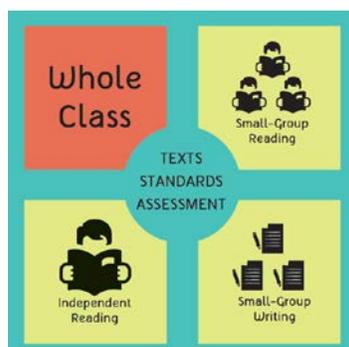


The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. Strong ELA assessments provide opportunities for students to demonstrate they have met this goal with many different types of texts. A combination of formative and summative 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: CASE Benchmark Assessments, ELA

Grades: 10

Publisher: TE21, Inc.

Copyright: 2016

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	2. Range of Texts
3. Design, Scoring, and Reporting (Non-Negotiable)	6. Writing to Sources
4. Text-Dependent Ques., Tasks (Non-Negotiable)	7. Speaking and Listening*
5. Alignment (Non-Negotiable)	8. Language

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 checked="" 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>	Yes	All texts are previously published and exhibit literary and nonfiction qualities; texts in this assessment include 2 short stories: My Old Home, The Homecoming Stranger; 3 passages: Open Letter, Letter from Birmingham Jail, and The Cause He Died For; a Poem, The Gaucho Martin Fierro; 3 teacher presentations with 2-3 questions for students, and a Grammar section with 5 questions.
	<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>	Yes	Selections represent varying complexity: letters, dialogue, poetry, various cultures and cultural understandings. “Letter from Birmingham Jail” includes challenging vocabulary, use of figurative language, abstract ideas, complex text structure, and tone. “My Old Home” and “The Homecoming Stranger,” include use of figurative language and imagery. Texts are rich in tone, central idea, and perspective.
	<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>	Yes	The typical text measure for Grade 10 (English II) is 1080L to 1335L. The texts in this assessment measure as follows - My Old Home: 1010L*; The Homecoming Stranger: 1130L; An Open Letter: 1470L; Letter from a Birmingham Jail: 1260L; Cause He Died For: 1190L; Greensboro Four: 1210L; Popcorn: 1230L; What Causes Tides: 1080L; Brief Guide to Mold: 1080L. <p>*While 1010L falls in the 9<sup>th</sup> grade band, the overall complexity of the text makes this lower level text appropriate for this assessment.</p>
	<p><b>REQUIRED</b></p>	Yes	Fictional texts are paired and students are asked to

<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>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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 of texts and text lengths.</p>		<p>make connections with characters. Civil rights texts are connected by central idea, author's purpose, and structure. Literary passages require students to make connections between texts in written assessment when asked to analyze how each author developed characters and internal conflicts. The nonfiction texts requires students to make connections between each author's primary arguments.</p>
	<p><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>	Yes	<p>Texts range in Lexile levels from a low of 1010L (My Old Home) to a high of 1470L (An Open Letter). Text used in the grammar section is a 1210L, while the read aloud texts are 1230L, 1080L, and 1080L respectively. While they do not necessarily increase in Lexile across the benchmark assessment, the complexity does increase, requiring students to have more background knowledge and more understanding of content specific vocabulary terms.</p>
<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 checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <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>	No	<p>While it is understandable for there to be a slight shift in balance toward informational text at this grade level, 73% of the passages represented are informational (4 historical; 3 scientific), with 27% fictional (2 short stories, 1 poem).</p>
	<p><b>REQUIRED</b> <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>	No	<p>In this assessment, all 10 text items are print-based only. No illustrations, maps, charts, or graphs accompany the texts.</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>	Yes	<p>Of the 7 informational pieces, only one is written in a narrative format ("The Cause He Died For").</p>
<b>Section II. Design</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>3. DESIGN, SCORING, AND REPORTING:</b></p>	<p><b>REQUIRED</b> <b>3a)</b> Assessments incorporate performance tasks, which allow students to respond to a set of texts through</p>	Yes	<p>Assessment includes Literary Analysis Task (LAT), Research Simulation Task (RST), and Narrative Writing Task (NWT). Scores are based on the LA writing rubric</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>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>and measure multiple standards.</p>
	<p><b>REQUIRED</b>  <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>	<p><b>Yes</b></p>	<p>User friendly scoring guide provided that is aligned to development of ideas, focus and organization, and language and conventions.</p>
	<p><b>3c)</b> A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).</p>	<p><b>No</b></p>	<p>While the assessment covers reading, writing, speaking, and listening, it is only a summative test.</p>
	<p><b>3d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>No</b></p>	<p>This benchmark assessment does not take into consideration students with exceptional needs who require testing modifications/accommodations.</p>
	<p><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.</p>	<p><b>No</b></p>	<p>The examples of student and class reports provided do not show evidence of trends in student performance over time.  In addition, the assessment results are intended to be used as a prediction for how students may perform on a state assessment. The scoring analysis only shows an initial performance score failing to show guidance over time.  The reports provide information on strengths and weaknesses for all standards covered by the assessments; However, the reports provide information for the Common Core State Standards, not the Louisiana Student Standards.</p>
	<p><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.</p>	<p><b>No</b></p>	<p>The results are clearly communicated through student reports and class reports. However, actionable information for next steps to increase student performance is not provided. TE21 offers professional development for teachers and schools after benchmark administration in which results are analyzed and reviewed for trends.</p>

**Section III. Assessment Items**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Nearly all of the questions on assessments or in an item bank are text dependent.<sup>2</sup></p>	<p><b>Yes</b></p>	<p>The vast majority of questions are text dependent. For those requiring students to make inferences or more judgment answers on such aspects as author's craft, the students are required to support these answers with textual evidence in Part A/Part B question types.</p>
	<p><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.</p>	<p><b>Yes</b></p>	<p>All multiple choice questions in reading assessment have a part A and part B. Part B requires students to provide support for part A answer response. Writing tasks require students to support evidence for inferences. Reading Standard 1 is measured in the majority of items but not in isolation. It is assessed with Reading Standard 4 or some other such standard in each instance.</p>
	<p><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.</p>	<p><b>Yes</b></p>	<p>Numbers 5, 6, and 9 on the reading assessment require students to complete a graphic organizer; Part A - Part B question types; multiple select (#23, #35 on reading assessment); LAT, RST, and NWT; questions on grammar and speaking &amp; listening are traditional multiple choice.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <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>Yes</b></p>	<p>The first passage set represents items in all of the RL standards applicable to these texts besides standards 6. (1, 2, 3, 4, 5)  The second passage contains standards RI 2, 3, 4, 5, 6, and 8.  The third passage attempts to address RL Standard 6, but misses the mark slightly.  RL standard 9 at this grade requires two very specific types of texts, which would be challenging to do through a benchmark assessment.</p>
	<p><b>REQUIRED</b>  <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</p>	<p><b>Yes</b></p>	<p>The assessment items build in rigor with each text, align to the expectations of the standard, and are further supplemented with the three performance tasks.</p>

<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”).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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>		
	<b>REQUIRED</b> <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.	Yes	Vocabulary is heavily assessed, requires students to use context clues, deduce meaning from multiple paragraphs, and support responses with textual evidence. Vocabulary items assess essential words to the meaning of text. For example, “lamentably” is important to the narrative, “My Old Home” because that is what the character is faced with throughout the story. The question regarding “affiliate” is important to why King is in Birmingham.
	<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.	No	While the assessment does provide multiple Part A - Part B question types to assess student understanding and to elicit evidence to support that understanding, students are only required to make connections between the texts in the constructed response items.
<b>6. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <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 and clear information, drawing on textual evidence to support valid inferences from text.	Yes	The LAT, NWR, and RAT each require students to analyze and synthesize the accompanying sources. The LAT and RAT also require students to defend arguments with evidence from text and make evaluative assessments of texts.
<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.	No	Only three writing tasks are included in this assessment. All three tasks are prose constructed response, requiring longer essay responses.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>6c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	<b>Yes</b>	Of the three prose constructed responses, students are required to compose a narrative task, a literary analysis, and an argumentative research-based task.
	<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.	<b>Yes</b>	Of the three writing tasks, one is a narrative piece, but it still requires students to use information from the original text. The other two pieces are fully text-dependent.
<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 checked="" type="checkbox"/> No</p> <p>*Applicable if speaking and listening is included on the assessment.</p>	<b>REQUIRED</b> <b>7a)</b> Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.	<b>No</b>	Speaking and Listening texts are print format only. Texts do not include different formats as indicated in criteria 2b.
	<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).	<b>No</b>	The assessment only tests listening skills and does not address speaking skills.
	<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.	<b>No</b>	For each of the listening pieces, students respond to multiple choice questions independently. There is no discussion, elaboration, or asking of questions. This measures listening comprehension only.
<p><b>8. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<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>No</b>	The majority of language points are obtained from an isolated language assessment. Language points are also obtained through written response in the form of a rubric. These points are noted on the rubric as "conventions." Mechanics and usage are not noted on the rubric. The Grammar assessment is not a part of an integrated task, rather it is a proofreading and editing assessment using multiple choice questions to correct errors on spelling, punctuation, word choice, and subject/verb agreement. The grammar section of the assessment is directly linked to an informational text written in narrative form. All questions directly relate to text from the original text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>Yes</b>	Although there is a language stand-alone task on the assessment, language conventions are also scored as part of an integrated writing task in response to reading. The rubric clarifies that for full points, the writing "demonstrates sophisticated command of grade-level conventions of standard written English.
	<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>Yes</b>	Questions and tasks relate directly to the sophistication and maturity of a student's writing progression and do build on previous expectations.
	<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.).	<b>Yes</b>	Students are asked to proofread and edit an authentic task. Students are also encouraged to proofread their own writing during the writing tasks. Considering the parameters set forth by assessments, this particular assessment offers an approach that is near the actual practice of editing and revision.

#### 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> )	<b>Yes</b>	Text selections are appropriately complex, represent multiple genres, range in appropriate Lexile, are selections from authentic texts, and are paired with similar readings.
	2. Range of Texts	<b>No</b>	73% of the passages represented are informational (4 historical; 3 scientific), with 27% fictional (2 short stories, 1 poem).
II: Design	3. Design, Scoring, and Reporting ( <b>Non-Negotiable</b> )	<b>Yes</b>	Performance tasks are incorporated into the assessment and are aligned to a standard writing rubric, which has been provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III: Assessment Items	4. Text-Dependent Questions and Tasks ( <b>Non-Negotiable</b> )	Yes	The assessment questions are heavily text dependent and require students to provide textual evidence through various questioning types.
	5. Alignment ( <b>Non-Negotiable</b> )	Yes	Assessment items focus on vocabulary, measure multiple standards, and align in appropriate rigor.
	6. Writing to Sources	No	The assessment does not include multiple task-types of varying length; prose constructed response is the only written assessment type represented.
	7. Speaking and Listening*	No	The assessment only addresses listening skills. There is no range of format as indicated in criteria 2b.
	8. Language	No	Language standards are assessed through an isolated grammar assessment.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u></b>			

\*As applicable

Appendix I.

Publisher Response

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: **CASE Benchmark Assessments, ELA**

Grades: **10**

Publisher: **TE21, Inc.**

Copyright: **2016**

Overall Rating: **Tier II, Approaching quality**

[Tier I, Tier II, Tier III](#) Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	2. Range of Texts
3. Design, Scoring, and Reporting (Non-Negotiable)	6. Writing to Sources
4. Text-Dependent Ques., Tasks (Non-Negotiable)	7. Speaking and Listening*
5. Alignment (Non-Negotiable)	8. Language

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	PUBLISHER RESPONSE
<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 checked="" 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>	Yes	All texts are previously published and exhibit literary and nonfiction qualities; texts in this assessment include 2 short stories: My Old Home, The Homecoming Stranger; 3 passages: Open Letter, Letter from Birmingham Jail, and The Cause He Died For; a Poem, The Gaucho Martin Fierro; 3 teacher presentations with 2-3 questions for students, and a Grammar section with 5 questions.	Thank you for the feedback.
	<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>	Yes	Selections represent varying complexity: letters, dialogue, poetry, various cultures and cultural understandings. “Letter from Birmingham Jail” includes challenging vocabulary, use of figurative language, abstract ideas, complex text structure, and tone. “My Old Home” and “The Homecoming Stranger,” include use of figurative language and imagery. Texts are rich in tone, central idea, and perspective.	Thank you for the feedback.
	<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>	Yes	<p>The typical text measure for Grade 10 (English II) is 1080L to 1335L. The texts in this assessment measure as follows - My Old Home: 1010L*; The Homecoming Stranger: 1130L; An Open Letter: 1470L; Letter from a Birmingham Jail: 1260L; Cause He Died For: 1190L; Greensboro Four: 1210L; Popcorn: 1230L; What Causes Tides: 1080L; Brief Guide to Mold: 1080L.</p> <p>*While 1010L falls in the 9<sup>th</sup> grade band, the overall complexity of the text makes this lower level text appropriate for this assessment.</p>	Thank you for the feedback.
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Provides paired or multiple texts for students to</p>	Yes	Fictional texts are paired and students are asked to make connections with characters. Civil rights texts	Thank you for the feedback.

<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>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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 of texts and text lengths.		are connected by central idea, author's purpose, and structure. Literary passages require students to make connections between texts in written assessment when asked to analyze how each author developed characters and internal conflicts. The nonfiction texts requires students to make connections between each author's primary arguments.	
	<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.	<b>Yes</b>	Texts range in Lexile levels from a low of 1010L (My Old Home) to a high of 1470L (An Open Letter). Text used in the grammar section is a 1210L, while the read aloud texts are 1230L, 1080L, and 1080L respectively. While they do not necessarily increase in Lexile across the benchmark assessment, the complexity does increase, requiring students to have more background knowledge and more understanding of content specific vocabulary terms.	Thank you for the feedback.
<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 checked="" 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>	<b>No</b>	While it is understandable for there to be a slight shift in balance toward informational text at this grade level, 73% of the passages represented are informational (4 historical; 3 scientific), with 27% fictional (2 short stories, 1 poem).	In addition to the submitted passages, we have a vast collection of additional texts that span all grade levels with a wide range of complexity. Our assessments are designed using the LEAP blueprint of the state assessments, and the breakdown of nonfiction vs. literary texts follows the percentages indicated on state blueprints. Because we custom create all assessments for specific clients, we do not have a database that is accessible for review. However, we do have passages and items in a variety of formats available that are individually reviewed for selection based on client needs and blueprint design.
	<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>	<b>No</b>	In this assessment, all 10 text items are print-based only. No illustrations, maps, charts, or graphs accompany the texts.	The passages and items that were submitted represent our print format. We also have items which include charts, and have had items including artwork. We also have online passages and items, which include technology enhanced items in drag-and-drop, highlighting, multi-select, and other formats. We currently do not offer video and audio formats.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<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.	<b>Yes</b>	Of the 7 informational pieces, only one is written in a narrative format ("The Cause He Died For").	Thank you for the feedback.
<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><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</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>	<b>Yes</b>	Assessment includes Literary Analysis Task (LAT), Research Simulation Task (RST), and Narrative Writing Task (NWT). Scores are based on the LA writing rubric and measure multiple standards.	Thank you for the feedback.
	<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>	<b>Yes</b>	User friendly scoring guide provided that is aligned to development of ideas, focus and organization, and language and conventions.	Thank you for the feedback.
	<p><b>3c)</b> A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).</p>	<b>No</b>	While the assessment covers reading, writing, speaking, and listening, it is only a summative test.	Our benchmarks can be used in a variety of ways, and are intended to be formative in the context of a course. Most often they are used as pre-, formative, and summative assessments. We also have an item bank, which is a separate product, that allows teachers to create their own assessments for any use they require.
	<p><b>3d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>No</b>	This benchmark assessment does not take into consideration students with exceptional needs who require testing modifications/accommodations.	Our benchmarks are designed to be accessible to all students. Any necessary modifications/accommodations would be done at the school level, and our tests can easily be adapted to meet those needs.
	<p><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.</p>	<b>No</b>	<p>The examples of student and class reports provided do not show evidence of trends in student performance over time.</p> <p>In addition, the assessment results are intended to be used as a prediction for how students may perform on a state assessment. The scoring analysis only shows an initial performance score failing to show guidance over time.</p>	Assessment results can be tracked by teachers or schools. However, TE21 does not track progress over time because each assessment may assess unique standards or content, making it impossible to compare student performance on each. Additionally, there is typically not a large amount of time between assessments, making it statistically impossible to remove the likelihood of testing and interpretation

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			The reports provide information on strengths and weaknesses for all standards covered by the assessments; However, the reports provide information for the Common Core State Standards, not the Louisiana Student Standards.	errors when comparing results. The long-term retention/learning of students cannot accurately be measured with short-term assessments.
	<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>No</b>	The results are clearly communicated through student reports and class reports. However, actionable information for next steps to increase student performance is not provided.	TE21 provides professional development for teachers and schools after benchmark administration in which results are analyzed and reviewed for trends, identifying student needs, and next steps. It is our belief that teachers know their classes best and that, as professionals, once they are familiar with the data and how to interpret it they are able to make informed, collaborative decisions about classroom instruction and modification to best meet the needs of their students. As a result, we are always available to answer questions for clients, and guide them through best use of the data, but we do not include next steps as defined by our paramaters or algorithms.
<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.	<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>Yes</b>	The vast majority of questions are text dependent. For those requiring students to make inferences or more judgment answers on such aspects as author's craft, the students are required to support these answers with textual evidence in Part A/Part B question types.	Thank you for the feedback.
	<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>Yes</b>	All multiple choice questions in reading assessment have a part A and part B. Part B requires students to provide support for part A answer response. Writing tasks require students to support evidence for inferences. Reading Standard 1 is measured in the majority of items but not in isolation. It is assessed with Reading Standard 4 or some other such standard in each instance.	Thank you for the feedback.

<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”).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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.	<b>Yes</b>	Numbers 5, 6, and 9 on the reading assessment require students to complete a graphic organizer; Part A - Part B question types; multiple select (#23, #35 on reading assessment); LAT, RST, and NWT; questions on grammar and speaking & listening are traditional multiple choice.	Thank you for the feedback.
<b>Tier 1 and 2 Non-Negotiable</b> <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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <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.	<b>Yes</b>	The first passage set represents items in all of the RL standards applicable to these texts besides standards 6. (1, 2, 3, 4, 5) The second passage contains standards RI 2, 3, 4, 5, 6, and 8. The third passage attempts to address RL Standard 6, but misses the mark slightly. RL standard 9 at this grade requires two very specific types of texts, which would be challenging to do through a benchmark assessment.	Thank you for the feedback.
	<b>REQUIRED</b> <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>	<b>Yes</b>	The assessment items build in rigor with each text, align to the expectations of the standard, and are further supplemented with the three performance tasks.	Thank you for the feedback.
	<b>REQUIRED</b> <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.	<b>Yes</b>	Vocabulary is heavily assessed, requires students to use context clues, deduce meaning from multiple paragraphs, and support responses with textual evidence. Vocabulary items assess essential words to the meaning of text. For example, “lamentably” is important to the narrative, “My Old Home” because that is what the character is faced with throughout the story. The question regarding “affiliate” is important to why King is in Birmingham.	Thank you for the feedback.
	<b>5d)</b> Sets of questions for given text(s) are coherently	<b>No</b>	While the assessment does provide multiple Part A -	In addition to the items that we submitted for review,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.		Part B question types to assess student understanding and to elicit evidence to support that understanding, students are only required to make connections between the texts in the constructed response items.	we have additional items that would require students to make connections between linked texts in multiple choice or technology enhanced formats. As noted previously, this assessment was intended to show the length, format, and quality of items we provide in our customized benchmark products. Each assessment is created specifically for each client, and as such all possible items cannot be provided. Instead, we use the LEAP blueprint for ELA/English II provided by the State Board of Education to ensure that the content balance, length, and item types match those students will be expected to see on the LA end-of-course assessment.
<p><b>6. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <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 and clear information, drawing on textual evidence to support valid inferences from text.</p>	Yes	The LAT, NWR, and RAT each require students to analyze and synthesize the accompanying sources. The LAT and RAT also require students to defend arguments with evidence from text and make evaluative assessments of texts.	Thank you for the feedback.
	<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>	No	Only three writing tasks are included in this assessment. All three tasks are prose constructed response, requiring longer essay responses.	Thank you for the feedback. In addition to the writing tasks that we submitted, we have additional items which include other writing tasks used to assess different texts in the same manner. As noted above, our assessments are custom designed and match the LEAP blueprint for the English II assessment, thus the benchmark submitted does not incorporate all available items or passages.
	<p><b>6c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	Yes	Of the three prose constructed responses, students are required to compose a narrative task, a literary analysis, and an argumentative research-based task.	Thank you for the feedback.
	<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>	Yes	Of the three writing tasks, one is a narrative piece, but it still requires students to use information from the original text. The other two pieces are fully text-dependent.	Thank you for the feedback.

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<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 checked="" 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>No</b></p>	<p>Speaking and Listening texts are print format only. Texts do not include different formats as indicated in criteria 2b.</p>	<p>While we do not yet meet the standards for Speaking and Listening, TE21 is willing to modify our items to better align with the indicators. Speaking and Listening standards are difficult to assess using traditional assessment item types. Assessing how a student participates in discussion or how clearly he or she speaks would need to be done through onsite observation rather than a traditional assessment item scored by TE21.</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>No</b></p>	<p>The assessment only tests listening skills and does not address speaking skills.</p>	<p>Assessing how a student presents information orally would need to be done through onsite observation rather than a traditional assessment item scored by TE21. Any assessment that we could potentially develop in this area would need to scored onsite. Tasks may be developed, but would not be included on any reports.</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>	<p><b>No</b></p>	<p>For each of the listening pieces, students respond to multiple choice questions independently. There is no discussion, elaboration, or asking of questions. This measures listening comprehension only.</p>	<p>Assessing how a student actively listens, asks questions, and discusses would need to be done through onsite observation rather than a traditional assessment item scored by TE21. Any assessment that we could potentially develop in this area would need to scored onsite.</p>
<p><b>8. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><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.</p>	<p><b>No</b></p>	<p>The majority of language points are obtained from an isolated language assessment. Language points are also obtained through written response in the form of a rubric. These points are noted on the rubric as "conventions." Mechanics and usage are not noted on the rubric. The Grammar assessment is not a part of an integrated task, rather it is a proofreading and editing assessment using multiple choice questions to correct errors on spelling, punctuation, word choice, and subject/verb agreement. The grammar section of the assessment is directly linked to an informational text written in narrative form. All questions directly relate to text from the original text.</p>	<p>TE21 has assessed grammar and language for multiple grades using multiple formats. A grammar assessment that more specifically matches the requirements of this indicator can be developed with clients to ensure the content is assessed according to the LA blueprint and indicators.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>REQUIRED 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>Yes</b>	Although there is a language stand-alone task on the assessment, language conventions are also scored as part of an integrated writing task in response to reading. The rubric clarifies that for full points, the writing "demonstrates sophisticated command of grade-level conventions of standard written English.	Thank you for the feedback.
	<b>REQUIRED 8c)</b> Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	<b>Yes</b>	Questions and tasks relate directly to the sophistication and maturity of a student's writing progression and do build on previous expectations.	Thank you for the feedback.
	<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.).	<b>Yes</b>	Students are asked to proofread and edit an authentic task. Students are also encouraged to proofread their own writing during the writing tasks. Considering the parameters set forth by assessments, this particular assessment offers an approach that is near the actual practice of editing and revision.	Thank you for the feedback.
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a "Yes" in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> 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.				
<i>Tier 3 ratings</i> receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection and Other Stimuli	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Text selections are appropriately complex, represent multiple genres, range in appropriate Lexile, are selections from authentic texts, and are paired with similar readings.	
	2. Range of Texts	<b>No</b>	73% of the passages represented are informational (4 historical; 3 scientific), with 27% fictional (2 short stories, 1 poem).	All of our texts are also available online. In addition to the submitted passages, additional texts are available for our use that span all grade levels with a wide range of complexity.
II: Design	3. Design, Scoring, and Reporting ( <b>Non-Negotiable</b> )	<b>Yes</b>	Performance tasks are incorporated into the assessment and are aligned to a standard writing rubric, which has been provided.	

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III: Assessment Items	4. Text-Dependent Questions and Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	The assessment questions are heavily text dependent and require students to provide textual evidence through various questioning types.	
	5. Alignment ( <b>Non-Negotiable</b> )	<b>Yes</b>	Assessment items focus on vocabulary, measure multiple standards, and align in appropriate rigor.	
	6. Writing to Sources	<b>No</b>	The assessment does not include multiple task-types of varying length; prose constructed response is the only written assessment type represented.	In addition to the assessments submitted, we also have items available for benchmarks with various types and lengths of constructed response items.
	7. Speaking and Listening*	<b>No</b>	The assessment only addresses listening skills. There is no range of format as indicated in criteria 2b.	While we do not yet meet the standards for Speaking and Listening, TE21 is willing to modify our items to better align with the indicators. Speaking and Listening standards are difficult to assess using traditional assessment item types. Assessing how a student participates in discussion or how clearly he or she speaks would need to be done through onsite observation rather than a traditional assessment item scored by TE21.
	8. Language	<b>No</b>	Language standards are assessed through an isolated grammar assessment.	TE21 has assessed grammar and language for multiple grades using multiple formats. A grammar assessment that more specifically matches the requirements of this indicator can be developed by TE21.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u></b>				

\*As applicable

Appendix II.

Public Comments

There were no public comments submitted.