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: **6-8**

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 the majority of texts would not be considered content rich, well-crafted, or worth reading. The majority of passages are commissioned, and there is no clear evidence of having been reviewed and edited by teachers and 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 a large majority of the questions do not require close reading and/or analysis of the text(s). There are opportunities for students to cite textual evidence in their responses, but this is not true of the majority of the items.	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 there is no evidence that speaking and listening is assessed or used in conjunction with texts, other than students listening to videos. This does not meet the criteria for complexity, range, and quality.	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: 6-8**

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

Overall Rating: Tier III, Not representing quality

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

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

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 6 (Tier 3) Grade 7 (Tier 3) Grade 8 (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 Common Core ELA **Grade: 6**

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

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	Quality of Texts (Non-Negotiable)
	Complexity of Texts (Non-Negotiable)
	Range of Texts
	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**	The majority of passages are commissioned and there is no clear evidence of having been reviewed and edited by teachers and 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," "Quoting and Paraphrasing Data," and "Citing 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**	There is no evidence of quantitative or qualitative analysis being used in the selection of texts.

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

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. 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**	There does not appear to be any pattern to the complexity of texts used. No resource information was available to view grade band correlations.
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.	**No**	There is no 50/50 balance between literature and informational texts, with literature heavily represented.
	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.	**No**	The diversity of text formats is very limited and what is presented is not appealing in content or visuals. There do not appear to be any text of substantial length. Although charts and graphs are used in the formatting and graphics assessment of the writing standards, they are simply used for items that assess the representation of information and do not assess or align to standard 7 at all.
	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.	**No**	Informational texts often appear narrative in format.

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 do not appear to genuinely measure student progress, particularly as they seem to measure student mastery of isolated standards and comprehension skills. 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.
	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**	There are no aligned rubrics or assessment guidelines; all assessments in the materials are multiple choice. 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 45 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 that are unbiased and accessible to all students.	**Yes**	Assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using polling or gaming devices.

[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**	Questions that were reviewed are not organized so as to elicit sustained attention to the text, nor do the text-dependent questions provided require students to analyze the text deeply.
	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**	Some questions are text-dependent, and there are opportunities for students to cite textual evidence in their responses, but this is not true of the majority of the items. This is especially true of the writing and language portions. It should be noted that while a large majority of items are text-dependent, they are low-level, often simple recall.
	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**	Assessments and test questions are nearly always multiple-choice in format – if computers are available for each students, it should be noted that assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using polling or gaming devices. At the time of the review, there was no evidence of students being able to annotate directly on the text, but the online quiz option is available.
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**	While questions are often text-dependent and require students to use textual evidence in their responses, the majority questions are low-level, literal, recall questions that are focused on superficial comprehension strategies. They are not always worth asking in that they do not focus on the big ideas and important particulars of the 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*	**No**	While questions may use the language of the standards, they do not always assess the depth and complexity required. For instance, in a "Text Structure" lesson (it is in quiz format), students read a short passage, and are then asked some form of the following questions: "How is this passage organized?" and "Which of the following structures was used to develop this paragraph?" – this

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	text.)		serves more as isolated skill work/discrete proof of mastery for that skill. For example, students are not asked to read an exemplar *text* and then model their own writing after the text structure presented.
	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**	Academic vocabulary does not appear to be a focus in these assessments. In a "word choice" quiz, students are simply asked to determine the meaning of words found in isolated sentences. For example, students are asked "What does court mean in this sentence? Frankie decided that Marian was the girl he wanted to court." Answer choices are: a) building of law; b) place for basketball; c) area open to the sky; d) date or pursue
	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 prompts do not require students to analyze and synthesize sources. These prompts are independent of any outside reading and are based on what students already know about a topic. Usually, students are prompted to use the text as a model for writing rather than citing information from the text.
	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
			persuasive prompts, and 5 instructional/directions prompts. The prompts are not grade level specific but instead lumped under the heading of "Middle School." There is nothing to suggest that one prompt 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	**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**	There is no evidence that speaking and listening is assessed or used in conjunction with texts, other than students listening to videos. This does not meet the criteria for complexity, range, and quality.
	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**	There is no evidence of students' ability to gather and use evidence to orally present findings from research to express their ideas clearly.
*As applicable	**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**	It appears that the instructional videos are recorded for students; therefore, the opportunity to develop skills such as asking relevant questions and elaborating on the remarks of others appears absent. However, the students actively listen to some videos provided and can take notes, though.
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**	There are grammar lessons and practice. The lesson involves definitions and examples that students can scroll through. The practice involves: adverbs, subject-verb agreement, pronouns, capitalization, punctuation, spelling, etc. There is a language video to watch on context clue and practice involving interaction with vocabulary. There is a practice mode available on line, an interactive game to play, available use with "Classroom Performance Systems," and printable worksheets. Yet, the questions are not all part of an integrated task or in relation to a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
			text to obtain the scores. The worksheets do seem isolated, though. Moreover, the standards do not build much on the prior grade.
	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.	**No**	Although there are assessment items on structure of paragraphs and unpacking phrases and vocabulary, the questions and tasks do not appear to build from previous grade levels.
	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**	The quality of test passages and other stimuli is not of high quality—they do not support multiple readings for various purposes.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Reading passages do not reflect levels of complexity required to engage readers effectively.
	3. Range of Texts	**No**	Texts used on reading assessments do not reflect the distribution of text types and genres suggested by the standards.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	It appears that only multiple choice quizzes are included in the materials. Further, while the materials provide rationale for assessment choices, this is not enough guidance for teachers in interpreting student performance.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	While many questions are indeed text-dependent, questions do not always elicit sustained attention to the text, nor do they always assess the depth and complexity required by the indicator.
	6. Alignment **(Non-Negotiable)**	**No**	While many questions use the language of the standards, the assessment items do not reflect the rigor and cognitive complexity demanded by the standards.
	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**	Items do not address the language standards adequately.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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 Common Core ELA **Grade: 7**

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

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	Quality of Texts (Non-Negotiable)
	Complexity of Texts (Non-Negotiable)
	Range of Texts
	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.

DEPARTMENT of EDUCATION
Louisiana Believes

		(Y/N)	
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**	The majority of passages are commissioned and there is no clear evidence of having been reviewed and edited by teachers and 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," "Quoting and Paraphrasing Data," and "Citing 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 Foundational Standard 4. ☐ Yes ■ No	**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 is no evidence of quantitative or qualitative analysis being used in the selection of texts.
	REQUIRED **2b)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare	**No**	No evidence of alignment to grade bands. Most of the commissioned texts appear to fall below the appropriate grade band as indicated by quantitative analysis.

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)
[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			
	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.		
	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**	There does not appear to be any pattern to the complexity of texts used. No resource information was available to view grade band correlations.
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.	**No**	There is no 50/50 balance between literature and informational texts, with literature heavily represented.
	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.	**No**	The diversity of text formats is very limited and what is presented is not appealing in content or visuals. There do not appear to be any text of substantial length. Although charts and graphs are used in the formatting and graphics assessment of the writing standards, they are simply used for items that assess the representation of information and do not assess or align to standard 7 at all.
	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.	**No**	Informational texts often appear narrative in format.

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**	The quizzes appear to assess skills in isolation, which may not give the teacher a true sense of whether or not a student can read and comprehend appropriately complex text independently. Moreover, student scores on these quizzes will not give the teacher enough information as to the extent in which the student can respond to a combination of standards with multiple texts.
	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**	No aligned rubrics or assessment guidelines are provided in the materials; most assessments are multiple choice. 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 30 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**	All quizzes appear to be summative and in multiple-choice format.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	Assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using polling or gaming devices.

[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**	Though many questions in grade 7 are text-dependent, they are often low-level, literal questions that do not truly assess the complexity required by the standards. Further, students are not always required to close read or analyze the text deeply.
	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**	Students are not always prompted to go back into the text for their answers, nor are questions arranged in a manner that requires sustained attention to the texts, its illustrations, or its connection to other texts. Some questions are text-dependent, and there are opportunities for students to cite textual evidence in their responses, but this is not true of the majority of items. This is especially true of the writing and language portions. It should be noted that while a large majority of items are text-dependent, they are low-level, often simple recall.
	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**	Though assessments and test questions are nearly always multiple-choice in format, it should be noted that assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using polling or gaming devices.
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**	Even when the questions are text-dependent or require students to use textual evidence in their responses, the majority questions are low-level, literal, recall questions that are focused on superficial comprehension strategies. They are not always worth asking in that they do not focus on the big ideas and important particulars of the 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**	Questions do not always include language of the standards and do not assess the depth and complexity required at each grade-level. Many questions appear to be aligned to previous state standards. Some examples from multiple choice quiz titled *Central Ideas and Key Details:* "What is the main idea of this paragraph?", "What is this paragraph mostly about?", and "This paragraph is mainly about…"

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**	In a lesson titled *Connotative Meanings*, students read the following sentence: "The Harrison boys were very **boisterous**. Their mother could not keep them in the house for five minutes. The whole neighborhood knew when those boys were outside playing cowboys or wrestling," and are asked "What does the use of the word **boisterous** suggest about the Harrison boys?" There is a lesson titled *Interrelationships of Words*, where students are prompted to determine "Which of the following words fits in this analogy?" These analogies are practiced in isolation. However, aside from those specific lessons, there is not enough evidence that students are assessed in determining the meaning of words used in context rather than relying on prior knowledge throughout these assessments/materials.
	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 multiple choice quizzes simply ask different versions of the same questions – see rationale in 5a and 5b.
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**	The writing prompts do not require students to analyze and synthesize sources. These prompts are independent of any outside reading and are based on what students already know about a topic. Usually, students are prompted to use the text as a model for writing rather than citing information from the text.
	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 opportunities are prominent and varied in both length and time demands. It should be noted that most writing opportunities appear to be skill specific and often serve as platforms to practice/'master' discrete strategies For example, students write summaries when learning about summaries. They write notes when learning to take notes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	Frequent writing activities are provided for each lesson. The three modes of writing are present at some point, most are narrative pieces that model the text rather than being based on the text. 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 "Middle School." There is nothing to suggest that one prompt 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**	The majority of writing prompts are narrative. Most prompts ask students to write narrative pieces that model a text read.
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**	There is no evidence that speaking and listening is assessed or used in conjunction with texts, other than students listening to videos. This does not meet the criteria for complexity, range, and quality.
	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**	There is no evidence of students' ability to gather and use evidence to orally present findings from research to express their ideas clearly.
	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**	It appears that the instructional videos are recorded for students; therefore, the opportunity to develop skills such as asking relevant questions and elaborating on the remarks of others appears absent. However, the students actively listen to some videos provided and can take notes, though.
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**	There are grammar lessons and practice. The lesson involves definitions and examples that students can scroll through. The practice involves: adverbs, subject-verb agreement, pronouns, capitalization, punctuation, spelling, misplaced and dangling modifiers, etc. There is a language video to watch on context clue and practice involving interaction with vocabulary. There is a practice mode available on line, an interactive game to play, available use with "Classroom Performance

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
			Systems," and printable worksheets. Yet, the questions are not all part of an integrated task or in relation to a text to obtain the scores. The worksheets do seem isolated, though. Moreover, the standards do not build much on the prior grade.
	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.	**No**	Although there are assessment items on structure of paragraphs and unpacking phrases and vocabulary, the questions and tasks do not appear to build from previous grade levels.
	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**	The quality of test passages and other stimuli is not of high quality—they do not support multiple readings for various purposes.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Reading passages do not reflect levels of complexity required to engage readers effectively.
	3. Range of Texts	**No**	Texts used on reading assessments do not reflect the distribution of text types and genres suggested by the standards.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	It appears that only multiple choice quizzes are included in the materials. Further, while the materials provide rationale for assessment choices, this is not enough guidance for teachers in interpreting student performance.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	While the assessments contain some text-dependent questions, those questions do not always elicit sustained attention to the text, nor do they always assess the depth and complexity required by the indicator.
	6. Alignment **(Non-Negotiable)**	**No**	While many questions use the language of the standards, the assessment items do not reflect the rigor and cognitive complexity demanded by the standards.
	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**	Items do not address the language standards adequately.
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 Common Core ELA **Grade: 8**

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

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	Quality of Texts (Non-Negotiable)
	Complexity of Texts (Non-Negotiable)
	Range of Texts
	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.

		(Y/N)	
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**	The majority of passages are commissioned, and there is no clear evidence of having been reviewed and edited by teachers and 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," "Quoting and Paraphrasing Data," and "Citing 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 Foundational Standard 4. ☐ Yes ☒ No	**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 is no evidence of quantitative or qualitative analysis being used in the selection of texts.
	REQUIRED **2b)** Nearly all texts are placed within the grade band	**No**	There is no evidence of alignment to grade bands. Most of the commissioned texts appear to fall below the appropriate grade band as indicated by quantitative

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)
[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			
	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.		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**	There does not appear to be any pattern to the complexity of texts used. No resource information was available to view grade band correlations.
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.	**No**	There is no 50/50 balance between literature and informational texts, with literature heavily represented.
	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.	**No**	The diversity of text formats is very limited and what is presented is not appealing in content or visuals. There do not appear to be any text of substantial length. Although charts and graphs are used in the formatting and graphics assessment of the writing standards, they are simply used for items that assess the representation of information and do not assess or align to standard 7 at all.
	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.	**No**	Informational texts often appear narrative in format.

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**	Student scores from these quizzes will not give the teacher enough information as to the extent in which the student can respond to a combination of standards with multiple texts.
	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**	Aligned rubrics or assessment guidelines are not provided with the quizzes; most assessments are multiple choice. While there is a rationale for multiple-choice answers, there is not sufficient guidance for interpreting student performance. In the few instances where students are asked to write a response (3 items of 49 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**	All quizzes appear to be summative and in multiple-choice format.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	Assessments can be taken online, in a paper/pencil format, or can be taken as whole-class quizzes using polling or gaming devices.

[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**	While questions are often text-dependent, a large majority of the questions do not require close reading and/or analysis of the text(s). 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. 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**	Some questions are text-dependent, and there are opportunities for students to cite textual evidence in their responses, but this is not true of the majority of items. This is especially true of the writing and language portions. It should be noted that while a large majority of items are text-dependent, they are low-level, often simple recall.
	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**	While quizzes are all multiple-choice in format, students can take the quizzes online, which may serve to meet the 'technology-enhanced' indicator. The ability to interact with the text (highlighting/annotating while reading) was not noted at the time of this review.
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**	Items in these assessments often focus on superficial or peripheral concepts. 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. (i.e. Which verb correctly completes the sentence below?)
	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 evident in many questions in the grade 8 materials. However, while questions in this grade level are often better than those in the grade 6 and 7 materials, they still do not truly assess the depth and complexity required by the standards.

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**	Academic language is more of a focus in the grade 8 materials than it was in the grade 6 and grade 7 materials, but there is still not enough support for students in learning new, complex vocabulary from reading. Vocabulary practice is found in isolated "figurative meanings," "technical meanings," and "connotative meanings" lessons.
	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**	Questions do not appear to be coherently sequenced – students are not prompted to discuss or ask questions about the excerpt's impact or the excerpt's connection to other texts. Further, questions are heavy on comprehension – even when students are prompted to interpret and evaluate text, the multiple-choice format limits their interpretation and evaluation to that of the assessment-creator.
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**	The writing prompts do not require students to analyze and synthesize sources. Prompts are often based on what students already know about a topic. Usually, students are prompted to use the text as a model for writing rather than citing information from the text.
	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**	Frequent writing activities are included in the materials.
	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 all present at some point. 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 "Middle School." There is nothing to suggest that one prompt isn't meant to repeat over the three-year middle school span.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	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**	Most prompts are narrative pieces that model the text rather than being based on the text.
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	**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**	There is no evidence that speaking and listening is assessed or used in conjunction with texts, other than students listening to videos. This does not meet the criteria for complexity, range, and quality.
	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**	There is no evidence of students' ability to gather and use evidence to orally present findings from research to express their ideas clearly.
*As applicable	**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**	It appears that the instructional videos are recorded for students; therefore, the opportunity to develop skills such as asking relevant questions and elaborating on the remarks of others appears absent. However, the students actively listen to some videos provided and can take notes, though.
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**	There are grammar lessons and practice. The lesson involves definitions and examples that students can scroll through. The practice involves: adverbs, subject-verb agreement, pronouns, capitalization, punctuation, spelling, verbals, active and passive voice, etc. There is a language video to watch on context clue and practice involving interaction with vocabulary. There is a practice mode available on line, an interactive game to play, available use with "Classroom Performance Systems," and printable worksheets. Yet, the questions are not all part of an integrated task or in relation to a text to obtain the scores. The worksheets do seem isolated, though. Moreover, the standards do not build much on the prior grade.
	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	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.	**No**	Although there are assessment items on structure of paragraphs and unpacking phrases and vocabulary, the questions and tasks do not appear to build from previous grade levels.
	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**	The quality of test passages and other stimuli is not of high quality—they do not support multiple readings for various purposes.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Reading passages do not reflect levels of complexity required to engage readers effectively.
	3. Range of Texts	**No**	Texts used on reading assessments do not reflect the distribution of text types and genres suggested by the standards.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	It appears that only multiple choice quizzes are included in the materials. Further, while the materials provide rationale for assessment choices, this is not enough guidance for teachers in interpreting student performance.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	Many questions in the assessments are text-dependent. However, there is not enough evidence that they elicit sustained attention to the text, or that they assess the depth and complexity as required by the indicator.
	6. Alignment **(Non-Negotiable)**	**No**	While many questions use the language of the standards, the assessment items do not reflect the rigor and cognitive complexity demanded by the standards.
	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**	Items do not address the language standards adequately.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable