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: **4-5**

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 texts provide rich opportunities for students to demonstrate evidence of meeting the grade-level standards using texts. Assessments and item banks include previously published passages for each grade-level. Many of the texts are well-crafted and cover many disciplines, English language arts, history/social studies, and science.	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 the majority of the items require students to directly select, provide, or consider evidence from the text to support their answers.	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: **4-5**

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

Click below for a complete review:

Grade 4-5 (Tier 1)

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.

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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	

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**	Texts provide rich opportunities for students to demonstrate evidence of meeting the grade-level standards using texts.
	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**	Assessments and item banks include previously published passages for each grade-level. Many of the texts are well-crafted and cover many disciplines, English language arts, history/social studies, and science. For example, the passage Wind Tunnels was written by the experts at NASA and the passage Blood Toil Tears and Sweat is a speech written by Winston Churchill.
	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 texts are provided for students to demonstrate mastery of standards.
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**	The texts are appropriately complex for the grade level and include measures such as Mean Readability, | Readability Levels, and Lexile Level. Texts are assigned based on Quantitative and Qualitative Analysis. While there is a range of text complexity (i.e. Sarah, Plain and Tall on the lower end of the range and "The Nose" on the higher end of the range) some of the texts at the higher end of the range could be considered too complex for the grade band. Additionally, the content of some of the texts provided in the fourth grade set may be inappropriate for the age group. For example there are nonfiction texts on

[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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
			the topics of cancer and smoking. There is also a nonfiction text about slavery that included a very graphic photograph.
	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 texts are placed within the grade band indicated by the quantitative analysis.
	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**	There is a noticeable progression from grade 4 to grade 5. Although there was some variance in complexity, there is a notable progression in text complexity and task rigor within the grade level and across the grade band (4th grade to 5th grade).
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**	The passages for grades 4 and 5 are well balanced between literary and informational texts.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	Texts of different formats are included, such as poetry, videos, brochures, audio clips etc. In grade 5 the text version and audio version of the poem “Oh Captain! My Captain!” are given. Students will write a response about how the audio assisted with their interpretation of the poem. For example, in grade 4 students are required to refer to photos in a brochure

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	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**	Many of the informational texts have informational text structures. However, there are examples of informational texts with a narrative text structure and a lack of charts and graphs. In grade 4 the students read a speech given by Winston Churchill and an article about aerodynamics.
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**REQUIRED** **4a)** Assessments incorporate performance tasks,[3] which allow students to respond to a set of texts through 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**	Each set includes one performance task. The students are asked to respond to a set of texts through reading and writing including writing and multiple choice. Tasks assess students on a combination of 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**	Assessment guidelines are included. The constructed response questions include a scoring rubric with suggested information that the students should provide. Assessments guides, assessor answer keys, look fors, and rubric outlines are provided and give sufficient guidance for interpreting student performance. The performance tasks include "answer details" which may provide some guidance for teachers
	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 to provide assessments for pre-testing, universal screening, formative assessment and progress monitoring..

[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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	Materials assess student proficiency using methods that are unbiased and accessible to all students.
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS AND TASKS:** Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards. ☒ Yes ☐ No	**REQUIRED** **5a)** Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not "stand alone").	**Yes**	Many of the questions are text-dependent. Some of the questions in the fourth grade set are asking the students to recall information but they are linked to the text and do not "stand alone."For example, questions included quotes from the text to support answers, asked students to choose evidence to cite from the passage, and asked most questions with a strong connection to the text (as stated in the text, as evidenced in the text).
	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**	The majority of the items require student to directly select, provide, or consider evidence from the text to support their answers. For example, questions included quotes from the text to support answers, asked students to choose evidence to cite from the passage, and asked most questions with a strong connection to the text (as stated in the text, as evidenced in the text).
	5c) Assessments or item banks contain a variety of types of test questions and tasks, including when possible technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.	**Yes**	The item bank contains a variety of question types including multiple choice, constructed response, and performance tasks. In addtion, on the website it states that iSTEEP provided technology enhanced items.
Tier 1 and 2 Non-Negotiable **6. ALIGNMENT:** Items reflect the rigor and cognitive complexity demanded by the standards; they	**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	**Yes**	The items do focus on big ideas and important particulars of the text. The multiple-choice questions were very similar from text to text which limited the standards that were being addressed in that format.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
assess the depth and breadth of the standards at each grade level. ☒ Yes ☐ No	superficial or peripheral concepts.		
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**Yes**	For the most part, questions assess at the depth and complexity required by the standards. Over time, questions and tasks advance and deepen student learning.
	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**	The vocabulary items do require the students to use some context from the text and sometimes cite evidence. The students are asked to look at and evaluate the structure of certain texts and compare and contrast the structure of text sets.
	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**	All of the questions do follow a coherent set of questions.
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**	The constructed response questions, performance tasks and writing and language items require students to analyze and synthesize sources, as well as draw on textual evidence when making inferences and defending their claims. In addition, written tasks come with exemplars that identify the correct evidence that students could use to answer the question. For example, in Stimulus-Item Set CR3 in grade 5, the students are asked to, "Compare and contrast the overall structure of the passages in terms of how events and ideas

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
			are presented. How does this structure influence how you are able to understand the character? Cite specific evidence from each passage to support your ideas."The performance task requires grade 4 students to compare audio presentations with a brochure requiring students to gather specific evidence.
	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 item bank includes constructed response, performance tasks, and writing and language items, requiring students to have to write in varied lengths. For example, in grade 5 one of the constructed response items contains a poem and three questions. One of the questions asks the students, " How do all of the stanzas fit together?" Another questions asks the students to compose a 1-2 page narrative with a theme that is similar to the one conveyed in the poem.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	Students complete many different modes of writing. They are asked to complete all of the different types of writing with constructed response items and performance tasks. For example, in grade 5 the students are to read two passages about taking precautions or being aware of dangers. After reading the passages the students are to, "Note the ways that each warns against danger. After reading both pieces, detail 3-5 things kids need to be aware of…" The students must also include personal experiences within the response.
	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**	Most writing prompts are text-based. When narrative writing prompts are used they are in reference to accompanying texts.In grade 5 the students are asked to write a first person narrative with a similar theme to a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
			poem contained in that task.
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 speaking and listening assessments are text based and use the same texts and other stimuli measured by Criteria 1, 2, and 3. For example, In grade 4 performance tasks students are required to have a debate.
	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**	The assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly. In one of the grade 5 Speaking and Listening items the students are asked to present connections , reference, and integrate information from the included texts, in their oral presentations. Performance task require students to gather information and support their ideas then engage an audience. One form of engagement is through a debate.
	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.	**Yes**	The publisher states that some of the items would require the students to listen, take notes, and ask questions. Asking questions and taking notes are part of the speaking and listening assessment rubric.
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**	Language points are obtained from assessing language as part of an integrated task. For example, Language points are assessed in the Language and Writing Section.
	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**	Scoring rubrics for writing tasks include a Language section which assess grammar, mechanics, and usage. Guidance is given for each grade level for each grade level of errors that have special significance for students.

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	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**	Each writing task encourages students to focus on organization, spelling, grammar, and mechanics. The chart from page 30 of the standards is given to give guidance on the most important language skills for students.
	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 were no directions included for students to revise or edit their piece.

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**	The overall quality of the text is sufficient for grades 4 and 5.
	2. Complexity of Texts **(Non-Negotiable)**	**Yes**	Text complexity is appropriate with quantitative review. Text complexity does progress throughout the grade band. Content in the passages are not appropriate for grade 4 and 5.
	3. Range of Texts	**Yes**	Passages are well balanced between literary and informational text. The assessment items include many different formats of text.

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II: Design	4. Design and Scoring **(Non-Negotiable)**	**Yes**	Assessments do incorporate a performance task and have aligned rubrics. There is not a sufficient amount of materials for a pre, formative and post test.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	All questions are text dependent and do require students to use evidence from the text.
	6. Alignment **(Non-Negotiable)**	**Yes**	Most assessment focus on the big ideas of the text. Questions assess at the depth and rigor of the standards.
	7. Writing to Sources	**Yes**	Most of the written tasks require students to analyze and synthesize sources. Students reponses vary in length and time demands.
	8. Speaking and Listening*	**Yes**	Students are required to gather and use evidence to orally present findings from research and express well-supported ideas.
	9. Language	**Yes**	The majority of language points are obtained from test questions which are part of an integrated task.
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.