Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Assessment Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **Study Island Benchmark Assessments** Grade: **3-5**

Publisher: **Edmentum, Inc.** Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these benchmark assessments.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program is currently reviewed as "No" for this criterion because there is no majority of texts that would be considered content rich, well-crafted, or worth reading. The selections provided do not appear to represent the quality of writing that is produced by authorities in the disciplines. No evidence found of previously published work or those reviewed and edited by teachers/professional editors.	Since these materials received a "No" for this indicator, the current weakness will likely remain.
Text-Dependent Questions and Tasks (Non-Negotiable)	This program is currently reviewed as "No" for this criterion because in most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text. Prior knowledge does not seem to be required. The reading standards for literature and information item are linked to text; however, the writing and language standards are "stand alone" and assessed in isolation.	Since these materials received a "No" for this indicator, the current weakness will likely remain.
Speaking and Listening	This program is currently reviewed as "No" for this criterion because in grade 3, texts/passages did not appear to assess speaking and listening at any point. Assessment was limited to multiple choice questions. For grades 4 and 5 Speaking and Listening standards are not addressed.	Since these materials received a "No" for this indicator, the current weakness will likely remain.

The goal for English language arts students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. 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 provide a full picture of student performance in reading, writing, speaking and listening, and language study.

Title: Study Island Benchmark Assessments **Grade: 3-5**

Publisher: Edmentum, Inc. **Copyright: 2014**

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Range of Texts	Quality of Texts (Non-Negotiable)
	Complexity of Texts (Non-Negotiable)
	Design and Scoring (Non-Negotiable)
	Text-Dependent Questions and Tasks** (Non-Negotiable)
	Alignment** (Non-Negotiable)
	Writing to Sources
	Speaking and Listening*
	Language
	*** Strong at Grade 3*

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, 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.

Click below for complete grade-level reviews:

Grade 3 (Tier 3) Grade 4 (Tier 3) Grade 5 (Tier 3)

Assessment Evaluation Tool for Alignment in ELA/Literacy Grades 3–12 (AET)

The goal for English language arts students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. 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 provide a full picture of student performance in reading, writing, speaking and listening, and language study.

Title: Study Island **Grade: 3**

Publisher: Edmentum, Inc. **Copyright: 2014**

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Range of Texts	Quality of Texts (Non-Negotiable)
Text-Dependent Questions and Tasks (Non-Negotiable)	Complexity of Texts (Non-Negotiable)
Alignment (Non-Negotiable)	Design and Scoring (Non-Negotiable)
	Writing to Sources
	Speaking and Listening*
	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 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, 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? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☐ No	**REQUIRED** **1a)** Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**No**	While the texts appear to meet grade-level standards, there is no majority of texts that would be considered content rich, well-crafted, or worth reading. The selections provided do not appear to represent the quality of writing that is produced by authorities in the disciplines.
	REQUIRED **1b)** Nearly all passages and other stimuli are previously published rather than "commissioned." Any commissioned texts have evidence that these texts have been reviewed and edited by teachers and professional editors.	**No**	No evidence found of previously published work or those reviewed and edited by teachers/professional editors.
	1c) Paired or multiple texts are governed by the standards at each grade; 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 uses a variety of texts and text lengths.	**No**	There was no clear evidence of the use of multiple texts. The only assessment that uses paired texts is the "compart and contrast" assessment. Research simulation tasks assessed in "Gathering Information," and "Taking Notes" does not include sets of texts but are instead assessed in isolated "stand-alone" questions.
	REQUIRED **2a)** Texts indicate that research-based quantitative measures as well as qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	There was no real evidence found to support quantitative or qualitative measures used in selection of reading texts/passages.

[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading Foundational Standard 4. ☐ Yes ☒ No	**REQUIRED** **2b)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**No**	No evidence of grade band placement due to non-supportive indications of qualitative measurement.
	REQUIRED **2c)** In a set of reading assessments, the complexity of reading texts progresses according to expectations of Reading Standard 10 and Reading Foundational Standard 4 in grades K-5. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Texts used for assessment are of relatively the same complexity and do not progress according to the expectations of Reading Standard 10. It should be noted however that read-aloud features are available, and text complexity is appropriate for the grade level.
3. 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: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☒ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.	**Yes**	There did appear to be an equal amount of literary and informational text in the passage selections.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	Assessments contain a variety of texts to include charts, graphs, diagrams, etc. Unlike the superficial use of charts and graphs as interpretation of information in grade 6-12, there is an Illustrations topic which assesses standard RL.3.7. It should be noted that there do not appear to be any text of substantial length.
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	There was evidence of an equal amount of informational and literary text passages and the test bank items did show evidence of being written in informational text structure rather than narrative structure.

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** 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). ☐ Yes ■ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	Assessments were mostly written in single multiple choice question format and only provide few opportunities for students to write their responses. There are no performance tasks that assess students on a combination of standards as they read and respond in writing to a set of texts. The relatively few items that instruct students to write in response to text are used as a platform to assess one standard in isolation.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	While the quizzes offer a rationale for each multiple choice answer, they do not provide sufficient guidance for teachers in interpreting student performance. In the few instances where students are asked to write a response (1 item of 35 on the Compare and Contrast test) the provided rubric is a generic three point rubric.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.		Not evaluated because a required area in this section did not meet the criteria guidelines.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated because a required area in this section did not meet the criteria guidelines.

[3] PARCC Task Models (grades 3-5, grades 6-8, grades 9-11) provide additional information about how standards might be combined around particular texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. 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. ☐ Yes ☒ No	**REQUIRED** **5a)** Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the 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").	**No**	Some questions on assessments require a close reading and some analysis of the text. In most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text. Prior knowledge does not seem to be required. The reading standards for literature and information item are linked to text; however, the writing and language standards are "stand alone" and assessed insolation.
	REQUIRED **5b)** A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.	**No**	Although the majority of reading assessments require students to provide text evidence to support answers, not all questions require directly select evidence from the text, especially the language and writing assessments.
	5c) 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.	**Yes**	Although a technology-enhanced format was used, few constructed-response items are available. Although the majority of bank items were multiple-choice, the assessments have some text selection, drop and drag, and drop-down menu items.
Tier 1 and 2 Non-Negotiable **6. 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. ☐ Yes ☒ No	**REQUIRED** **6a)** Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.	**No**	All questions seem to focus on assessing certain aspects of the standards in isolation rather than focus on the big ideas or the specific particulars of a text. For the writing and language items, these seem more concerned with superficial or rote memory concepts rather than questions worth asking or big idea of a text.
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**Yes**	Assessment questions include standards language and assess depth and complexity required by the standards. They appear to be systematic, explicit, and scaffolded to deepen student understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text with a specific emphasis on academic vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.	**No**	Vocabulary items are assessed in isolation from other reading standards and are not used to assess words central to the meaning and purpose of texts. There are topics of using words for effect, context clues, multiple meaning words, connections between words, and shades of meaning, but these do not emphasize academic vocabulary. Although some assess the meaning in words in context of a short paragraph some rely on prior knowledge, such as "Which word best belongs in the blank?"
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	Questions begin at a comprehension of text level. Questions are systematic and explicit building on student understanding and connecting reader with the passage.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☒ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	Students are not required to write or make inferences. Students are only required to make multiple choice selections. There is no writing task that asks students to analyze and synthesize sources.
	REQUIRED **7b)** Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).	**Yes**	Writing tasks are varied in length and time demands. It should be noted that most writing tasks/opportunities appear to serve as platforms for students to practice/'master' discrete strategies.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).		Not evaluated because a required area in this section did not meet the criteria guidelines.
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated because a required area in this section did not meet the criteria guidelines.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ■ No *As applicable	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	Texts/Passages did not appear to assess speaking and listening at any point. Assessment was limited to multiple choice questions.
	8b) Assessments assess 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).	**No**	Only type of assessing student understanding was multiple choice. There was no evidence of students using research to justify their oral responses.
	8c) 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.		Not evaluated because a required area in this section did not meet the criteria guidelines.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ■ No	**REQUIRED** **9a)** The majority of language points 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.	**No**	Assessment points taken from multiple choice questions, but not taken from student writing.
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**No**	Materials do not expect students to confront their own error patterns in usage and conventions and correct them. It appears that all grammar is in isolation, such as identifying errors in punctuation and capitalization.
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**Yes**	Questions and tasks focus on conventions noted.
	9d) 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.		Not evaluated because a required area in this section did not meet the criteria guidelines

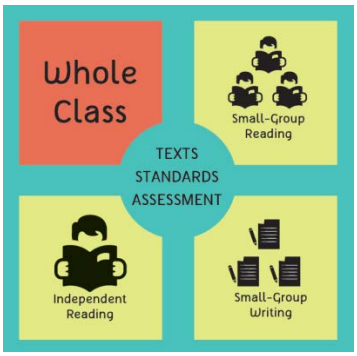
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, Text-Dependent Questions and Tasks, and Alignment), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	No evidence to support being reviewed and edited by professional educators or editors.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Lack of complexity which does not progress over grade level.
	3. Range of Texts	**Yes**	Variety of formats noted.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	There are no performance tasks that assess students on a combination of standards as they read and respond in writing to a set of texts. Writing tasks were minimal and do not assess a combination of standards.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	In most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text.
	6. Alignment **(Non-Negotiable)**	**No**	All questions seem to focus on assessing certain aspects of the standards in isolation rather than focus on the big ideas or the specific particulars of a text
	7. Writing to Sources	**No**	Lacks variety of writing tasks. Limited to only constructed response tasks.
	8. Speaking and Listening*	**No**	Assessment limited to multiple choice and there is no speaking and listening tasks.
	9. Language	**No**	Did not adequately address language standards
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

Assessment Evaluation Tool for Alignment in ELA/Literacy Grades 3–12 (AET)

The goal for English language arts students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. 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 provide a full picture of student performance in reading, writing, speaking and listening, and language study.



Title: Study Island **Grade: 4**

Publisher: Edmentum, Inc. **Copyright: 2014**

Overall Rating: Tier III, Not representing quality

Tier I, Tier II, Tier III elements of this review

STRONG	WEAK
Range of Texts	Quality of Texts(Non-Negotiable)
	Complexity of Texts(Non-Negotiable)
	Design and Scoring(Non-Negotiable)
	Text-Dependent Questions and Tasks(Non-Negotiable)
	Alignment(Non-Negotiable)
	Writing to Sources
	Speaking and Listening*
	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 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, 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? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	**REQUIRED** **1a)**Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**No**	While the texts appear to meet grade-level standards, there is no majority of texts that would be considered content rich, well-crafted, or worth reading. The selections provided do not appear to represent the quality of writing that is produced by authorities in the disciplines.
	REQUIRED **1b)** Nearly all passages and other stimuli are previously published rather than "commissioned." Any commissioned texts have evidence that these texts have been reviewed and edited by teachers and professional editors.	**No**	There is no evidence of published work, or that the passages have been reviewed by teachers or professional editors.
	1c) Paired or multiple texts are governed by the standards at each grade; 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 uses a variety of texts and text lengths.	**No**	There was no clear evidence of the use of multiple texts. The only assessment that uses paired texts is the "compart and contrast" assessment. Research simulation tasks assessed in "Gathering Relevant Information," "Paraphrasing Information," and "Bibliographic Information" do not include sets of texts but are instead assessed in isolated "stand-alone" questions.
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading	**REQUIRED** **2a)**Texts indicate that research-based quantitative measures as well as qualitative analysis[2]were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	Evidence of quantitative measures and qualitative analysis cannot be directly found in the program, and the texts themselves do not indicate that these measures were used consistently in their selection. When analyzed some texts fall within the grade band, while many do not.

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Foundational Standard 4. ☐ Yes ■ No	**REQUIRED** **2b)**Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**No**	No evidence of alignment to grade bands. While some texts seem of the appropriate grade band, most of the commissioned texts appear to fall below the appropriate grade band as indicated by quantitative analysis.
	REQUIRED **2c)** In a set of reading assessments, the complexity of reading texts progresses according to expectations of Reading Standard 10 and Reading Foundational Standard 4 in grades K-5. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Texts used for assessment are of relatively the same complexity and do not progress according to the expectations of Reading Standard 10. It should be noted however that read-aloud features are available, and text complexity is appropriate for the grade level.
3. 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: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ■ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.	**Yes**	There is a 50%/50% split in the fiction/nonfiction texts.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	There are a variety of stimuli texts including charts, pie graphs, bar graphs, diagrams, directions and other forms of texts. Unlike the superficial use of charts and graphs as interpretation of information in grade 6-12, there is a Visual Presentation of text topic which assesses standard RL.4.7. It should be noted that there do not appear to be any text of substantial length.

[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	Informational and literature texts item bank includes many informational texts with informational text structures.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** 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). ☐ Yes ■ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. . Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	PARCC has three types of performance tasks. Evidence Based Selected Response, which is a two-part task, the first part of the task addresses a specific standard and the second part addresses standard 1 for providing evidence. Technology Enhanced Constructed Response, which is a two-part task, the first part of the task addresses a specific standard and the second part of the task requires students to highlight evidence in the text to address standard 1. Prose Constructed Response, which is an essay based task. The sample provided for review has mostly single multiple-choice items. Many of the questions do require text evidence. The writing tasks are in multiple choice form and do not require students to actually write. There are no performance tasks that assess students on a combination of standards as they read and respond in writing to a set of texts. The relatively few items that instruct students to write in response to text are used as a platform to assess one standard in isolation.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	While the quizzes offer a rationale for each multiple choice answer, they do not provide sufficient guidance for teachers in interpreting student performance. In the few instances where students are asked to write a response (1 item of 33 on the Compare and Contrast test) the provided rubric is a generic three point rubric.
	4c)A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	**No**	The majority of assessments included in the materials are multiple-choice quizzes with the exception of one diagnostic pretest and one post-test.
	4d) Materials assess student proficiency using methods	**Yes**	Assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using

[3] PARCC Task Models (grades 3-5, grades 6-8, grades 9-11) provide additional information about how standards might be combined around particular texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
	that are unbiased and accessible to all students.		polling or gaming devices.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. 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. ☐ Yes ☒ No	**REQUIRED** **5a)**Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the 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").	**No**	Some questions on assessments require a close reading and some analysis of the text. In most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text. Prior knowledge does not seem to be required. The reading standards for literature and information item are linked to text; however, the writing and language standards are "stand alone" and assessed insolation.
	REQUIRED **5b)** A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.	**No**	Although an entire section of the assessment bank is dedicated to text evidence, not all questions require directly select evidence from the text.
	5c) 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.	**Yes**	Although a technology-enhanced format was used, few constructed-response items are available. Although the majority of bank items were multiple-choice, the assessments have some text selection, drop and drag, and drop-down menu items.
Tier 1 and 2 Non-Negotiable **6. 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. ☐ Yes ☐ No	**REQUIRED** **6a)**Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.	**No**	All questions seem to focus on assessing certain aspects of the standards in isolation rather than focus on the big ideas or the specific particulars of a text. For the writing and language items, these seem more concerned with superficial or rote memory concepts rather than questions worth asking or big idea of a text.
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**No**	Language of the standards is included for most questions, but the complexity and rigor of the standards is not addressed in the questioning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text with a specific emphasis on academic vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.	**No**	Vocabulary items are assessed in isolation from other reading standards and are not used to assess words central to the meaning and purpose of texts. There are topics of context clues, multiple meaning words, root words, and synonyms and antonyms, but these do not emphasize academic vocabulary. Although some assess the meaning in words in context of a short paragraph some rely on prior knowledge, such as "Which word means the same as "sick"? a. angry b. late c. busy d. ill"
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**No**	Most questions appear to only address comprehension. They are not sequenced to deepen student understanding and appear to be randomized and superficial.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☐ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	Writing tasks require the use of texts in a variety of ways, but do not require students to actually write their own analysis of text, claims, or inferences. They are only required to make a multiple choice selection.
	REQUIRED **7b)** Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).	**Yes**	Writing tasks are varied in length and time demands. It should be noted that most writing tasks/opportunities appear to serve as platforms for students to practice/'master' discrete strategies.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	The three modes of writing are present at some point in the materials. Also included in the program are 10 narrative writing prompts, 10 expository/instructional prompts, 10 persuasive prompts, and 5 instructional/directions prompts. The prompts are not grade level specific but instead lumped under the heading of "Elementary School." There is nothing to suggest that one prompt isn't meant to repeat over the three-year middle school

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
			span.
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**No**	There are more narrative prompts than the writing genres named in the standards would allow.
8. SPEAKING AND LISTENING*:Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ☒ No *As applicable	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	Speaking and Listening standards are not addressed.
	8b) Assessments assess 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).	**No**	Speaking and Listening standards are not addressed.
	8c) 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.	**No**	Speaking and Listening standards are not addressed.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☒ No	**REQUIRED** **9a)**The majority of language points 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.	**No**	Although a few language standards are assessed in relation to text, most are assessment independently and are not obtained from scores on student writing.
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**No**	Materials do not expect students to confront their own error patterns in usage and conventions and correct them. It appears that all grammar is in isolation, such as identifying errors in punctuation and capitalization.
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build	**Yes**	Language standards 1,2,4, and 5 are assessed. Standard 3 is not (used conventions in writing, speaking, listening, and reading).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	from previous grade levels, as indicated by pages 30 and 56 of the standards.		
	9d) 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.	**No**	There is no evidence of writing that reflects the actual practice of authentic editing or revision. The convention practice is all done in isolation.

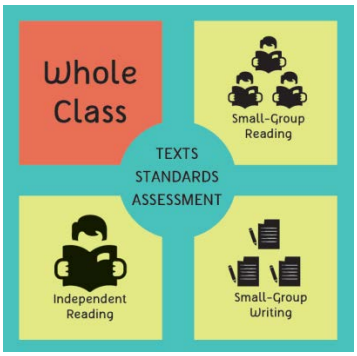
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, Text-Dependent Questions and Tasks, and Alignment), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	Texts could not be verified as published or reviewed, and they do not support multiple readings for various purposes.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Text complexity could not be verified.
	3. Range of Texts	**Yes**	Texts were balanced between informational and literature. A variety of texts were provided.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	There are no performance tasks that assess students on a combination of standards as they read and respond in writing to a set of texts. Writing tasks were minimal and do not assess a combination of standards.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	In most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text.
	6. Alignment **(Non-Negotiable)**	**No**	All questions seem to focus on assessing certain aspects of the standards in isolation rather than focus on the big ideas or the specific particulars of a text
	7. Writing to Sources	**No**	Materials do not provide adequate opportunities to write to sources.
	8. Speaking and Listening*	**No**	Items do not require students to speak and listen in accordance with the standards.
	9. Language	**No**	Language standards are not assessed in relation to a task or text.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

Assessment Evaluation Tool for Alignment in ELA/Literacy Grades 3–12 (AET)

The goal for English language arts students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. 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 provide a full picture of student performance in reading, writing, speaking and listening, and language study.



Title: Study Island **Grade: 5**

Publisher: Edmentum, Inc. **Copyright: 2014**

Overall Rating: Tier III, Not representing quality

Tier I, Tier II, Tier III elements of this review

STRONG	WEAK
Range of Texts	Quality of Texts(Non-Negotiable)
	Complexity of Texts(Non-Negotiable)
	Design and Scoring(Non-Negotiable)
	Text-Dependent Questions and Tasks(Non-Negotiable)
	Alignment(Non-Negotiable)
	Writing to Sources
	Speaking and Listening*
	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 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, 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? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	**REQUIRED** **1a)**Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**No**	While the texts appear to meet grade-level standards, there is no majority of texts that would be considered content rich, well-crafted, or worth reading. The selections provided do not appear to represent the quality of writing that is produced by authorities in the disciplines.
	REQUIRED **1b)** Nearly all passages and other stimuli are previously published rather than "commissioned." Any commissioned texts have evidence that these texts have been reviewed and edited by teachers and professional editors.	**No**	There is no evidence of published work, or that the passages have been reviewed by teachers or professional editors.
	1c) Paired or multiple texts are governed by the standards at each grade; 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 uses a variety of texts and text lengths.	**No**	There was no clear evidence of the use of multiple texts. The only assessment that uses paired texts is the "compart and contrast" assessment. Research simulation tasks assessed in "Gathering Relevant Information," "Paraphrasing Information," and "Bibliographic Information" do not include sets of texts but are instead assessed in isolated "stand-alone" questions.
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading	**REQUIRED** **2a)**Texts indicate that research-based quantitative measures as well as qualitative analysis[2]were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	Evidence of quantitative measures and qualitative analysis cannot be directly found in the program, and the texts themselves do not indicate that these measures were used consistently in their selection. When analyzed some texts fall within the grade band, while many do not.

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Foundational Standard 4. ☐ Yes ■ No	**REQUIRED** **2b)**Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**No**	No evidence of alignment to grade bands. While some texts seem of the appropriate grade band, most of the commissioned texts appear to fall below the appropriate grade band as indicated by quantitative analysis.
	REQUIRED **2c)** In a set of reading assessments, the complexity of reading texts progresses according to expectations of Reading Standard 10 and Reading Foundational Standard 4 in grades K-5. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Texts used for assessment are of relatively the same complexity and do not progress according to the expectations of Reading Standard 10. It should be noted however that read-aloud features are available, and text complexity is appropriate for the grade level.
3. 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: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ■ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.	**Yes**	There is a 50%/50% split in the fiction/nonfiction texts.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	There are a variety of stimuli texts including charts, pie graphs, bar graphs, diagrams, directions and other forms of texts. Unlike the superficial use of charts and graphs as interpretation of information in grade 6-12, there is a Visual Elements topic which assesses standard RL.5.7. It should be noted that there do not appear to be any text of substantial length.

[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	Informational and literature texts item bank includes many informational texts with informational text structures.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** 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). ☐ Yes ■ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	PARCC has three types of performance tasks. Evidence Based Selected Response, which is a two-part task, the first part of the task addresses a specific standard and the second part addresses standard 1 for providing evidence. Technology Enhanced Constructed Response, which is a two-part task, the first part of the task addresses a specific standard and the second part of the task requires students to highlight evidence in the text to address standard 1. Prose Constructed Response, which is an essay based task. The sample provided for review has mostly single multiple-choice items. Many of the questions do require text evidence. The writing tasks are in multiple choice form and do not require students to actually write. There are no performance tasks that assess students on a combination of standards as they read and respond in writing to a set of texts. The relatively few items that instruct students to write in response to text are used as a platform to assess one standard in isolation.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	While the quizzes offer a rationale for each multiple choice answer, they do not provide sufficient guidance for teachers in interpreting student performance. In the few instances where students are asked to write a response (5 items of 56 on the Compare and Contrast test) the provided rubric is a generic three point rubric.
	4c)A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	**No**	The majority of assessments included in the materials are multiple-choice quizzes with the exception of one diagnostic pretest and one post-test.
	4d) Materials assess student proficiency using methods	**Yes**	Assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using

[3] PARCC Task Models (grades 3-5, grades 6-8, grades 9-11) provide additional information about how standards might be combined around particular texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
	that are unbiased and accessible to all students.		polling or gaming devices.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non- Negotiable **5. 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. ☐ Yes ☒ No	**REQUIRED** **5a)**Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the 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").	**No**	Some questions on assessments require a close reading and some analysis of the text. In most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text. Prior knowledge does not seem to be required. The reading standards for literature and information item are linked to text; however, the writing and language standards are "stand alone" and assessed insolation.
	REQUIRED **5b)** A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.	**No**	Although an entire section of the assessment bank is dedicated to text evidence, not all questions require directly select evidence from the text.
	5c) 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.	**Yes**	Although a technology-enhanced format was used, few constructed-response items are available. Although the majority of bank items were multiple-choice, the assessments have some text selection, drop and drag, and drop-down menu items.
Tier 1 and 2 Non-Negotiable **6. 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. ☐ Yes ☒ No	**REQUIRED** **6a)**Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.	**No**	All questions seem to focus on assessing certain aspects of the standards in isolation rather than focus on the big ideas or the specific particulars of a text. For the writing and language items, these seem more concerned with superficial or rote memory concepts rather than questions worth asking or big idea of a text.
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**No**	Language of the standards is included for most questions, but the complexity and rigor of the standards is not addressed in the questioning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text with a specific emphasis on academic vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.	**No**	Vocabulary items are assessed in isolation from other reading standards and are not used to assess words central to the meaning and purpose of texts. There are topics of context clues, multiple meaning words, root words, and synonyms and antonyms, but these do not emphasize academic vocabulary. Although some assess the meaning in words in context of a short paragraph some rely on prior knowledge, such as "Use your knowledge of the meaning of the suffix –ment to determine the meaning of the underlined word."
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**No**	Most questions appear to only address comprehension. They are not sequenced to deepen student understanding and appear to be randomized and superficial.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☒ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	Writing tasks require the use of texts in a variety of ways, but do not require students to actually write their own analysis of text, claims, or inferences. They are only required to make a multiple choice selection.
	REQUIRED **7b)** Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).	**Yes**	Writing tasks are varied in length and time demands. It should be noted that most writing tasks/opportunities appear to serve as platforms for students to practice/'master' discrete strategies.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	The three modes of writing are present at some point in the materials. Also included in the program are 10 narrative writing prompts, 10 expository/instructional prompts, 10 persuasive prompts, and 5 instructional/directions prompts. The prompts are not grade level specific but instead lumped under the heading of "Elementary School." There is nothing to suggest that one prompt

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
			isn't meant to repeat over the three-year middle school span.
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**No**	There are more narrative prompts than the writing genres named in the standards would allow.
8. SPEAKING AND LISTENING*:Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ☒ No *As applicable	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	Speaking and Listening standards are not addressed.
	8b) Assessments assess 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).	**No**	Speaking and Listening standards are not addressed.
	8c) 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.	**No**	Speaking and Listening standards are not addressed.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☒ No	**REQUIRED** **9a)**The majority of language points 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.	**No**	Although a few language standards are assessed in relation to text, most are assessment independently and are not obtained from scores on student writing.
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**No**	Materials do not expect students to confront their own error patterns in usage and conventions and correct them. It appears that all grammar is in isolation, such as identifying errors in punctuation and capitalization.
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build	**Yes**	Language standards 1,2,4, and 5 are assessed. Standard 3 is not (used conventions in writing, speaking, listening, and reading).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	from previous grade levels, as indicated by pages 30 and 56 of the standards.		
	9d) 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.	**No**	There is no evidence of writing that reflects the actual practice of authentic editing or revision. The convention practice is all done in isolation.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-9.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, 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.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	Texts could not be verified as published or reviewed, and they do not support multiple readings for various purposes.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Text complexity could not be verified.
	3. Range of Texts	**Yes**	Texts were balanced between informational and literature. A variety of texts were provided.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	There are no performance tasks that assess students on a combination of standards as they read and respond in writing to a set of texts. Writing tasks were minimal and do not assess a combination of standards.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	In most instances there is only one item aligned to a passage, giving the impression of standards tested in isolation despite being linked to a text.
	6. Alignment **(Non-Negotiable)**	**No**	All questions seem to focus on assessing certain aspects of the standards in isolation rather than focus on the big ideas or the specific particulars of a text
	7. Writing to Sources	**No**	Materials do not provide adequate opportunities to write to sources.
	8. Speaking and Listening*	**No**	Items do not require students to speak and listen in accordance with the standards.
	9. Language	**No**	Language standards are not assessed in relation to a task or text.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable