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: **Advanced Literacy Assessment** Grade: **9**

Publisher: **iSTEEP** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies 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 1 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 "Yes" for this criterion because the literary passages require students to read and understand literature on grade level. All of the text are previously published. No passages were commissioned.	Make sure to review texts in these assessments for **quality** since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions and Tasks (Non-Negotiable)	This program is currently reviewed as "Yes" for this criterion because all of the questions are text dependent. Almost all items on the assessment require students to directly select or provide evidence from the text to support their answers to questions.	Make sure to review the **questions** and **tasks** to ensure they require students to cite **relevant** textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	This program is currently reviewed as "Yes" for this criterion because the speaking and listening assessments are text based and use the same texts and other stimuli measured by other criteria.	Make sure to review the **speaking** and **presentation tasks** and **rubrics** to ensure they include adapting speech to various audiences.

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: **Advanced Literacy Assessment** Grade: **9**

Publisher: **iSTEEP** Copyright: **2014**

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

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Complexity of Texts (Non-Negotiable)	
3. Range of Texts	
4. Design and Scoring (Non-Negotiable)	
5. Text-Dependent Quests. Tasks (Non-Negotiable)	
6. Alignment (Non-Negotiable)	
7. Writing to Sources	
8. Speaking and Listening*	
9. 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. *As applicable

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9. Language	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☒ Yes ☐ No	**REQUIRED** **1a)** 90% of texts provide rich opportunities for students to demonstrate evidence of meeting grade-level standards using texts.	**Yes**	At least 90% of the texts provide rich opportunities. The literary passages require students to read and understand literature on grade level. Works from William Shakespeare, Kate Chopin and Gabriela Mistral arel included.
	REQUIRED **1b)** Assessments or item banks include previously published passages and other stimuli for each grade level in addition to commissioned works; all texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	All of the text are previously published. No passages were commisioned.
	1c) Provides paired or multiple texts for students to demonstrate mastery of standards which require multiple texts; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.	**Yes**	Paired passages, multiple texts, and research stimulations are used where needed. The Performance Tasks in Grade 9 include multiple texts, graphs and charts, as well as a TED video which students must integrate and use to demonstrate mastery of multiple standards. For example, one of the tasks asks students to read three papers, "Argument in Favor of Electic Vehicles", "Battery Powered Vehicles Have Problems" and "Myth v. Fact on Electric Vehicles" which includes several graphs and tables. In addition to the three texts, students are asked to also watch a Ted Talk.

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Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading Foundational Standard 4. ☒ Yes ☐ No	**REQUIRED** **2a)** Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[2] Poetry and drama are analyzed only using qualitative measures.	**Yes**	Text are appropriately complex for the grade level. Many of the passages are directives in Appendix A of the Common Core State Standards. Once passages were assigned to grade bands with the quantitative methodology, a qualitative review was conducted in order to assign pasages to a specific grade within the grade band.
	REQUIRED **2b)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**Yes**	Nearly all the texts are placed within the grade band indicated by the quantitative anlysis. There are rare exceptions which are marked. In Grade 9 an exception was made to the grade band derived by quantitative analysis because qualitative analysis indicated a high grade ban would be more appropriate. In the qualitative anlysis of the "The Story of an Hour", several dimensions of text complexity were considered. Theme, experiences, clarity were taken into consideration when determining the grade band level.
	REQUIRED **2c)** In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands . Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	To verify that each grade was in line with this requirement we followed the following procedure. From the individual passage index described above, the publisher established that median the text complexity level of all passages in the grade increaased for each successive grade. This established that each grade was more complex than the previous grade. Since the submission represents an item bank, the publisher used the following procedure to insure compliance with this criterion. The passages contain a wide range of text difficulty levels. Second, text difficulty was included as a variable in a database. This allows passages to be selected for an assessment that have a

[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 available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

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			range of difficulty within the grade level. Texts of varying complexity were evenly distributed across the grade level. The abundance of readings at varying text difficulty levels allows educators to select easier passages at the beginning of the year and more difficult passages near the end of the year. Alternatively, schools may opt to conduct formative assessment at a relatively constant text complexity level in order to gauge student progress.
3. RANGE OF TEXTS: Texts used on reading assessments or in an item bank reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☒ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.	**Yes**	There is a balance of 50% literature and 50% informational passsages.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	The assessment in 9th grade uses various formats including: film, print, non-print, audio, photos, etc. For example in a Performance Task, students are asked to make connections between a video, graphs, and 3 informational passages. In another task they are asked to analyze a poem, "The Thinker" by Gabriela Mistral and the classic sculpture by Rodin, "The Thinker". The length of the readings range, in Grade 9, from brief excerpts to longer more demanding passages.
	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**	The majority of the infomational passages have an informational text structure.
II. Design			

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Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**REQUIRED** **4a)** Assessments incorporate performance tasks,[3] which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**Yes**	This grade contains at least one performance task that requires students to interact with multiple stimuli (including texts and/or media) and assess a combination ofo standards.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	All questions have an answer key or scoring rubrics with key passage details to assist in scoreing. Rubrics are specific to each passage and when used with the passage details provided, giving abundant guidance to assessors.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	**Yes**	A variety of assessments for different uses can be generated by the iSTEEP system. Assessments include: pre-testing, universal screening, formative assessment and progress monitoring.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The assessments are unbiased and accessible to all students.
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS AND TASKS:** Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers	**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”).	**Yes**	In grade 9 all of the questions are text dependent. For example one of the questions asks, "The poem "Wealth" by Muneto was written in 7th century Japan. How are the poet's viewpoint different from those of an American now? Cite strong textual evidence to support your anlaysis of what the text says explicitly as well as inferences drawn from the text."

[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.

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and use textual evidence as support for meeting the expectations of other grade-level standards. ☒ Yes ☐ No			
	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 to questions which measure other grade-level standards. No items assess Reading Standard 1 in isolation.	**Yes**	Almost all items on the assessment reflect the requirements of Reading Standard 1 and require students to directly select or provide evidence from the text to support their answers to questions. Reading Standard 1 is never assessed in isolation. Nearly all multiple choice questions are two parts. For example, after reading "Black Beauty" students are asked the multiple choice question, "What is the theme of this passage?" The question that immediately follows is "Which of the following quotes supports the main idea of the passage?"
	5c) Assessments or item banks contain a variety of types of test questions and tasks, including when possible technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.	**Yes**	Assessments contain a variety of types of test questions and tasks, including constructed response and selected response items. The W-L items have response requirements of varying depth and length. Items include a rich variety of non-text stimuli such as photos, videos, audios, and mixed media.
Tier 1 and 2 Non-Negotiable **6. ALIGNMENT:** Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level. ☒ Yes ☐ No	**REQUIRED** **6a)** Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.	**Yes**	The items on the assessment are worth asking in that they focus on important ideas from the passages and require deep reading of the texts.
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be*	**Yes**	The questions assess the depth and complexity of the standards. The language of the standards is included in some questions. For example, in Grade 9 Stimulus Set CR % includes the following questions which contains language from the Standards: "In many forms of literature there is a need to remain aware of how complex characters develop over the course of a text, interact with

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	assessed with every text.)		other characters, and how this all advances the plot or develops the theme. In this story describe how does our vision of the main character changes or eveolves over the course of the text as the narrator describes him?" This question addresses RL.9. 3.
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining word meaning based on context and relationships/connections to other words (i.e., synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1, 2, and 3.	**Yes**	Grade 9 contains multiple questions which specifically addresses vocabulary and focus on determining the meaning of important words from context/connections. For example, in Grade 9 Stimulus-Item SR contains the following: In the following phrase, what does the word "infidelity" mean?...and Which passage best helps you understand the meaning of the word "infidelity"? Students are required to read the text closely for contextual phrases that connect the vocabulary word of interest.
	6d) Sets of questions for given text(s) are coherently sequenced to assess student understanding and elicit sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	Schools can select sets of questions with guidance from iSTEEP. When appropriate to the purpose, text(s) can be coherently sequenced to assess student understanding. For example, texts on a longer summative assessment may be sequenced such that passage range for easier to more difficult.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☒ Yes ☐ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**Yes**	Virtually all written tasks require students to (a) analyze and synthesize sources, (b) present careful analysis, and use textual evidence to suport valid inferences from text. For example in Grade 9, Stimulus Item set CR 4 contains the following question: Read Chesterton's "The Fallacy of Success". Using the text to support your answer, what do you think Chesterton thinks the fallacy of success is? What is his point of view in writing this article? Analyze the creative (funny?) ways in which he develops his ideas over the course of the text, including how it emerges and is

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			shaped and refined by specific details. Cite strong textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text.
	REQUIRED **7b)** Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).	**Yes**	Grade 9 contains a large number of writing tasks. These tasks vary in length and purpose.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	Items include stimuli thata require many types of writing for various puposes including opinion/argumentative, informative, analytical narrative modes. Detailed instructions are provided to guide students to use particular modes of writing and good writing mechanics.
	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.	**Yes**	Narrative prompts are used sparingly at the lower grades are rarely used in later grades.
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☒ Yes ☐ No *As applicable	**REQUIRED** **8a)** Speaking and listening assessments usetexts and other stimuli measured by Criteria 1, 2, and 3.	**Yes**	The S-L assessments are text based and use the same texts and other stimuli measured by Criteria 1,2,and 3.
	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).	**Yes**	Assessment questions and scoring rubrics guide assessors to measure students' ability to research their talk, use the research by orally presenting findings, and express well-supported ideas clearly. Students are also evaluated with respect to their ability to use appropriate, grade-level academic language.
	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	**Yes**	Some items require students to listen to other student present, take notes, and ask polite relevant questions.

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	remarks of others.		
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☒ Yes ☐ No	**REQUIRED** **9a)** The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	**Yes**	The vast majority of language points derive from questions that assess language as part of an integrated task requiring students to respond to prompts related to passages and other stimuli. The items are designed to be used flexibly. The Common Core Standards encourage items that measure multiple standards with a common set of tasks. Thus, a passage can be used to assess a single standard or it can be used to assess multiple standards.
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**Yes**	There is a separate scoring rubric for language within most W-L questions. Students are also provided with instructions that remind them to adhere to good writing mechanics and language. The specific skills emphasized by The Common Core State Standards, Language Section at each grade level are listed within the scoring rubric to highlight the grammar and usage components which are a primary focus at each grade level.
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**Yes**	As part of the instuctions to assessors for longer writing tasks and the scoring rubrics for language, the appropriate table (from page 30 or 56) is reporduced to remind assessors of skills most important for college and career readiness that 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.	**Yes**	The writing tasks are authentic and reflect the type of writing students need in order to be college and career ready.

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FINAL EVALUATION ***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.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**Yes**	All of the texts used in this assessment are authentic text that have been previously published and align to the complexity requirments of the Common Core State Standards
	2. Complexity of Texts **(Non-Negotiable)**	**Yes**	Although there is no evidence included in the provided materials that a qualitative and quantiative analysis of each texts has taken place, after reading the texts it is clear that they meet the complexity requirements. Furthermore, many of the texts are directly taken from Apendix A.
	3. Range of Texts	**Yes**	There is a wide range of texts used in this assessment including multi-media, informational, and literary texts.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**Yes**	Answer documents with thorough explanations of the correct answer are provided for each assessment item. .
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	Question do address the lanaguage of the standards and are aligned to the complexity of the ninth grade standards.
	6. Alignment **(Non-Negotiable)**	**Yes**	Assessment items are worth asking and align to the Common Core State Standards.

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	7. Writing to Sources	**Yes**	Performance tasks require students to respond to multiple texts in writing.
	8. Speaking and Listening*	**Yes**	This assessment does include sassessment items that target the Speaking and Listening stnadards. For these assessment items, the publisher includes a scoring guide as well.
	9. Language	**Yes**	The majority of the language assessment items are addressed within the writing tasks. Language rurbics and scoring guides are included by the publisher.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.