slideshows. Audio files are provided for each reading passage. The speed of videos and audio files can be adjusted to accommodate differences in students' auditory processing abilities. The materials provide scaffolded guidance for writing assignments. Sample work and/or examples are provided with writing assignments and short responses in most lessons.

Section IV. Progress Monitoring Features

Progress monitoring by teachers, parents/guardians, and students

The material includes the following features and reports to help students, parents/guardians, and teachers monitor student progress:

Features	Students (self-monitoring)	Families	Teachers
Usage	—	—	**Yes**
Time on task	—	—	**Yes**
Assignment completion	**Yes**	**Yes**	**Yes**
Standards mastery	**Yes**	**Yes**	**Yes**
Skills mastery	**Yes**	**Yes**	**Yes**
Automatic scoring	**Yes**	**Yes**	**Yes**

The material provides scoring reports by individual student, class, and grade level.

Integration of progress monitoring tools

The program's progress monitoring features cannot be integrated with district progress monitoring systems. Grade pass–back is supported with Google Classroom.

Assessments

All assessments can be completed remotely through the material's platform.

Teacher guidance/recommendations

The material's progress monitoring features provide guidance or recommendations to help teachers support individual students, including:

- Tiered interventions
- Differentiation prompts

Section V. Usability for Families

Sign-on process

Students can use a login and course code or via single sign-on with Clever or Google.

Built-in support for students and families

The following embedded supports help students and parents/guardians understand the material's content:

- Mobile device application
- Student guide
- At-home learning guide with content support
- Frequently asked questions
- Multi-language glossary

Supports are available in English and Spanish.

The material's support(s) for special populations include graphic organizers, vocabulary support, and scaffolded lesson plans for teachers that include differentiated support for students at varying levels of learning.

Supports are available in English and Spanish.

Districts will not incur additional costs for these supports.

Section VI. Training and Support for Teachers

Teacher training and support

The following embedded resources assist teachers in using the material for remote learning:

- Tech support
- Teacher guides
- How-to webinars
- Help center with frequently asked questions/ how-to instructions
- Differentiation guidance
- Teacher Tool Kit

Teacher training and supports are provided in English.

The needs of special populations are addressed through differentiation tools in the Lesson Supports and technology tools that provide options to support instruction in different languages.

Section VII. Addresses Unfinished Learning

Vertical alignment of standards and content

A pacing guide that outlines the recommended sequence and time requirements is included. Each unit, topic and individual lesson clearly identifies the student expectations addressed.

Guidance on how to address missed learning

Students take beginning-, middle-, and end-of year assessments for recommended program placement, measuring progress, and reporting missed learning. The material also provides assessments at the beginning, middle, and end of each unit. Teachers can see how many times students missed a question, but assessment results do not suggest content to address missed learning.

Texas Essential Knowledge and Skills (TEKS)-aligned tutoring resources

The material does not include TEKS-aligned tutoring resources.