Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Assessment Materials Evaluation - Student Standards Review

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

Title: **Common Core ELA Benchmark Assessments** Grade: **3-5**

Publisher: **Measured Progress, Inc.** Copyright: **2013**

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 criteria because the majority of the texts are commissioned stories and have not been previously published. There is no evidence of the texts being reviewed by other teachers or professional editors.	Since these materials received a "No" for this indicator, the current weakness will likely remain.
Text-Dependent Questions and Tasks (Non-Negotiable)	This program is currently reviewed as "Yes" for this criteria because assessment questions require students to complete a close reading and text analysis. A large majority of items require students to cite textual evidence to support their answer, to identify which piece of evidence best supports inferences, or how individual excerpts from the text contribute to the development of selections.	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 "No" for this criteria because the texts did not assess speaking and listening at any point. The assessments are limited to multiple choice and constructed responses.	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: **Common Core ELA Benchmark Assessments** **Grade:** **3-5**

Publisher: **Measured Progress, Inc.** **Copyright:** **2013**

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

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)*	Quality of Texts (Non-Negotiable
Range of Texts*	Design and Scoring (Non-Negotiable)
Text-Dependent Questions and Tasks(Non-Negotiable)	Writing to Sources
Alignment (Non-Negotiable)	Speaking and Listening
*weak at Grade 3 level	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 3 (Tier 3) Grade 4 (Tier 3) Grade 5 (Tier 3)

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

The goal for English language arts students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. Strong ELA assessments provide opportunities for students to demonstrate they have met this goal with many different types of texts. A combination of formative and summative assessments across the different components of an ELA classroom provide a full picture of student performance in reading, writing, speaking and listening, and language study.

Title: **Common Core ELA Benchmark Assessment** **Grade:** **3**

Publisher: **Measured Progress, Inc.** **Copyright:** **2013**

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	**REQUIRED** **1a)** Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**Yes**	Reading passages are worth reading at this grade level. Opportunities are evident for students to meet standards according to PARCC Guidelines.
	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**	Majority (87%) of passages are "commissioned" stories (i.e., it is specifically stated in passages, name of story followed by word *commissioned* and copyright date) There was no evidence of the texts being reviewed by other teachers or professional editors.
	1c) Paired or multiple texts are governed by the standards at each grade; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.		Not evaluated. Required criteria were not met.
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.	**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.	**Yes**	Although quantitative and qualitative measures of texts not are labeled, analysis of texts indicates that quantitative measures were used in selection of texts.
	REQUIRED	**Yes**	When using the Lexile analyzer to verify qualitative

[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.

☐ Yes ☐ No	**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.		measurement, most texts are at the higher end of the 2-3 grade band or slightly above. For example, "Seeing Colors" 760 L
	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**	The qualitative nature of the texts increase in complexity in the set of reading assessments. For example, the assessments begin with fiction passages, and then increase to more science/technical subjects.
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**	An equal amount of literary and informational text appears in the passage selections.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**No**	Assessments show evidence of a variety of text formats throughout the text/passage selections. While there was no evidence of music or charts, there were selections accompanied by pictures, photographs, maps, and diagrams. (Ex: Pencil manufacturing and diagram, maps of Roanoke and Plymouth Colonies, and illustrations of early settlers)
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	There was evidence of an equal amount of informational and literary text passages and the test bank items show evidence of being written in informational text structure rather than narrative structure.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ■ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	Student performance for reading passages was handled through multiple choice and constructed response question based on selection. Scoring Guide Rubrics were included for each reading passage/selection. However, it appears the passages and rubrics were built around the individual standards and not so much the text/passage itself.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Scoring rubrics were provided but appear to be built for a particular standard and not the text/passage itself. Although some key things to look for in the student response were noted, it only provides minimal guidance in the interpretation of student performance and understanding of the text/passage.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.		Not evaluated. Required criteria were not met.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Required criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS AND TASKS:** Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards. ■ Yes ☐ No	**REQUIRED** **5a)** Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not "stand alone").	**Yes**	Assessment questions require students to complete a close reading and text analysis. Questions were text dependent and linked to text/passage.
	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.	**Yes**	A large majority of items require students to cite textual evidence to support their answer, to identify which piece of evidence best supports inferences, or how individual excerpts from the text contribute to the development of selections. All constructed response items require students to provide evidence, important points, or key details from the selections to support their answers. For example, in Grade 3 – Reading Benchmark Form C, students are asked "What evidence from Selection 3 supports the answer above?" in a two-part question that mimics a PARCC prototype.
	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.	**No**	Not a variety of questions. Limited to only multiple choice and constructed response. No evidence of technology-enhanced questions.
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**	Focus appears to be on the big ideas and important main ideas of the text/passage selection.
	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.	**Yes**	Assessment questions include standards language and assess depth and complexity required by the standards. They appear to be systematic, explicit, and scaffolded to deepen student understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	*(**Note:** not every standard must be assessed with every text.)*		
	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.	**Yes**	Vocabularies in assessments match the central meaning and assess context rather than prior knowledge of passage.
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	Questions begin at a comprehension of text level. Questions are systematic and explicit building on student understanding and connecting reader with the passage.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ■ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	There is only constructed response writing at the end of each story. Not enough variety for students to be able to justify and provide evidence of what they read.
	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.).	**No**	Assessments do not include multiple writing tasks. There is only a constructed response part following each text selection/passage. Assessments appear to be about the same length in each of the constructed response tasks.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).		Not evaluated. Required criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated. Required criteria were not met.
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ☐ No *As applicable	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	Texts/Passages did not appear to assess speaking and listening at any point. Assessment types were limited to multiple choice and constructed responses.
	8b) Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).	**No**	Only types of assessing student understanding were multiple choice and constructed response. There was no evidence of students using research to justify their responses.
	8c) Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.		Not evaluated. Required criteria were not met.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☐ No	**REQUIRED** **9a)** The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	**No**	There are two places where language points could be obtained: multiple choice and a constructed response writing assessment. Neither of these assessment choices appear to be specifically designed to assess language standards at all, but merely story recall and knowledge. Rubric for grading student understanding of selection for the constructed response portion of the assessment, briefly mentions language conventions. However, it does not specifically state language standards or conventions necessary to attain for points.
	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**	Questions and tasks did not address language standards or conventions at all. They addressed Reading literature and reading for information standards. Rubric for constructed response task did mention grammar; however, it did not specifically state or mention language standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**No**	Questions and tasks did not appear to address any language 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.		Not evaluated. Required criteria were not met.

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**	Although texts/passages are grade-level appropriate, a majority are commissioned stories. No evidence to support being reviewed and edited by professional educators or editors.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Qualitative analysis indicates texts are within or above grade level band and qualitative indicators increase as the test progresses.
	3. Range of Texts	**No**	A variety of text formats including pictures, illustrations, maps, and diagrams are provided in the assessments.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	Passages and Rubrics were built around the individual standards and not so much the text/passage itself. Provides minimal guidance in the interpretation of student performance and understanding of the text/passage.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	Questions are text/passage dependent, and constructed response questions require students to specifically select or provide evidence from text to justify their responses.
	6. Alignment **(Non-Negotiable)**	**Yes**	Aligned to standards. Systematic, Explicit, and designed to deepen student understanding of text/passage.
	7. Writing to Sources	**No**	Lacks variety of writing tasks. Limited to only constructed response tasks.
	8. Speaking and Listening*	**No**	Assessment types limited to multiple choice and constructed responses. Therefore, this section is not applicable for this review.
	9. Language	**No**	Did not adequately address language standards
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: **Common Core ELA Benchmark Assessment** **Grade:** **4**

Publisher: **Measured Progress, Inc.** **Copyright:** **2013**

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	**REQUIRED** **1a)** Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**Yes**	Reading selections are appropriate and appear to include evidence of PARCC. Selections are rich in content.
	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**	Majority (85%) of passages are "commissioned" stories (i.e., it is specifically stated in passages, name of story followed by word *commissioned* and copyright date). There was no evidence of the texts being reviewed by other teachers or professional editors.
	1c) Paired or multiple texts are governed by the standards at each grade; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.		Not evaluated. Required criteria were not met.
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.	**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.	**Yes**	Although quantitative and qualitative measures of texts not are labeled, analysis of texts indicates that quantitative measures were used in selection of texts. At least one-half of the selections were literary in nature, with remainder being informational selections. Evidence of only one poem about the desert.
	REQUIRED	**Yes**	When using the Lexile analyzer to verify qualitative

[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.

■ Yes ☐ No	**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.		measurement, most texts are in the 4-5 grade band. For example, "How Things Have Changed" 830 L
	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.	**Yes**	The qualitative nature of the texts increase in complexity in the set of reading assessments. For example, the assessments begin with fiction/nonfiction passages, and then increase to more historical subjects.
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**	An equal amount of literary and informational text appears in the passage selections.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	Assessments show evidence of a variety of text formats throughout the text/passage selections. While there was no evidence of music or charts, there were selections accompanied by pictures, photographs, maps, and diagrams. (Ex: Origami and diagram, pictures of Fort Adams, and photographs of man working a radio.)
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	There was evidence of an equal amount of informational and literary text passages and the test bank items did show evidence of being written in informational text structure rather than narrative structure.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☒ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	Student performance for reading passages was handled through multiple choice and constructed response question based on selection. There were some selections which asked for evidence based selected responses. Scoring Guide Rubrics were included for each reading passage/selection. However, it appears the passages and rubrics were built around the individual standards and not so much the text/passage itself.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Scoring rubrics were provided but appear to be built for a particular standard and not the text/passage itself. Although some key things to look for in the student response were noted, it only provides minimal guidance in the interpretation of student performance and understanding of the text/passage.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.		Not evaluated. Required criteria were not met.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Required criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS AND TASKS:** Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards. ■ Yes ☐ No	**REQUIRED** **5a)** Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not "stand alone").	**Yes**	Assessment questions require students to complete a close reading and text analysis. Questions were text dependent and linked to text/passage.
	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.	**Yes**	A large majority of items require students to cite textual evidence to support their answer, to identify which piece of evidence best supports inferences, or how individual excerpts from the text contribute to the development of selections. All constructed response items require students to provide details and examples to support their answers. For example, in Grade 4 – Reading Benchmark Form A, students are asked "In Selection 1, which phrase supports the answer above?" in a two-part question that mimics a PARCC prototype.
	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.	**No**	Not a variety of questions. Limited to only multiple choice and constructed response. No evidence of technology-enhanced questions.
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**	Focus appears to be on the big ideas and important main ideas of the text/passage selection.
	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*	**Yes**	Assessment questions include standards language and assess depth and complexity required by the standards. They appear to be systematic, explicit, and scaffolded to deepen student understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	text.)		
	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.	**Yes**	Vocabularies in assessments match the central meaning and assess context rather than prior knowledge of passage.
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	Questions begin at a comprehension of text level. Questions are systematic and explicit building on student understanding and connecting reader with the passage.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☐ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	Writing assessments include: constructed response and some (minimal) evidence based selected response assessments. There does not appear to be enough variety for students to be able to justify and provide evidence of what they read.
	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.).	**No**	Assessments do not include multiple writing tasks. There are only constructed response assessments following most text selections/passages. There are some evidence based selected response assessments at the end of some selections. Assessments appear to be about the same length in each of the constructed response tasks.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).		Not evaluated. Required criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated. Required criteria were not met.
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ☐ No *As applicable	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	Texts/Passages did not appear to assess speaking and listening at any point. Assessment types were limited to multiple choice and constructed responses/evidence based selected responses.
	8b) Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).	**No**	Only types of assessing student understanding were multiple choice and constructed response. There was no evidence of students using research to justify their responses. Rubrics did have guidelines which stated response may include, but is not limited to the following: (Information from story selection; but nothing about assessment of vocabulary and structure)
	8c) Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.		Not evaluated. Required criteria were not met.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☐ No	**REQUIRED** **9a)** The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	**No**	There are two places where language points could be obtained: multiple choice and a constructed response writing assessment or evidence-based selected responses. Neither of these assessment choices appear to be specifically designed to assess language standards at all, but merely story recall and knowledge. Rubric for grading student understanding of selection for the constructed response portion of the assessment, briefly mentions language conventions. However, it does not specifically state language standards or conventions necessary to attain for points.
	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**	Questions and tasks did not address language standards or conventions at all. They addressed Reading literature and reading for information standards. Rubric for constructed response task did mention grammar; however, it did not specifically state or mention language standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**No**	Questions and tasks did not appear to address any language 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.		Not evaluated. Required criteria were not met.

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**	Although texts/passages are grade-level appropriate, a majority are commissioned stories. No evidence to support being reviewed and edited by professional educators or editors.
	2. Complexity of Texts **(Non-Negotiable)**	**Yes**	Qualitative analysis indicates texts are within grade level band and qualitative indicators increase as the test progresses.
	3. Range of Texts	**Yes**	A variety of text formats including pictures, photographs, maps, and diagrams are provided in the assessments.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	Passages and Rubrics were built around the individual standards and not so much the text/passage itself. Provides minimal guidance in the interpretation of student performance and understanding of the text/passage.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	Questions are text/passage dependent, and constructed response questions require students to specifically select or provide details and examples from text to justify their responses.
	6. Alignment **(Non-Negotiable)**	**Yes**	Aligned to standards. Systematic, Explicit, and designed to deepen student understanding of text/passage.
	7. Writing to Sources	**No**	Lacks variety of writing tasks. Limited to only constructed response tasks.
	8. Speaking and Listening*	**No**	Assessment types limited to multiple choice and constructed responses. Therefore, this section is not applicable for this review.
	9. Language	**No**	Did not adequately address language standards
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

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

The goal for English language arts students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. Strong ELA assessments provide opportunities for students to demonstrate they have met this goal with many different types of texts. A combination of formative and summative assessments across the different components of an ELA classroom provide a full picture of student performance in reading, writing, speaking and listening, and language study.

Title: **Common Core ELA Benchmark Assessment** **Grade:** **5**

Publisher: **Measured Progress, Inc.** **Copyright:** **2013**

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	**REQUIRED** **1a)** Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**Yes**	Text Selections appear to be grade-level appropriate and meet standard/PARCC guidelines.
	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**	Many (84%) of the text selections are commissioned and not previously published
	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.		Not evaluated because a required area in this section did not meet the criteria guidelines.
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading Foundational Standard 4. ■ Yes ☐ No	**REQUIRED** **2a)** Texts indicate that research-based quantitative measures as well as qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**Yes**	Although quantitative and qualitative measures of texts not are labeled, analysis of texts indicates that quantitative measures were used in selection of texts.
	REQUIRED **2b)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in	**Yes**	When using the Lexile analyzer to verify qualitative measurement, most texts are in the 4-5 grade band. For example, "The Footbridge" 890 L

[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.

	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.	**Yes**	The qualitative nature of the texts increase in complexity in the set of reading assessments. For example, the assessments begin with fiction passages, and then increase to more scientific/technical subjects.
3. RANGE OF TEXTS: Texts used on reading assessments or in an item bank reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ■ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.	**Yes**	There did appear to be an equal amount of literary and informational text in the passage selections.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	Greater variety of formats at this level. There were chapter selections. Many of the selections also had charts and art.
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	There was evidence of an equal amount of informational and literary text passages and the test bank items did show evidence of being written in informational text structure rather than narrative structure.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ■ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	Student performance for reading passages was handled through multiple choice and constructed response question based on selection. Scoring Guide Rubrics were included for each reading passage/selection. However, it appears the passages and rubrics were built around the individual standards and not so much the text/passage itself.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Scoring rubrics were provided but appear to be built for a particular standard and not the text/passage itself. Although some key things to look for in the student response were noted, it only provides minimal guidance in the interpretation of student performance and understanding of the text/passage.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.		Not evaluated because a required area in this section did not meet the criteria guidelines.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated because a required area in this section did not meet the criteria guidelines.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS AND TASKS:** Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards. ■ Yes ☐ No	**REQUIRED** **5a)** Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not "stand alone").	**Yes**	Assessment questions require students to complete a close reading and text analysis. Questions were text dependent and linked to text/passage.
	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.	**Yes**	A large majority of items require students to cite textual evidence to support their answer, to identify which piece of evidence best supports inferences, or how individual excerpts from the text contribute to the development of selections. All constructed response items require students to quote accurately from text to support their answers. For example, in Grade 5 – Reading Benchmark Form C, students are asked "What evidence from Selection 2 supports the answer above?" in a two-part question that mimics a PARCC prototype.
	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.	**No**	Not a variety of questions. Limited to only multiple choice and constructed response. No evidence of technology-enhanced questions.
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**	Focus appears to be on the big ideas and important main ideas of the text/passage selection.
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**Yes**	Assessment questions include standards language and assess depth and complexity required by the standards. They appear to be systematic, explicit, and scaffolded to deepen student understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text with a specific emphasis on academic vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.	**Yes**	Vocabularies in assessments match the central meaning and assess context rather than prior knowledge of passage.
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	Questions begin at a comprehension of text level. Questions are systematic and explicit building on student understanding and connecting reader with the passage.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☐ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	There is only constructed response writing at the end of each story. Not enough variety for students to be able to justify and provide evidence of what they read.
	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.).	**No**	Assessments do not include multiple writing tasks. There is only a constructed response part following each text selection/passage. Assessments appear to be about the same length in each of the constructed response tasks.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**No**	Writing modes are limited as they only ask for students to recall information from text and state evidence from the selection for certain pre-selected items related to passage.
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated because a required area in this section did not meet the criteria guidelines.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ■ No *As applicable	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	Texts/Passages did not appear to assess speaking and listening at any point. Assessment types were limited to multiple choice and constructed responses.
	8b) Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).	**No**	Only types of assessing student understanding were multiple choice and constructed response. There was no evidence of students using research to justify their responses.
	8c) Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.		Not evaluated because a required area in this section did not meet the criteria guidelines.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ■ No	**REQUIRED** **9a)** The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	**No**	There are two places where language points could be obtained: multiple choice and a constructed response writing assessment. Neither of these assessment choices appear to be specifically designed to assess language standards at all, but merely story recall and knowledge. Rubric for grading student understanding of selection for the constructed response portion of the assessment, briefly mentions language conventions. However, it does not specifically state language standards or conventions necessary to attain for points.
	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**	Questions and tasks did not address language standards or conventions at all. They addressed Reading literature and reading for information standards. Rubric for constructed response task did mention grammar; however, it did not specifically state or mention language 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**	Questions and tasks did not appear to address any language standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	9d) A majority of items assessing conventions and writing strategies reflect actual practice to the extent possible, i.e., they mirror authentic editing or revision, writing, etc.		Not evaluated because a required area in this section did not meet the criteria guidelines

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-9.

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

Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	Although texts/passages are grade-level appropriate, a majority are commissioned stories. No evidence to support being reviewed and edited by professional educators or editors.
	2. Complexity of Texts **(Non-Negotiable)**	**Yes**	Qualitative analysis indicates texts are within grade level band and qualitative indicators increase as the test progresses.
	3. Range of Texts	**Yes**	Greater variety of formats at this level.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	Passages and Rubrics were built around the individual standards and not so much the text/passage itself. Provides minimal guidance in the interpretation of student performance and understanding of the text/passage.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	Questions are text/passage dependent, and constructed response questions require students to quote accurately from text to justify their responses.
	6. Alignment **(Non-Negotiable)**	**Yes**	Aligned to standards. Systematic, Explicit, and designed to deepen student understanding of text/passage.
	7. Writing to Sources	**No**	Lacks variety of writing tasks. Limited to only constructed response tasks.
	8. Speaking and Listening*	**No**	Assessment types limited to multiple choice and constructed responses. Therefore, this section is not applicable for this review.
	9. Language	**No**	Did not adequately address language standards
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable