

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: **9-12**

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 are no indicators of text complexity analysis. Some texts in initial assessments do seem to fall in the correct grade band, but there is no analysis or teacher support offered to explain the alignment.	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 most of the questions are text-dependent but they do not measure the full scope of the identified standard. While there are “evidence” questions, asking the students to identify the best piece of textual evidence, including some multi-part questions, these do not constitute the majority of items in the assessments.	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 are no speaking and listening components.	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: 9-12

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:

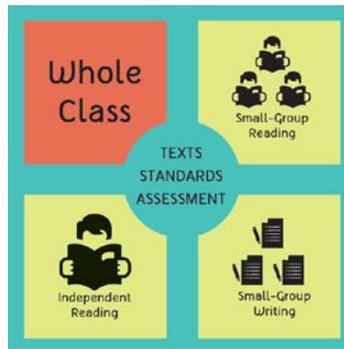
[Grade 9 \(Tier 3\)](#)

[Grade 10 \(Tier 3\)](#)

[Grade 11 \(Tier 3\)](#)

[Grade 12 \(Tier 3\)](#)

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: 9

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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Some assessments contain examples of content rich and well-crafted text. (i.e. there is an excerpt from “Farewell Address” from George Washington and “The Gift of the Magi”) However, these excerpts do not represent 90% of texts in the assessments at this grade level. There are commissioned informational pieces from the disciplines of science and social studies, those appear to be weaker selections that are not worth reading and do not exhibit the author’s craft and quality.
	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	Although some assessments contain passages that are previously published including excerpts from “The Tell-Tale Heart,” “The Things They Carried,” “The Gift of the Magi,” and “Washington’s Farewell Address,” these passages do not constitute the majority of the texts and stimuli in the materials. Most of the passages and stimuli are “commissioned” and present only small segments of text acting as a vehicle to assess one standard.
	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 are only a few instances of paired texts in the assessment bank. There is no correlation between the texts and they are not focused around an anchor text. No research simulation tasks are included in the assessments, only research questions unrelated to texts are included.
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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 are no indicators of text complexity analysis. Although some of the previously published texts seem to be selected with quantitative and qualitative measures in mind, the majority of commissioned texts do not indicate that these measures were used in selection of texts.
	REQUIRED 2b) Nearly all texts are placed within the <u>grade band</u>	No	Previously published texts do seem to fall in the correct grade band, but there is no analysis or teacher support offered to explain the alignment. Many of the

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.		commissioned texts seem to fall below the appropriate grade band.
	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 is no indication that pre-made assessments follow any progression of text complexity. Complex texts do exist, but there is no logical progression, rather assessments (and texts within them) are arranged by topics that relate to portions of or the individual standards themselves.
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). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 healthy balance of literature and non-fiction.
	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	There are a limited variety of formats: some charts/graphs are incorporated with mostly text. 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. Texts are limited in length and other than the aforementioned previous published texts, most are one to three paragraphs in 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 are ample informational texts, at least one per text pairing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
<p>Tier 1 and 2 Non-Negotiable</p> <p>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).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Assessments incorporate performance tasks³, 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.</p>	No	Most assessments use multiple-choice tasks. Students are rarely asked to respond to a pair of texts much less a set through reading and writing. The materials are organized to focus on isolated standards and do not assess a combination of standards with texts.
	<p>REQUIRED</p> <p>4b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	There are explanatory answer keys. The relatively few writing tasks (3 out of 63 items on the characters test) include generic “3 point reading” rubrics.
	<p>4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	No	There is no variety of assessment. The benchmark assessment forms may be utilized as pre-, mid-, and final assessments but there is no directive for this.
	<p>4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	The assessments appear to be unbiased and accessible.

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			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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”).</p>	No	Most of the questions are text-dependent but they do not measure the full scope of the identified standard. 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.
	<p>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.</p>	No	While there are “evidence” questions, asking the students to identify the best piece of textual evidence, including some multi-part questions, these do not constitute the majority of items in the assessments. This is especially true of the writing and language portions.
	<p>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.</p>	Yes	While the majority of items are only multiple-choice tasks, there are some text selection items and very few constructed response. There are no speaking and listening assessments.
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	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.
	<p>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. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	Language of the standards is included for most questions, but the complexity and rigor of the standards is not addressed in the questioning.
	<p>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</p>	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 connotation and denotation, but these do not emphasize academic vocabulary. Although some assess the meaning in words in context of a short paragraph

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	words used in context rather than relying on prior knowledge.		some rely on prior knowledge, such as “What is the dictionary meaning, or denotation, of the word indiscriminate? ”
	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	There are no writing tasks that require students to analyze and synthesize sources. The unit on writing standards provides students with opportunity to analyze case scenarios about writing tasks and the proper steps to take in planning, revising, and editing.
<p>7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	There are no writing tasks that require students to analyze and synthesize sources. The unit on writing standards provides students with opportunity to analyze case scenarios about writing tasks and the proper steps to take in planning, revising, and editing.
	<p>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.).</p>	Yes	The additional writing prompts, while not text-dependent, do require varied length and time demands depending on the type of writing. Students could be asked to write a simple narrative or an essay or a set of instructions.
	<p>7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	Yes	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 text-dependent or grade level specific but instead lumped under the heading of “High School.” There is nothing to suggest that one prompt isn’t meant to repeat over the four-year high school span.
	<p>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.</p>	No	There are relatively few writing tasks in which students write in response to text. These numbers do not show a decrease in narrative prompts to an increase in text-based writing.
<p>8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for</p>	<p>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).</p>	No	Speaking and Listening standards are not addressed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No *As applicable	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). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Language standards are covered in isolation and are not integrated into a task or related to a text. For example, students are asked, "Choose the adverb that best fills in the blank in the sentence below." then given a sentence with a blank and four choices.
	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 and identifying parts of speech such as adverbs. The standards specify that students use adverbial phrases to convey specific meaning and add interest to writing at this grade level, not simply identify parts of speech.
	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 actual practice of writing or use of conventions.

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 few previously published texts appear to be quality and worth reading, but the majority of passages are commissioned and not rich in context and quality.
	2. Complexity of Texts (Non-Negotiable)	No	There is no indication or explanation of analysis of text complexity. With the exception of previously published texts, the majority of texts do not meet the complexity for this grade level.
	3. Range of Texts	No	Although there is a balance of literary and informational texts, texts rarely vary in length and the charts and graphs used do not assess standard 7.
II: Design	4. Design and Scoring (Non-Negotiable)	No	Materials focus on the standards in isolation.
III: Assessment Items	5. Text-Dependent Questions and Tasks (Non-Negotiable)	No	Most reading questions are text-dependent, but the writing and language standards are assessment in isolation from 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	Writing tasks do not require students to analyze and synthesize sources. The occasional short answer is a written response to one standard.
	8. Speaking and Listening*	No	Speaking and listening standards not assessed in this material.
	9. Language	No	Language tasks are isolated.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

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: 10

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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Some assessments contain examples of content rich and well-crafted text. (I.e. there is an excerpt from “Letter from Birmingham Jail” from Dr. Martin Luther King Jr. and “The Wild Swans at Coole” by Yeats) However, these excerpts do not represent 90% of texts in the assessments at this grade level. There are commissioned informational pieces from the disciplines of science and social studies, those appear to be weaker selections that are not worth reading and do not exhibit the author’s craft and quality.
	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	Although some assessments contain passages that are previously published including excerpts from “Bernice Bobs Her Hair,” “Frankenstein,” “A Connecticut Yankee in King Arthur’s Court,” and “The Masque of the Red Death,” these passages do not constitute the majority of the texts and stimuli in the materials. Most of the passages and stimuli are “commissioned” and present only small segments of text acting as a vehicle to assess one standard.
	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 are only a few instances of paired texts in the assessment bank. There is no correlation between the texts and they are not focused around an anchor text. No research simulation tasks are included in the assessments, only research questions unrelated to texts are included.
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. <input type="checkbox"/> <input checked="" type="checkbox"/>	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 are no indicators of text complexity analysis. Although some of the previously published texts seem to be selected with quantitative and qualitative measures in mind, the majority of commissioned texts do not indicate that these measures were used in selection of texts.
	REQUIRED 2b) Nearly all texts are placed within the <u>grade band</u>	No	Previously published texts do seem to fall in the correct grade band, but there is no analysis or teacher support

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			
<p>Yes No</p>	<p>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.</p> <p>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.</p>		<p>offered to explain the alignment. Many of the commissioned texts seem to fall below the appropriate grade band.</p>
<p>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).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Yes</p> <p>No</p> <p>Yes</p>	<p>There is a healthy balance of literature and non-fiction.</p> <p>There are a limited variety of formats: some charts/graphs are incorporated with mostly text. 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. Texts are limited in length and other than the aforementioned previous published texts, most are one to three paragraphs in length.</p> <p>There are ample informational texts, at least one per text pairing.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. DESIGN AND SCORING:</p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Assessments incorporate performance tasks³, 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.</p>	No	Most assessments use multiple-choice tasks. Students are rarely asked to respond to a pair of texts much less a set through reading and writing. The materials are organized to focus on isolated standards and do not assess a combination of standards with texts.
	<p>REQUIRED</p> <p>4b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	There are explanatory answer keys. The relatively few writing tasks (3 out of 53 items on the themes test) include generic “3 point reading” rubrics.
	<p>4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	No	There is no variety of assessment. The benchmark assessment forms may be utilized as pre-, mid-, and final assessments but there is no directive for this.
	<p>4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	The assessments appear to be unbiased and accessible.

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			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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”).</p>	No	Most of the questions are text-dependent but they do not measure the full scope of the identified standard. 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.
	<p>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.</p>	No	While there are “evidence” questions, asking the students to identify the best piece of textual evidence, including some multi-part questions, these do not constitute the majority of items in the assessments. This is especially true of the writing and language portions.
	<p>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.</p>	Yes	While the majority of items are only multiple-choice tasks, there are some text selection items and very few constructed response. There are no speaking and listening assessments.
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	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.
	<p>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. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	Language of the standards is included for most questions, but the complexity and rigor of the standards is not addressed in the questioning.
	<p>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</p>	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 connotation and denotation, but these do not emphasize academic vocabulary. Although some assess the meaning in words in context of a short paragraph

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	words used in context rather than relying on prior knowledge.		some rely on prior knowledge, such as “Which pair of words has the same denotative meaning but different connotative meanings?”
	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	There are a variety of question types (comprehension and analysis) but there is no logical progression of these questions.
<p>7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	There are no writing tasks that require students to analyze and synthesize sources. The unit on writing standards provides students with opportunity to analyze case scenarios about writing tasks and the proper steps to take in planning, revising, and editing.
	<p>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.).</p>	Yes	The additional writing prompts, while not text-dependent, do require varied length and time demands depending on the type of writing. Students could be asked to write a simple narrative or an essay or a set of instructions.
	<p>7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	Yes	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 text-dependent or grade level specific but instead lumped under the heading of “High School.” There is nothing to suggest that one prompt isn’t meant to repeat over the four-year high school span.
	<p>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.</p>	No	There are relatively few writing tasks in which students write in response to text. These numbers do not show a decrease in narrative prompts to an increase in text-based writing.
<p>8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for</p>	<p>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).</p>		Speaking and Listening standards are not addressed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No *As applicable	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).		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.		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). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Language standards are covered in isolation and are not integrated into a task or related to a text. For example, students are asked, "Which word from the sentence below is an adverb ?" then given a sentence and four choices.
	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 and identifying parts of speech such as adverbs. The standards specify that students use adverbial phrases to convey specific meaning and add interest to writing at this grade level, not simply identify parts of speech.
	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 actual practice of writing or use of conventions.

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 few previously published texts appear to be quality and worth reading, but the majority of passages are commissioned and not rich in context and quality.
	2. Complexity of Texts (Non-Negotiable)	No	There is no indication or explanation of analysis of text complexity. With the exception of previously published texts, the majority of texts do not meet the complexity for this grade level.
	3. Range of Texts	No	Although there is a balance of literary and informational texts, texts rarely vary in length and the charts and graphs used do not assess standard 7.
II: Design	4. Design and Scoring (Non-Negotiable)	No	Materials focus on the standards in isolation.
III: Assessment Items	5. Text-Dependent Questions and Tasks (Non-Negotiable)	No	Most reading questions are text-dependent, but the writing and language standards are assessment in isolation from 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	Writing tasks do not require students to analyze and synthesize sources. The occasional short answer is a written response to one standard.
	8. Speaking and Listening*	No	Speaking and listening standards not assessed in this material.
	9. Language	No	Language tasks are isolated.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

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: 11

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.



I. Text Selection and Other Stimuli			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	<p>Less than 90% of texts are worth reading and few provide opportunity for students to demonstrate meeting of grade-level standards; only those novel excerpts in the first assessment “textual evidence” meet this qualification. An exception to this justification would be the “American Literature” and “Analyzing Us Documents” assessments which provide texts rich in content and steeped in US historical significance. There are informational pieces from the disciplines of science and social studies, but most of these are short excerpts of one or two paragraphs.</p>
	<p>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.</p>	No	<p>The majority of texts used the assessments are commissioned. Texts from the “American Literature” and the “analyzing Us Documents” are previously published. There is not table of contents to verify the percentage accurately, and each time the session is opened, texts are in a different order.</p>
	<p>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.</p>	No	<p>There are only a few instances of paired texts in the assessment bank. There is no correlation between the texts and they are not focused around an anchor text. No research simulation tasks are included in the assessments, only research questions unrelated to texts are included.</p>
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Reading passages have the appropriate level of complexity as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Texts indicate that research-based quantitative measures as well as qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	No	<p>There are no indicators of text complexity analysis. Previously published texts do seem to fall in the correct grade band, but there is no analysis or teacher support offered to explain the alignment. Many of the commissioned texts seem to fall below the appropriate grade band.</p>
	<p>REQUIRED 2b) Nearly all texts are placed within the <u>grade band</u></p>	No	<p>Other than the previously published texts, texts do not fall within the appropriate grade band. Most texts do not seem to fall within the 11-12 text complexity grade band.</p>

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.		
	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 is no progression of complexity across the assessment or within units. Text sets are only separated by the standard they are aligned to assess.
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). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 seems to be a balance between literary and informational texts; however, there is no table of contents to clearly measure this, and the stories shift in order each time a unit is opened, so it is difficult to measure by just opening each unit.
	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	While there are a variety of different genres, there are no non-print works. 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. Texts rarely vary in length with most selections being one to three paragraphs in 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.	No	Informational texts include both narrative and literary nonfiction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. DESIGN AND SCORING:</p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Assessments incorporate performance tasks³, 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.</p>	No	Assessments do not incorporate performance tasks in which students respond to a set of texts. Assessments are predominately multiple choice and text selection with very few written tasks. Since students may use trial and error to select multiple correct answers, it is unclear how the instructor would be able to measure performance on the standards. Since the assessment items are organized by standards, student scores are based on their performance with texts on isolated standards.
	<p>REQUIRED</p> <p>4b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	No	The few (i.e. 2 items out of 81 on an assessment) isolated writing tasks do contain a generic three point rubric. Multiple choice items do have rational for the correct answer; however, these are often not aligned to the stated standard.
	<p>4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	Yes	There are multiple modes of assessment (i.e. worksheets, game devices, handheld classroom response systems) and these could be adapted for formative and self-assessment. However, the level of questioning does not meet the full rigor of the standards.
	<p>4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Multiple modes of assessment allow students to access materials in whatever format they are most comfortable 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
III. Assessment Items			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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”).</p>	No	Most questions are text dependent, but they do not measure the full scope of the identified standard. Many questions seem to be aligned to previous state standards. The bulk of the items in the writing and language topics are not text-dependent and exist in a stand-alone format.
	<p>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.</p>	No	A majority of items do not require students citing evidence from text. There is a separate “Textual Evidence” assessment that appears to assess the use of text as support for answers in isolation.
	<p>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.</p>	Yes	While most questions are similar in structure and reflect traditional multiple choice formatting, there are a few instances of “text selection” items and constructed response.
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	Items do not focus on big ideas. Many questions are around superficial knowledge of the text in attempt to test knowledge of the standard in isolation.
	<p>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. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	The complexity and rigor of the standards is not addressed in the questioning. For example, students might select one sentence that contains irony, rather than explaining how irony contributed to the author’s tone in the selection.
	<p>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.</p>	No	Vocabulary words are seldom used in the assessment. Those that are identified do not always align with Tier 2 vocabulary words that are cross-discipline vocabulary.
	<p>6d) Sets of questions for given text(s) often begin with</p>	No	Question sets are not scaffolded, and few texts have

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	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.		more than two or three questions. This makes it very difficult for the rigor and complexity of the standards to be assessed.
<p>7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	There are very few writing tasks in response to texts (i.e. 2 out of 81 items on the American Literature assessment and absolutely none on others). The unit on writing standards provides students with opportunity to analyze case scenarios about writing tasks and the proper steps to take in planning, revising, and editing.
	<p>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.).</p>	Yes	The additional writing prompts, while not text-dependent, do require varied length and time demands depending on the type of writing. Students could be asked to write a simple narrative or an essay or a set of instructions.
	<p>7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	Yes	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 text-dependent or grade level specific but instead lumped under the heading of "High School." There is nothing to suggest that one prompt isn't meant to repeat over the four-year high school span.
	<p>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.</p>	No	There are relatively few writing tasks in which students write in response to text. These numbers do not show a decrease in narrative prompts to an increase in text-based writing.
<p>8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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).</p>	No	There are no speaking and listening components.
	<p>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).</p>	No	There are no speaking and listening components.
	<p>8c) Items assessing listening permit the evaluation of</p>	No	There are no speaking and listening components.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
*As applicable	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.		
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Lessons and questions do not align to the CCSS language standards. They appear to be written for alignment to previous standards. The grammar exercises included in the quizzes might be appropriate for a remediation setting, not for an instructional assessment setting.
	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	Students do not address language standards at the appropriate level. Many questions seem to target previous state standards.
	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	Students do not address language standards at the appropriate level. Many questions seem to target previous state 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	Students do not have an opportunity to engage in practice with the Language standards.

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	Many texts are commissioned texts.
	2. Complexity of Texts (Non-Negotiable)	No	With the exception of previously published texts, the majority of texts do not meet the complexity for this grade level.
	3. Range of Texts	No	The range of texts is unclear without a table of contents. Texts rarely vary in length and the charts and graphs used do not assess standard 7.
II: Design	4. Design and Scoring (Non-Negotiable)	No	Items are predominantly multiple choice and due to multiple selecting of responses, student achievement of the standards is not clear.
III: Assessment Items	5. Text-Dependent Questions and Tasks (Non-Negotiable)	No	Most reading questions are text dependent, but they do not measure the full scope of the identified standard. Many questions seem to be aligned to previous state standards and writing and language items are assessed in isolation from text.
	6. Alignment (Non-Negotiable)	No	The complexity and rigor of the standards is not addressed in the questioning. For example, students might select one sentence that contains irony, rather than explaining how irony contributed to the author’s tone in the selection.
	7. Writing to Sources	No	No substantive writing tasks are offered in which students write in response to text. The prompts offered require students to use prior knowledge, not to analyze and synthesize sources.
	8. Speaking and Listening*	No	Speaking and Listening standards are not addressed
	9. Language	No	Lessons and questions do not align to the CCSS language standards. They appear to be written for alignment to previous standards. The grammar exercises included in the quizzes might be appropriate for a remediation setting, not for an instructional setting.
FINAL DECISION FOR THIS MATERIAL: [Tier III, Not representing quality]			

*As applicable

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: 12

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.



I. Text Selection and Other Stimuli			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	Less than 90% of texts are worth reading and few provide opportunity for students to demonstrate meeting of grade-level standards; only those novel excerpts in the first assessment “textual evidence” meet this qualification. An exception to this justification would be the “Analyzing US Works and Documents” assessment which provides texts rich in content and steeped in US historical significance. There are informational pieces from the disciplines of science and social studies, but most of these are short excerpts of one or two paragraphs.
	<p>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.</p>	No	Most of the literary pieces in the “textual evidence,” “analyzing US Works and documents” assessments are excerpts of previously published texts, but in the other assessments they appear to be commissioned pieces. Some of the informational pieces do not have a credited source and may be commissioned pieces as well.
	<p>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.</p>	No	There are only a few instances of paired texts in the assessment bank. There is no correlation between the texts and they are not focused around an anchor text. No research simulation tasks are included in the assessments, only research questions unrelated to texts are included.
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Reading passages have the appropriate level of complexity as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Texts indicate that research-based quantitative measures as well as qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	No	There are no indicators of text complexity analysis. Some texts in initial assessment do seem to fall in the correct grade band, but there is no analysis or teacher support offered to explain the alignment. The commissioned texts used in the majority of assessments is would probably fall in the 4 th /5 th grade band.
	<p>REQUIRED 2b) Nearly all texts are placed within the <u>grade band</u></p>	No	Other than the previously published texts, texts do not fall within the appropriate grade band. Most texts seem to fall in the 4 th /5 th grade complexity level.

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.		
	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 is no progression of complexity across the assessment. Assessments are arranged by topics that relate to portions of or the individual standards themselves. The texts used are not arranged to progress in complexity according to expectations of Reading Standard 10.
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). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 seems to be a balance between literary and informational texts; however, there is no table of contents to clearly measure this, and the stories shift in order each time a unit is opened, so it is difficult to measure by just opening each unit.
	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	There are limited poems and at least one short drama, but there are no other formats of text. 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. Texts rarely vary in length with most selections being one to three paragraphs in 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.	No	One section of the study materials is geared toward informational sources, but many of those sources are narrative in structure.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. DESIGN AND SCORING:</p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Assessments incorporate performance tasks³, 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.</p>	No	Assessments do not incorporate performance tasks in which students respond to a set of texts. Assessments are predominately multiple choice and text selection. Since students may use trial and error to select multiple correct answers, it is unclear how the instructor would be able to measure performance on the standards. Since the assessment items are organized by standards, student scores are based on their performance with texts on isolated standards.
	<p>REQUIRED</p> <p>4b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	No	There are no performance tasks, hence no rubrics. Multiple choice items do have rationale for the correct answer; however, these are often not aligned to the stated standard.
	<p>4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	Yes	There are multiple modes of assessment (i.e. worksheets, game devices, handheld classroom response systems) and these could be adapted for formative and self-assessment. However, the level of questioning does not meet the full rigor of the standards.
	<p>4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Multiple modes of assessment allow students to access materials in whatever format they are most comfortable 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
III. Assessment Items			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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”).</p>	No	Most reading questions are text dependent, but they do not measure the full scope of the identified standard. Many questions seem to be aligned to previous state standards. The bulk of the items in the writing and language topics are not text-dependent and exist in a stand-alone format.
	<p>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.</p>	No	A majority of items do not require students citing evidence from text. There is a separate “Textual Evidence” assessment that appears to assess the use of text as support for answers in isolation.
	<p>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.</p>	Yes	While most questions are similar in structure and reflect traditional multiple choice formatting, there are a few instances of “text selection” items.
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	Items do not focus on big ideas. Many questions are around superficial knowledge of the text in attempt to test knowledge of the standard in isolation.
	<p>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. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	The complexity and rigor of the standards is not addressed in the questioning. For example, students might select one sentence that contains irony, rather than explaining how irony contributed to the author’s tone in the selection.
	<p>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.</p>	No	Vocabulary words are seldom used in the assessment. Those that are identified do not always align with Tier 2 vocabulary words that are cross-discipline vocabulary.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	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	Question sets are not scaffolded, and few texts have more than two or three questions. This makes it very difficult for the rigor and complexity of the standards to be assessed.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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	There are no writing tasks that require students to analyze and synthesize sources. The unit on writing standards provides students with opportunity to analyze case scenarios about writing tasks and the proper steps to take in planning, revising, and editing.
	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	The additional writing prompts, while not text-dependent, do require varied length and time demands depending on the type of writing. Students could be asked to write a simple narrative or an essay or a set of instructions.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	Yes	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 text-dependent or grade level specific but instead lumped under the heading of "High School." There is nothing to suggest that one prompt isn't meant to repeat over the four-year high 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 relatively few writing tasks in which students write in response to text. These numbers do not show a decrease in narrative prompts to an increase in text-based writing.
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 are no speaking and listening components.
	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 are no speaking and listening components.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
*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	There are no speaking and listening components.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Lessons and questions do not align to the CCSS language standards. They appear to be written for alignment to previous standards. The grammar exercises included in the quizzes might be appropriate for a remediation setting, not for an instructional assessment setting.
	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	Students do not address language standards at the appropriate level. Many questions seem to target previous state standards.
	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	Students do not address language standards at the appropriate level. Many questions seem to target previous state 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	Students do not have an opportunity to engage in practice with the Language standards.

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	Many texts are commissioned texts.
	2. Complexity of Texts (Non-Negotiable)	No	With the exception of previously published texts, the majority of texts do not meet the complexity for this grade level.
	3. Range of Texts	No	The range of texts is unclear without a table of contents. Texts rarely vary in length and the charts and graphs used do not assess standard 7.
II: Design	4. Design and Scoring (Non-Negotiable)	No	Items are predominantly multiple choice and due to multiple selecting of responses, student achievement of the standards is not clear.
III: Assessment Items	5. Text-Dependent Questions and Tasks (Non-Negotiable)	No	Most reading questions are text dependent, but they do not measure the full scope of the identified standard. Many questions seem to be aligned to previous state standards and writing and language items are assessed in isolation from text.
	6. Alignment (Non-Negotiable)	No	The complexity and rigor of the standards is not addressed in the questioning. For example, students might select one sentence that contains irony, rather than explaining how irony contributed to the author’s tone in the selection.
	7. Writing to Sources	No	No substantive writing tasks are offered in which students write in response to text. The prompts offered require students to use prior knowledge, not to analyze and synthesize sources.
	8. Speaking and Listening*	No	Speaking and Listening standards are not addressed
	9. Language	No	Lessons and questions do not align to the CCSS language standards. They appear to be written for alignment to previous standards. The grammar exercises included in the quizzes might be appropriate for a remediation setting, not for an instructional setting.
FINAL DECISION FOR THIS MATERIAL: [Tier III, Not representing quality]			

*As applicable