

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 ELA Benchmark Assessments**

Grade: **6-8**

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Overall Rating: **Tier I, Exemplifies quality**

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

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

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**¹ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2. Materials must meet Non-negotiable 2 to move on to Non-negotiables 3 and 4.
- Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

¹ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Section I: Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2. Materials must meet Non-negotiable 2 to move on to Non-negotiables 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: 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>Required 1a) 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>Yes</p>	<p>At least 90% of texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. Texts exhibit the professional qualities expected of English Language Arts and the history/social studies, science, and technical subjects. Texts are authentic and published independent of the text materials. For example, 6th Grade ELA Assessment includes an excerpt from “Endangered Species: Save Our Species”, an authentic text, provided by the United States Environmental Protection Agency. The 7th Grade assessment includes an excerpt from “White Fang,” from Jack London, and it exhibits the qualities of literary texts such as characterization, setting, and plot. The 8th grade assessment includes, “The Science that Stumped Edison”, that was originally published at phys.org, dated 2014 and written by Louise Lerner, credentialed by Argonne National Library.</p>
	<p>Required 1b) Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity</p>	<p>Yes</p>	<p>Assessments provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Text complexity documents included in the materials reveal that 100% of the texts are grade level appropriate and rich in complexity. For example, the 6th grade assessment</p>

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	include quantitative and qualitative analysis. ² Poetry and drama are analyzed only using qualitative measures.		includes previously published, “Alice Eastwood” from Extraordinary Women Scientists which is rated 1130 by Lexile, above 6th grade level, but made accessible through explicit meaning and clear chronological structure. At the 7th grade level, the texts range from low to high complexity, “White Fang” is 930 Lexile and the highest is “Lewis and Clark Journey of Discovery” with a Lexile of 1390. Finally, a similar range takes place at the 8th grade level; “The Science that Stumped Edison” is readily accessible and measured at 1070 by Lexile while “The Sinking of the Titanic” is very complex and measures outside of 8th grade range at 1370.
	Required 1c) 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.	Yes	Nearly all texts are placed within the grade band indicated by the quantitative analysis. Texts are recommended for their respective grade bands as a result of qualitative and quantitative analysis. Where the text complexity measures higher, the assessment includes pictures and/or corresponding literature that would serve to build understanding. For example, in the 7th grade, “Destruction of the Tea, 1774” by William McCarty poses potential challenges; however, “because the poem is told like a story, and the students have been provided with a nonfiction passage to provide background knowledge, the poem should be accessible

² 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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			<p>for students.” Challenging texts at the 8th grade level are both described by the text complexity documents as having “dense and complex language,” knowledge demands that rely on “theoretical knowledge and challenging abstract concepts,” and “academic terms”. However, two images are offered that provide access points for some of the more complex ideas of the texts.</p>
	<p>Required 1d) 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>Yes</p>	<p>Assessments provide paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among texts. At every level, the assessment offers an opening, readily accessible stand-alone text; the rest of the texts on the assessment come in pairs that provide opportunities for students to make connections amongst them by showing a mastery of both skills and knowledge. For example, the 6th grade assessment includes a pairing of an adaptation from “Benjamin Franklin Viewed Invention as a Form of Public Service” provided by the U.S. Department of State and an adaptation from “The Iron Stove” by Carolyn Sherwin Bailey. The texts are complementary as one is Benjamin Franklin’s perspective on public service, and the other is an account of an event where Benjamin Franklin provided a service to the public. The 7th grade assessment includes a pairing of “Sacagawea” and “The Lewis and Clark</p>

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			<p>Journey of Discovery”; then, students are asked to examine how, “The authors both describe the impact the different skills each of the participants had on the success of the expedition”. Then, based on their reading, students must argue “whether Sacagawea was essential to the expedition’s success”. Finally, at the 8th grade level, a similar pairing leads to the mastery of knowledge and skill. Students are asked to respond in an argument about the implications of the sinking of the Titanic after having read excerpts from “Sinking of the Titanic” and “The Unsinkable Myth”.</p>
	<p>1e) 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>	<p>Yes</p>	<p>Texts increase in complexity as materials progress throughout the grade level and across grade bands.</p>
<p>Non-negotiable 2. DESIGN, SCORING, AND REPORTING: 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>Required 2a) 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>Yes</p>	<p>Assessments incorporate performance tasks which allow students to respond to a set of texts through reading and writing. In the paired text sets, the performance tasks are aligned to the standards and can accurately assess standard mastery through the students’ accessing of text through the tasks. On the 6th grade assessment, after reading literature about Benjamin Franklin, students write an argumentative essay to support their opinion on whether or not Benjamin Franklin improved the lives of people in his</p>

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			community and country. On the 7th grade assessment, students must examine the text for evidence of how the cub's character is presented and analyze how the point of view used communicates information to the reader about his character in <i>White Fang</i> . Finally, in 8th grade, after reading the poem, "Excalibur" and the short story "Here Lies Arthur", students develop understanding through questions about plot and theme and attention is drawn to the details needed for the corresponding written response.
	Required 2b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	A rubric that is aligned to the Louisiana Student Standards for ELA provides sufficient guidance for interpreting student performance and along with an answer key work together to clarify the expectations for both teachers and students.
	2c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).	Yes	A variety of assessments are included and could be used as pretests, formative assessment, self-assessment, and summative assessment. A guide assists teachers in how to use each benchmark.
	2d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials assess student proficiency using methods that are unbiased and accessible to all students. The rubric provided for scoring written responses is aligned to the state rubric for Literary Analysis grades 6-8. The rubric is unbiased and aligned to the Louisiana Student Standards. The questions on the assessment are all text dependent and specific and require that the student read and comprehend the

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			<p>material to respond. For example, in Session 2 “The Lewis and Clark Journey of Discovery” states, “What influence did the fur trade have on America?” Students must have read the passage to understand the influence the fur trade had on America in order to answer this particular question, thus making the text and the question accessible to all students.</p>
	<p>2e) 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>Yes</p>	<p>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. For example, the 6th Grade ELA Assessment for the informational text “Alice Eastwood” from Extraordinary Women Scientists by Darlene R. Stille (pages 1-3), includes the question “How does the author’s use of text structure develop the overall purpose of the passage?” and the 8th grade assessment asks, “How does the structure of paragraphs 4-6 develop a central idea in the passage?” These questions require that students have knowledge of the various types of text structures such as cause and effect, problem/solution, description and chronological. Students will also need to be able to access knowledge of how structure types can develop the purpose of the text. Such skills do not occur in isolation without pursuit of understanding</p>

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			<p>the choices an author makes when structuring texts, and the impact of those choices in revealing the overall purpose of the text.</p>
	<p>2f) 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>Yes</p>	<p>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. While the results of the benchmark assessment can be a clear indication of a student’s ability, actionable information and clear next steps must be informed through data analysis and teacher input. The multiple choice items have clear answers and teacher input should inform the expectations for the prose constructed responses.</p>
<p>Non-negotiable 3. TEXT-DEPENDENT QUESTIONS AND TASKS: 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>Required 3a) Nearly all of the questions on assessments or in an item bank are text dependent.³</p>	<p>Yes</p>	<p>Nearly all of the questions on assessments or in an item bank are text dependent. All questions are text dependent and or specific, and many require the use of specific textual evidence. Assessment questions at each grade level point the students back into the text for response. Prompts like, “Choose three key ideas that should be included in a summary of the passage”, and, “Which sentence summarizes a central idea in the passage?” engage the student with the text and</p>

³ 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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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>require comprehension to respond. Furthermore, questions like, “What is the author attempting to emphasize in the passage by using the phrase “the possibilities strain the imaginations of a roomful of engineers” in paragraph 13?” at once draw the students to the use of specific evidence for analysis.</p>
	<p>Required 3b) 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>Yes</p>	<p>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. Over half of the multiple choice questions on the assessments require students to use specific evidence from the text providing the exact location (section, paragraph, sentence, or line number) students must refer to in order to answer the question. Secondly, every constructive response question (writing task) requires that students cite specific evidence from one or more texts to support their analysis. As an example, from the 7th grade assessment, “Which two quotations provide support for the idea that the colonists were aware of and actively opposed to Parliament’s attempt to impose a tea tax? Choose one quotation from the passage and one quotation from the poem.” In almost all of the questions, students are either responding about a particular piece of evidence or required to</p>

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			cite evidence through evidence based selected response or constructed response.
	<p>3c) 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>Yes</p>	<p>Assessments or item banks contain a variety of types of test questions and tasks to approach the texts in ways uniquely appropriate to each text. Given the available types of items for a paper based assessment, all assessments contain multiple choice, evidence based selected response, prose constructed items, and multi-part items. On the 7th grade assessment, an example of how the questions approach the texts in unique ways appropriate to each text comes from question 49 of the sample assessment. Question 49 states, “Which two quotations provide support for the idea that the colonists were aware of and actively opposed to Parliament’s attempt to impose a tea tax? Choose one quotation from the passage and one quotation from the poem.” This question is an example of how the questions are unique to the texts; the question requires that students use information from both sources to identify the correct text evidence to the claim made in the question. The assessments use a variety of question types; on the eighth grade assessment, “Select three ways the author develops the central idea over the course of the passage” requires that the students select three responses. The assessments also include Evidence</p>

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			Based Selected Response and culminating writing and/or constructed response questions.
<p>Non-negotiable 4. ALIGNMENT: 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>Required 4a) 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>Yes</p>	<p>Items on an assessment and in an item bank focus on key ideas of the text. The majority of the questions on the assessment would be considered text dependent and specific and point to the author’s presentation, point of view, main claims, central purpose and literary elements. For example question 42 considers “Sinking of the Titanic” and demands students “Select three quotations from the passage that support the author’s claim in paragraph 4...”. This question has students accessing the development of ideas in the text. Also, in reference to the poem “Excalibur”, a question is asked about the theme, “Which statement represents a theme of the poem?” This question followed by, “Which set of lines from the poem refines the theme selected in part a?” elicits understanding of the text and requires that the student “analyze the development” of the theme throughout as is denoted by RL8.2.</p>
	<p>Required 4b) 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. (Note: <i>Not every standard must be assessed with every text.</i>)</p>	<p>Yes</p>	<p>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. One example comes from question 8 on the 7th grade assessment, which states,</p>

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	<p>Required 4c) 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 5.</p>	<p>Yes</p>	<p>“Which is a theme of the passage?” This language reflects Reading Standards for Literature 3, which states, “Determine a theme or central idea of a text and analyze its development over the course of the text...” Then, on the 8th grade assessment, “Based on its use in paragraph 4, what is the meaning of the word confounded?” This is a direct reflection of R.I.4 which requires that vocabulary be assessed in the context of the material. Additionally, the question is asked, “Which sentence summarizes the central idea of the passage?” This is a reflection of the depth of thinking demanded by R.I 8.2, that the student should identify the central idea of the passage. Over the course of the assessment, the questions build understanding and evidence that supports response to the final written or constructed response.</p> <p>Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text. The vocabulary items require utilization of the text and are based on connections to other words in the text. Most vocabulary items are framed in reflection of the Reading Standard 4 which requires that the student identifies the meaning of the word in context. Examples are, “What is the meaning of the word consume as it is used in paragraph 1?” as asked on the 6th grade assessment, and on the 8th grade</p>

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			<p>test, in response to “The Science that Stumped Einstein”, a question is asked about the meaning of the word “confounded” as it is used in paragraph 4. Understanding the meaning of this word is integral to comprehension of the text. With that, it is possible to choose the answer “baffled”, based on comprehension of the title and the meaning of the previous paragraph about what scientists have come to understand about mercury.</p>
	<p>4d) 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>Yes</p>	<p>Sets of questions for given texts 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. For example, on the 6th grade assessment, sets of questions for Benjamin Franklin text set assess students ability to summarize the text and analyze vocabulary, tone, structure, central idea, and point of view by using multiple choice questions which culminates into a constructive response question where students write an argumentative essay to support their opinion on whether or not Benjamin Franklin improved the lives of people in his community and country and write a constructive prose where they compare and contrast how both passages portray how Benjamin Franklin improves the lives of people in his community and</p>

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			country. The questions require that students must look at each passage multiple times to answer questions. Students spend time answering the evidence based selected response questions, and then they move into the constructed response and/or extended response questions.
Section II: Additional Criteria of Superior Quality			
<p>5. RANGE OF TEXTS: Texts used on reading assessments or in an item bank reflect the distribution of text types and genres suggested by the 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).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>5a) 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>Yes</p>	<p>Passages on the ELA assessments or in an item bank represent a balance between literary and informational texts. For example, for 8th grade, the total number of passages is five, out of which three are informational. Additionally, the length of the informational texts create an appropriate emphasis on informational text for Grade 8, the total pages of informational text is approximately nine and the total pages of literary text are four, representing a balance of 66% informational and 28% literary. Similarly, in 6th grade seven of the twelve pages of text are informational and represent a balance of 58% informational.</p>
	<p>5b) Assessments or item banks include print and non-print texts of different formats (e.g. a range of video, artwork, audio, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>Assessments or item banks include print and non-print texts of different formats and lengths. Illustrations and charts are used on all assessments. For example, on the 6th grade assessment, accompanying the text an excerpt from <i>Animals on the Edge</i> by Sandra Pobst, is a pie chart and an illustration that is used to assess students</p>

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			<p>ability to assimilate information from the image that is supported or related to a particular section or paragraph in the text. The 7th and 8th grade tests both present images that support important details of the texts. Additionally, the literary texts vary in structure; the poem “Excalibur” and narrative excerpt from “Here lies Arthur” are paired on the 8th grade test. Finally, the texts vary in length from one and a half to two pages.</p>
	<p>5c) Assessments or item banks include informational texts with an informational text structure rather than a narrative structure; grades 3-12 include literary nonfiction.</p>	<p>Yes</p>	<p>Assessments or item banks include informational texts with an informational text structure. For example, on the 6th Grade ELA Assessment the text “Alice Eastwood” from Extraordinary Women Scientists by Darlene R. Stille (pages 1-3) is written in a descriptive structure with events of the subject’s life organized chronologically. On the 7th grade assessment, “The Lewis and Clark Journey of Discovery” also follows a chronological format, and this particular text uses headings and subheadings to help organize the information, thus contributing to the development of the ideas of the text. While not varied, they are accessible through RI 3 which holds that students, “Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.”</p>

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<p>6. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>6a) 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>	<p>Yes</p>	<p>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 the text. In Grade 7, Session 2, students respond to the prompt, “You have read passage excerpts from ‘The Lewis and Clark Journey of Discovery’ and from ‘Sacagawea.’ The authors both describe the impact the different skills each of the participants had on the success of the expedition. Based on what you have read, write a response arguing whether Sacagawea was essential to the expedition’s success. Use details from both passages to support your argument.” Students pull from multiple sources to provide a written response. Where students are only writing to one source, the prompt requires them to analyze the craft and structure of the author for meaning. For example, Grade 7, Session 1 Constructed Response, requires students to analyze and synthesize information from “White Fang”. The prompt reads, “You have read the passage from ‘White Fang’. Based on the passage, what can be inferred regarding what the mother’s response will be when she discovers her cub has ventured out of the cave? Use details from the passage to support your answer.” Students would need to read</p>

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			<p>and infer what the mother’s response would likely be and use the details they learned to support this. Students also answer, “You have read the passage from White Fang. How does the author’s use of third-person point of view to develop the character of the cub? Use evidence from the passage to support your response.” The evidence of the points of view is implicit in the character descriptions and actions and therefore requires a deep analysis and supports students making meaning of a complex text.</p>
	<p>Required 6b) 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>Yes</p>	<p>Assessments include multiple writing tasks with varied lengths and time demands. The writing prompts are listed as “prose constructed response” and “writing task”. On the 7th grade assessment, the first writing task in Session 1 is a constructed response, which requires students to write a shorter response that infers what a character’s reaction during the story would likely be. Then, students write a longer essay in the next writing task given in Session 1 addressing how the author’s use of third person point of view develops the main character. The added expectation of the writing task that is aligned to the state writing rubric, increases the time demand for the writing tasks.</p>
	<p>6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	<p>Yes</p>	<p>Across grade levels, assessments include more than one mode of writing or blended mode. The 6th grade assessment has students writing an argumentative, a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			descriptive, an explanatory and a comparison piece in response to the given texts. The 7th grade assessment elicits literary analysis and argumentative. The 8th grade assessment elicits only explanatory responses.
<p>7. SPEAKING AND LISTENING: * 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>Required</p> <p>7a) Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 5.</p> <p>7b) 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>7c) 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>N/A</p> <p>N/A</p> <p>N/A</p>	
<p>8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>8a) 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>Yes</p>	<p>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. Vocabulary acquisition and use are assessed in each text through the text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>dependent questions. For example, after reading “The Science that Stumped Einstein”, students are asked, “Based on its use in paragraph 4, what is the meaning of the word <i>confounded</i>?” Also, on the 7th grade assessment there are seven questions (1, 5, 7, 13, 23, 43, and 44) that assess the Language Standards separate to the writing prompts within each session. Finally, the rest of the language points come as a result of students’ writing. The writing rubric used is the same as the one the Louisiana Department of Education has published and does align to the Language Standards. The majority of the language points come from student writing.</p>
	<p>Required 8b) Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.</p>	<p>Yes</p>	<p>Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level. Assessment provides opportunities for students to apply and practice correct grammar usage. The assessment has students apply knowledge of grammar and mechanics through multiple writing tasks that are scored based on “development of ideas, organization of writing, and language conventions of grammar usage and mechanics.” Also, in the analysis of the text, questions are aligned to the language standards, as an example, on the 8th grade assessment, “In paragraph 18, what is the impact of the figurative language ‘mortal wound’ on the tone of the passage?” This</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			is aligned to 9-10 L.5a: “Interpret figures of speech in context and analyze their role in the text”.
	Required 8c) Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	Yes	Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels. The writing tasks are scored based on “development of ideas, organization of writing, and language conventions of grammar usage and mechanics”. The application of language conventions is authentic because students are writing in response to a prompt, much like what would happen in college and career writing. The prompts are connected to the various complex texts that they are writing about.
	8d) 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.).	Yes	A majority of items assessing conventions and writing strategies mirror authentic writing. Across grade levels, a majority of items assessing conventions and writing strategies do reflect actual practice to the extent possible. Students are asked to use evidence in every response and have an opportunity to revise and edit in regards to “development of ideas, organization of writing, and language conventions of grammar usage and mechanics”.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality⁴	1. Quality of Texts	Yes	At least 90% of texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards on texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Assessment provide opportunities for mastery through connections among grade level texts.
	2. Design, Scoring, and Reporting	Yes	Assessments incorporate performance tasks that are unbiased and accessible to all students and allow students to respond to a set of texts through reading and writing. Assessment results integrate knowledge or trends in student performance.
	3. Text-Dependent Questions and Tasks	Yes	Nearly all of the questions on assessments or in an item bank are text dependent and require evidentiary support. A variety of assessment questions provides for the demonstration of mastery by approaching the text in uniquely appropriate ways.
	4. Alignment	Yes	Items on an assessment and in an item bank focus on key ideas of the text. Questions assess the depth and complexity required by the standards and are sufficiently complex and coherently sequenced towards key ideas and concepts for the demonstration of both knowledge and skill.

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Criteria of Superior Quality⁵	5. Range of Texts	Yes	Passages on the ELA assessments or in an item bank represent a balance between literary and informational, print and non print texts, and include informational texts with informational text structures.
	6. Writing to Sources	Yes	A 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 the text. Assessments include multiple writing tasks with varied lengths and time demands. Assessment includes writing tasks from multiple modes of writing such as informative, analytical, and opinion/argumentative.
	7. Speaking and Listening*	N/A	
	8. Language	Yes	The majority of language points on the assessments are obtained from text specific questions and scores on student writing. Assessments provide opportunities for students to focus on conventions most important for college and career readiness that build from previous grade levels.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades 5-12.