

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. Strong ELA assessments provide opportunities for students to demonstrate they have met this goal with many different types of texts. A combination of formative and summative assessments across the different components of an ELA classroom provides a full picture of student performance in reading, writing, speaking and listening, and language study.



Title: **[Title]**                      Grade: **[Grade]**

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Overall Rating: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, Text-Dependent Questions and Tasks, and Alignment), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection and Other Stimuli</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b> The test passages and other stimuli are of highest quality —they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Reading passages have the appropriate level of complexity as stated by Reading Standard 10 and Reading Foundational Standard 4.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> 90% of texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. Assessments or item banks include previously published passages and other stimuli for each grade level (commissioned works are allowed, but should not represent the majority of passages); texts exhibit the professional qualities expected of each discipline (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>		
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>1</sup> Poetry and drama are analyzed only using qualitative measures.</p>		
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has taken precedence over the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.</p>		
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Provides paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among texts; when research simulation tasks are included on an assessment, the set of texts includes at least two texts--one of which is an anchor text--and represents a variety</p>		

<sup>1</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>.

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	of texts and text lengths.		
	<b>1e)</b> In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.		
<p><b>2. RANGE OF TEXTS:</b> Texts used on reading assessments or in an item bank reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g., RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, RI.11-12.8, RI.11-12.9, and RL.10/RI.10 across grade levels).</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades 3-12, passages on ELA assessments or in an item bank represent a balance between literary and informational texts. In grades 6-12, the inclusion of historical and scientific texts might shift the balance toward more informational texts.</p>		
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Assessments or item banks include texts of different formats (e.g., print and non-print, including video, artwork, audio, charts, etc.) and lengths.</p>		
	<p><b>2c)</b> Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>		
<b>Section II. Design</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. DESIGN, SCORING, AND REPORTING:</b></p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Assessments incorporate performance tasks, which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.</p>		
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>3c)</b> A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).		
	<b>3d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.		
	<b>3e)</b> Assessment results are analyzed by major claims and sub-claims that indicate integration of knowledge or trends in student performance over time instead of reporting performance on individual standards or assessment items.		
	<b>3f)</b> Assessment results are clearly communicated for the purpose of determining areas of weakness based on indicator 3e and provide actionable information which leads to clear next steps for how to address student weaknesses instructionally.		
<b>Section III. Assessment Items</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. TEXT-DEPENDENT QUESTIONS AND TASKS:</b> Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> Nearly all of the questions on assessments or in an item bank are text dependent. <sup>2</sup>		
	<b>REQUIRED</b> <b>4b)</b> A large majority of items on a reading assessment reflects the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers to questions which measure other grade-level standards. No items assess Reading Standard 1 in isolation.		
	<b>4c)</b> Assessments or item banks contain a variety of types of test questions and tasks, including, when possible, technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.		

<sup>2</sup> Text-dependent questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge, and they are linked to a text (i.e., not “stand alone”).

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<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. ALIGNMENT:</b> Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> Items on an assessment and in an item bank focus on key ideas (concepts, themes, perspectives, topics, etc.) of the text, rather than superficial or peripheral concepts.</p>		
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Questions on an assessment or in an item bank assess the depth and complexity required by the standards and are sufficiently complex to align to more than one standard at each grade-level over time to advance and deepen student learning. (<i>Note: Not every standard must be assessed with every text.</i>)</p>		
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining word meaning based on context and relationships/connections to other words (i.e., synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1 and 2.</p>		
	<p><b>5d)</b> Sets of questions for given text(s) are coherently sequenced to assess whether students are able to read, understand, and express their understanding of the language, topics, themes, and ideas of grade-level, complex texts and illustrations (as applicable) and elicit sustained attention to the text and its connection to other texts, where appropriate.</p>		
<p><b>6. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in</p>	<p><b>REQUIRED</b></p> <p><b>6a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analyses, well-defended claims</p>		

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<p>the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>and clear information, drawing on textual evidence to support valid inferences from text.</p>		
	<p><b>REQUIRED</b>  <b>6b)</b> Assessments include multiple writing tasks with varied lengths (e.g., notes, charts, summaries, short-answer responses, essays, etc.) and time demands as outlined in standard 10.</p>		
	<p><b>6c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>		
	<p><b>6d)</b> In later grades, narrative prompts decrease in number and increase in being based on text(s), e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>		
<p><b>7. SPEAKING AND LISTENING: *</b>  Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*Applicable if speaking and listening is included on the assessment.</p>	<p><b>REQUIRED</b>  <b>7a)</b> Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.</p>		
	<p><b>7b)</b> Assessments measure students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).</p>		
	<p><b>7c)</b> Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.</p>		

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<b>8. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8a)</b> The majority of language points on the assessments are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.		
	<b>REQUIRED</b> <b>8b)</b> Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.		
	<b>REQUIRED</b> <b>8c)</b> Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.		
	<b>8d)</b> A majority of items assessing conventions and writing strategies reflect actual practice to the extent possible (i.e., they mirror authentic editing or revision, writing, etc.).		

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 8.

*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, Text-Dependent Questions and Tasks, and Alignment), but at least one “No” in Column 1 for the remaining criteria.

*Tier 3 ratings* receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection and Other Stimuli	1. Quality of Texts ( <b>Non-Negotiable</b> )		
	2. Range of Texts		
II: Design	3. Design, Scoring, and Reporting ( <b>Non-Negotiable</b> )		
III: Assessment Items	4. Text-Dependent Questions and Tasks ( <b>Non-Negotiable</b> )		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5. Alignment ( <b>Non-Negotiable</b> )		
	6. Writing to Sources		
	7. Speaking and Listening*		
	8. Language		
<b>FINAL DECISION FOR THIS MATERIAL: [Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]</b>			

\*As applicable