

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.			
<p>Non-Negotiable</p> <p>1. ALIGNMENT OF TEST ITEMS: 90% of test items and/or sets of items exhibit alignment to the full intent of the CCSSM for that grade or course^{1 2} by eliciting direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s).</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. All items and/or sets of items should reflect the metric.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>1a) Items and/or sets of items directly reflect the language of individual standards.</p> <ul style="list-style-type: none"> For example, 6.EE.3 puts the emphasis on applying properties of operations and generating equivalent expressions, not just mechanically simplifying. Most items aligned to a single standard should assess the central concern of the standard in question. 		
	<p>1b) Items and/or sets of items align with PARCC's evidence tables for grades 3-8 and adhere to content limitations outlined in that document. All limitations for all grade K-HS provided in footnotes of the CCSSM are also followed. For example, in Grade 3 denominators for fractions are limited to 2, 3, 4, 6 and 8.</p>		
	<p>1c) The overall set of items reflect the progressions in the Standards.</p> <ul style="list-style-type: none"> For example, multiplication and division items in grade 3 emphasize equal groups, with no rate problems (grade 6 in CCSS). 		
	<p>1d) Within the complete set of items, there are items, which assess all levels of the content hierarchy, including cluster headings.</p>		
	<p>1e) Using the number system appropriate to the grade level.</p> <ul style="list-style-type: none"> For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers. 		

¹ Refer also to the [K–8 Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013) and the [High School Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

² See the [Quality Criteria Checklist for Mathematics](#).

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<p>Non-Negotiable 2. FOCUS ON MAJOR WORK*: The large majority of points in each grade/course are devoted to the major work of the grade.</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable to the grade level assessment being reviewed.</p>	<p>FOR GRADES K–8 ONLY 2a) For grades K–8, each grade/course’s assessments meet or exceed the following score-point distributions for the major work of the grade.</p> <ul style="list-style-type: none"> • 85% of the total points in grades K–2 align exclusively to the major work of the grade. • 75% of the total points in grades 3–5 align exclusively to the major work of the grade. • 65% of the total points in grades 6–12 align exclusively to the major work of the grade. 		
<p>Non-Negotiable 3. FOCUS IN K–8: No item assesses topics directly or indirectly before they are introduced in the CCSSM.³</p> <p><i>This criterion applies to fixed form or CAT assessments, whether a summative assessment or a set of interim/benchmark assessments. All items also should reflect the metric.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>3a) 90% of items on an assessment address only knowledge of topics found in the CCSSM in the specified grade level. Commonly misaligned topics include, but are not limited to:</p> <ul style="list-style-type: none"> • Probability, including chance, likely outcomes, probability models. (Introduced in the CCSSM in grade 7) • Statistical distributions, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and statistical association or trends, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced in the CCSSM in grades 6–8; see CCSSM for specific expectations by grade level.) • Similarity, congruence, or geometric transformations. (Introduced in the CCSSM in grade 8) 		

³ Refer also to criterion #2 in the [K–8 Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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	<ul style="list-style-type: none"> • Symmetry of shapes, including line/reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4) 		
SECTION II: Balance: Submissions must meet Rigor and Balance criterion in order for the review to continue.			
<p>4. RIGOR AND BALANCE: Each grade/course’s assessments reflect the balances in the Standards and help students meet the Standards’ rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application.⁴</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4a) For Conceptual Understanding: K–High School: At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.</p>		
	<p>4b) For Procedural Skill and Fluency:</p> <ul style="list-style-type: none"> • K–6: At least 20% of the score-points on the assessment(s) for each grade explicitly assess procedural skill and fluency requirements in the Standards. • 7–8 and High School: At least 20% of the score-points on the assessment(s) for each grade or course explicitly assess procedural skill and fluency/culminating standards. <ul style="list-style-type: none"> • Grade 7: 7.EE.3, 7.EE.4, 7.NS.1 • Grade 8: 8.EE.7, 8.G.9 • High School: See PARCC Model Content Frameworks, pages 46, 49, 53, 54 		
	<p>4c) For Applications</p> <ul style="list-style-type: none"> • K–5: At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • 6–8: At least 25% of the total score points on the 		

⁴ Refer also to criterion #4 in the [K–8 Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013) and criterion #2 in the [High School Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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	<p>assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models.</p> <ul style="list-style-type: none"> • High School: At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems. <p>4d) Grades 3-High School: PARCC Type II and Type III Performance-Based Tasks ⁵</p> <ul style="list-style-type: none"> • At least two items on each assessment for each grade or course align with PARCC’s Type II (Subclaim C) Evidence Statements. One item is a 3-point item and the second a 4-point item. A rubric for hand scoring any part of an item that cannot be machine scored is provided. • At least two items on each assessment for each grade or course align with PARCC’s Type III (Subclaim D) Evidence Statements. One item is a 3-point item and the second a 6-point item. A rubric for hand scoring any part of an item that cannot be machine scored is provided. 		
SECTION III: ADDITIONAL INDICATORS OF QUALITY			
	<p>5. Practice-Content Connections. Each grade/course’s assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice. And there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.⁶</p>		
	<p>6. Assessing Supporting Content. Assessment of supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade or course.⁷</p>		
	<p>7. Addressing Every Standard for Mathematical Practice. Every Standard for Mathematical Practice is represented on the assessment(s) for each grade or course.</p>		
	<p>8. Expressing Mathematical Reasoning. There are sufficiently many points on the assessment(s) for</p>		

⁵ See page 2 of [PARCC’s Evidence Tables](#) - High Level Overview and the PBA Evidence tables for each grade. An example of a Subclaim C evidence statement is 4.C.2. An example of a Subclaim D evidence statement is 4.D.1. To view PARCC’s prototype Type II and Type III items, go to <http://www.parcconline.org/samples/mathematics/grade-4-mathematics>.

⁶ Refer also to criterion #7 in the [K–8 Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013) and criteria #5 [High School Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

⁷ Refer also to criterion #3 in the [K–8 Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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	each grade or course that explicitly assess expressing and/or communicating mathematical reasoning.		
	9. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.		
	10. Calling for Variety in Student Work. Items require a variety in what students produce. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc. ⁸		
	11. Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.		
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 3, a “Yes” in Column 1 for Criteria 4, and a “Yes” for all additional indicators 5 – 11.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 3), a “Yes” in Column 1 for Criteria 4, but at least one “No” for additional indicators 5 – 11.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least criteria in Section I or Section II.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Alignment of Test Items		
	2. Focus on Major Work		
	3. Focus in K-8		
II. Balance	4. Rigor and Balance		
III: Additional Indicators of Quality	5. Practice-Content Connections		
	6. Assessing Supporting Content		
	7. Addressing Every Standard for Mathematical Practice		
	8. Expressing Mathematical Reasoning		
	9. Constructing Forms Without Cueing Solution Processes		
	10. Calling for Variety in Student Work		

⁸ Refer also to criterion #9 in the [K–8 Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013) and criteria #7 [High School Publishers' Criteria](#) for the CCSSM (Spring 2013).

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	11. Quality Materials		
FINAL DECISION FOR THIS MATERIAL: [Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]			