

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:** 9-12

**Publisher:** Measured Progress, Inc.

**Copyright:** 2013

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

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

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

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.

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

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

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

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

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



**Title:** Common Core ELA Benchmark Assessments

**Grade:** 9

**Publisher:** Measured Progress, Inc.

**Copyright:** 2013

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

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

<b>STRONG</b>	<b>WEAK</b>
<a href="#">Quality of Texts</a> (Non-Negotiable)	<a href="#">Design and Scoring</a> (Non-Negotiable)
<a href="#">Complexity of Texts</a> (Non-Negotiable)	<a href="#">Writing to Sources</a>
<a href="#">Range of Texts</a>	<a href="#">Speaking and Listening</a>
<a href="#">Text-Dependent Questions and Tasks</a> (Non-Negotiable)	<a href="#">Language</a>
<a href="#">Alignment</a> (Non-Negotiable)	

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
<b>I. Text Selection and Other Stimuli</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. QUALITY OF TEXTS:</b> The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> 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 (<a href="#">Grades 3-11</a>, <a href="#">Grades 3-11 Writing</a>)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.</p>	Yes	Most of the texts in the Benchmark Assessment are worth reading; they will provide students with the opportunity to demonstrate evidence of meeting standards. They are rich in content and well crafted; they include excerpts from <i>The Tragedy of Macbeth</i> , <i>Nellie Bly</i> , and “United Nations Charter.” They are representative of authorities in the discipline (William Shakespeare, Brooke Kroeger)
	<p><b>REQUIRED</b> <b>1b)</b> Nearly all passages and other stimuli are previously published rather than “commissioned.” Any commissioned texts have evidence that these texts have been reviewed and edited by teachers and professional editors.</p>	Yes	Most of the passages appear to be previously published, though some may be obscure and not well known.
	<p><b>1c)</b> Paired or multiple texts are governed by the standards at each grade; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.</p>	Yes	The text pairings appear to meet quality standards and to be governed by standards of the grade. There are no research simulation tasks for review.
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. COMPLEXITY OF TEXTS:</b> Reading passages have the appropriate level of complexity as stated by Reading Standard 10<sup>1</sup> and Reading Foundational Standard 4.</p>	<p><b>REQUIRED</b> <b>2a)</b> Texts indicate that research-based quantitative measures as well as qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	The selection of the texts seems to be researched-based, although there is no explanation of the methodology used to make text selections. Some of the selections are exemplars from Appendix B (i.e. <i>Macbeth</i> )

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

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>I. Text Selection and Other Stimuli</b>			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
	<b>REQUIRED</b> <b>2b)</b> Nearly all texts are placed within the <u>grade band</u> 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	Most texts are placed within the grade band, evidenced by exemplars from Appendix B and texts with known quantitative scores.
	<b>REQUIRED</b> <b>2c)</b> 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	These texts have a progression of complexity. They start with an information time line and political cartoon, and then move to <i>Macbeth</i> , and then to the United Nations Charter.
<b>3. RANGE OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).	<b>REQUIRED</b> <b>3a)</b> In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.	Yes	There is a healthy balance of literature and non-fictions. In addition, there are historical documents also included (i.e. United Nations Charter)
	<b>REQUIRED</b> <b>3b)</b> Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	There is a variety of formats: print, graphic novels, timelines, and political cartoons. There is a variety in length.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>I. Text Selection and Other Stimuli</b>			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>3c)</b> Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	<b>Yes</b>	There are ample informational texts, at least one per text pairing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>II. Design</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. DESIGN AND SCORING:</b></p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Assessments incorporate performance tasks<sup>3</sup>, which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.</p>	<b>No</b>	Each text set includes both multiple choice questions and one written constructed response. The reading questions as a whole assess a combination of standards, but each question only targets one standard. The constructed response questions only focus on one standard and the questions do not qualify as PARCC-like Performance Tasks for benchmark assessments. They do ask students to synthesize both texts in the set.
	<p><b>REQUIRED</b></p> <p><b>4b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	There are explanatory (with rationales) scoring guides and rubrics, but student responses are limited to suggested ideas and phrases. No full responses are included.
	<p><b>4c)</b> A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	<b>No</b>	There is no variety of assessment. The benchmark assessment forms may be utilized as pre-, mid-, and final assessments but there is no directive for this.
	<p><b>4d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>Yes</b>	The assessments appear to be unbiased and accessible.

<sup>3</sup> 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
<b>III. Assessment Items</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS AND TASKS:</b> Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not “stand alone”).</p>	Yes	Most of the questions are text-dependent and drive the student back to the specific selections. Prior knowledge does not seem to be required. The questions all link to the text set.
	<p><b>REQUIRED</b>  <b>5b)</b> A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.</p>	Yes	Many questions are “evidence” questions, asking the students to identify the best piece of textual evidence, including some multi-part questions. All of the writing prompts require textual evidence
	<p><b>5c)</b> Assessments or item banks contain a variety of types of test questions and tasks, including when possible technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.</p>	No	There are only multiple choice and written tasks; they aren’t technology enhanced. There are no speaking and listening assessments.
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>6. ALIGNMENT:</b> Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.</p>	Yes	All questions either focus on the big ideas or the specific particulars of a text; parallels are drawn between the paired texts.
	<p><b>REQUIRED</b>  <b>6b)</b> Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning.  <i>(Note: not every standard must be assessed with every text.)</i></p>	Yes	Language of the standards is included for most questions. The answer keys provide the standards-alignment and rationale for each item.
	<p><b>REQUIRED</b>  <b>6c)</b> 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</p>	Yes	Vocabulary items identify academic words that are essential to the text. For example, “The author uses the word <b>mediated</b> to mean” (Ans. Settled). There is enough context for the student to provide an answer without prior knowledge.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
	vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.		
	<b>6d)</b> 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.	<b>No</b>	There are a variety of question types (comprehension and analysis) but there is no logical progression of these questions.
<p><b>7. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>7a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	<b>Yes</b>	The written tasks vary in purpose and ask students to analyze and synthesize the text selections. All written tasks require textual evidence.
	<p><b>REQUIRED</b>  <b>7b)</b> Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).</p>	<b>No</b>	The written tasks are all classified the same; they are of similar time and length demands, and are prose responses.
	<p><b>7c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	<b>No</b>	There is an emphasis on literary analysis and expository writing. There are no narrative prompts or true argumentative prompts.
	<p><b>7d)</b> Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	<b>No</b>	There are no narrative prompts.
<p><b>8. SPEAKING AND LISTENING*:</b> Items assessing speaking and listening must be text-dependent and reflect true communication skills required for</p>	<p><b>REQUIRED</b>  <b>8a)</b> Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	<b>No</b>	Speaking and Listening standards are not addressed.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable	<b>8b)</b> Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).	No	Speaking and Listening standards are not addressed.
	<b>8c)</b> Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.	No	Speaking and Listening standards are not addressed.
<b>9. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	No	Language Standards are not assessed.
	<b>REQUIRED</b> <b>9b)</b> Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	No	Language Standards are not assessed.
	<b>REQUIRED</b> <b>9c)</b> 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 <a href="#">standards</a> .	No	Language Standards are not assessed.
	<b>9d)</b> 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	Language Standards are not assessed.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection and Other Stimuli	1. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are of quality and appropriately paired.
	2. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts fall within the grade-band complexity.
	3. Range of Texts	<b>Yes</b>	Texts are diverse in complexity, genre, and type.
II: Design	4. Design and Scoring <b>(Non-Negotiable)</b>	<b>No</b>	The writing tasks assess only one standard. They do not clearly fit the definition for a performance tasks applying standards across texts. Limited student exemplars are provided.
III: Assessment Items	5. Text-Dependent Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	Nearly all questions drive the student back to the text.
	6. Alignment <b>(Non-Negotiable)</b>	<b>Yes</b>	Items focus on big ideas and alignment is provided in the scoring guide.
	7. Writing to Sources	<b>No</b>	The writing tasks are not varied in time, length, or type.
	8. Speaking and Listening*	<b>No</b>	Speaking and listening standards are not addressed.
	9. Language	<b>No</b>	Language standards are not assessed.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

\*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 Assessments

**Grade:** 10

**Publisher:** Measured Progress, Inc.

**Copyright:** 2013

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

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

<b>STRONG</b>	<b>WEAK</b>
<a href="#">Quality of Texts</a> (Non-Negotiable)	<a href="#">Design and Scoring</a> (Non-Negotiable)
<a href="#">Complexity of Texts</a> (Non-Negotiable)	<a href="#">Writing to Sources</a>
<a href="#">Range of Texts</a>	<a href="#">Speaking and Listening</a> *
<a href="#">Text-Dependent Questions and Tasks</a> (Non-Negotiable)	<a href="#">Language</a>
<a href="#">Alignment</a> (Non-Negotiable)	

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
<b>I. Text Selection and Other Stimuli</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>1. QUALITY OF TEXTS:</b> The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> 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 ( <a href="#">Grades 3-11</a> , <a href="#">Grades 3-11 Writing</a> )); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	Yes	Most of the texts in the Benchmark Assessment are worth reading; they will provide students with the opportunity to demonstrate evidence of meeting standards. They are rich content and well-crafted, they include excerpts from <i>Romeo and Juliet</i> , <i>Jane Eyre</i> and from <i>A Magnificent Catastrophe</i> , “Inauguration Day, March 4, 1801.” They are representative of authorities in the discipline (William Shakespeare, Charlotte Bronte and Edward J. Larson)
	<b>REQUIRED</b> <b>1b)</b> 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.	Yes	Most of the passages appear to be previously published, though some may be obscure and not well known.
	<b>1c)</b> 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.	Yes	The text pairings appear to meet quality standards and to be governed by standards of the grade. There are no research simulation tasks for review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>I. Text Selection and Other Stimuli</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. COMPLEXITY OF TEXTS:</b> Reading passages have the appropriate level of complexity as stated by Reading Standard 10<sup>1</sup> and Reading Foundational Standard 4.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> Texts indicate that research-based quantitative measures as well as qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	The selection of the texts seems to be researched-based, although there is no explanation of the methodology used to make text selections. <i>Romeo and Juliet</i> is an exemplar from Appendix B for the ninth and tenth grades. <i>Jane Eyre</i> is an exemplar from Appendix B for grades eleven and twelve. No poetry was given in this unit.
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Nearly all texts are placed within the <u>grade band</u> indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.</p>	Yes	Most texts are placed within the grade band, evidenced by exemplars from Appendix B and texts with known quantitative scores.
	<p><b>REQUIRED</b></p> <p><b>2c)</b> In a set of reading assessments, the complexity of reading texts progresses according to expectations of Reading Standard 10 and Reading Foundational Standard 4 in grades K-5. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	These texts have a progression of complexity. They start with a non-fiction article, then a selection from <i>Jane Eyre</i> , images from Capulet's House and a speech by U.S. President Franklin D. Roosevelt
<p><b>3. RANGE OF TEXTS:</b> 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</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.</p>	Yes	There is a healthy balance of literature and non-fictions since every literary selection is paired with informational text. In addition, there are historical documents also included (i.e. Congressional Record, 1941). Form C consists of all informational text: "Four Freedoms," The Sedition Act of 1798, and images.

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

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>I. Text Selection and Other Stimuli</b>			
page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3b)</b> Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	There is a variety of formats: print, graphic novels, paintings and images for the reader to make inferences.
	<b>3c)</b> Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	There are ample informational texts, at least one per text pairing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>II. Design</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. DESIGN AND SCORING:</b> Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Assessments incorporate performance tasks<sup>3</sup>, which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.</p>	<b>No</b>	Each text set includes both multiple choice questions and one written constructed response. The reading questions as a whole assess a combination of standards, but each question only targets one standard. The constructed response questions only focus on one standard and the questions do not qualify as PARCC-like Performance Tasks for benchmark assessments. They do ask students to synthesize both texts in the set.
	<p><b>REQUIRED</b></p> <p><b>4b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	There are explanatory (with rationales) scoring guides and rubrics, but student responses are limited to suggested ideas and phrases. No full responses are included.
	<p><b>4c)</b> A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	<b>No</b>	There is no variety of assessment. The benchmark assessment forms may be utilized as pre-, mid-, and final assessments but there is no directive for this.
	<p><b>4d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>Yes</b>	The assessments appear to be unbiased and accessible.

<sup>3</sup> 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
<b>III. Assessment Items</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS AND TASKS:</b> 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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> 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	Most of the questions are text-dependent and drive the student back to the specific selections. Prior knowledge does not seem to be required. The questions are linked to the text set.
	<b>REQUIRED</b> <b>5b)</b> 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	Many questions are “evidence” questions, asking the students to identify the best piece of textual evidence, including some multi-part questions. All of the writing prompts require textual evidence.
	<b>5c)</b> 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	There are only multiple choice and written tasks, but they aren’t technology enhanced. There are no speaking and listening assignments.
<b>Tier 1 and 2 Non-Negotiable</b> <b>6. ALIGNMENT:</b> Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> 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	All questions either focus on the big ideas or the specific particulars of a text; parallels are drawn between the paired texts.
	<b>REQUIRED</b> <b>6b)</b> Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i>	Yes	Language of standards is included for most questions. The key provide the standards-alignment and rationale for each item.
	<b>REQUIRED</b> <b>6c)</b> 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	Yes	Vocabulary items identify academic words that are essential to the test. For example the author uses the word <b>lesion</b> to mean damaged body tissue. There is enough context for the student to provide an answer without prior knowledge.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
	vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.		
	<b>6d)</b> 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.	<b>No</b>	There are a variety of question types (comprehension and analysis) and questions often have two parts. However, there is no logical progression of these questions.
<p><b>7. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>7a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	<b>Yes</b>	The written tasks vary in purpose and ask students to analyze and synthesize the text selections. Students are required to cite strong textual evidence to support their answers.
	<p><b>REQUIRED</b>  <b>7b)</b> Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).</p>	<b>No</b>	The written tasks are all classified the same. There is no variation in time or length demands and are prose responses.
	<p><b>7c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	<b>No</b>	There is an emphasis on literary analysis and expository writing. There are no narrative prompts or true argumentative prompts.
	<p><b>7d)</b> Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	<b>No</b>	There are no narrative prompts.
<p><b>8. SPEAKING AND LISTENING*:</b> Items assessing speaking and listening must be text-dependent and reflect true communication skills required for</p>	<p><b>REQUIRED</b>  <b>8a)</b> Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	<b>No</b>	Speaking and listening standards are not addressed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable	<b>8b)</b> Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).	No	Speaking and listening standards are not addressed.
	<b>8c)</b> Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.	No	Speaking and listening standards are not addressed.
<b>9. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	No	Language Standards are not addressed. *Constructive response scoring notes do suggest that a thesis and strong control of conventions be evident in students writing.
	<b>REQUIRED</b> <b>9b)</b> Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	No	Language Standards are not addressed.
	<b>REQUIRED</b> <b>9c)</b> 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 <a href="#">standards</a> .	No	Language Standards are not addressed.
	<b>9d)</b> 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	Language Standards are not addressed.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection and Other Stimuli	1. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are of quality and appropriately paired.
	2. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts fall within the grade-band complexity.
	3. Range of Texts	<b>Yes</b>	Texts are diverse in complexity, genre, and type.
II: Design	4. Design and Scoring <b>(Non-Negotiable)</b>	<b>No</b>	The writing tasks assess only one standard. They do not clearly fit the definition for a performance tasks applying standards across texts. Limited student exemplars are provided.
III: Assessment Items	5. Text-Dependent Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	Nearly all questions drive the student back to the text.
	6. Alignment <b>(Non-Negotiable)</b>	<b>Yes</b>	Items focus on big ideas and alignment is provided in the scoring guide.
	7. Writing to Sources	<b>No</b>	The writing tasks are not varied in time, length, or type.
	8. Speaking and Listening*	<b>No</b>	Speaking and listening standards are not addressed.
	9. Language	<b>No</b>	Language standards are not assessed.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

\*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 Assessments

**Grade:** 11 -12

**Publisher:** Measured Progress, Inc.

**Copyright:** 2013

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

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

<b>STRONG</b>	<b>WEAK</b>
<a href="#">Quality of Texts</a> (Non-Negotiable)	<a href="#">Design and Scoring</a> (Non-Negotiable)
<a href="#">Complexity of Texts</a> (Non-Negotiable)	<a href="#">Speaking and Listening</a> *
<a href="#">Range of Texts</a>	<a href="#">Writing to Sources</a>
<a href="#">Text-Dependent Questions and Tasks</a> (Non-Negotiable)	<a href="#">Language</a>
<a href="#">Alignment</a> (Non-Negotiable)	

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
<b>I. Text Selection and Other Stimuli</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. QUALITY OF TEXTS:</b> The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> 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 (<a href="#">Grades 3-11, Grades 3-11 Writing</a>)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.</p>	Yes	English III and IV benchmarks are the same. Selected tests are worth reading at the appropriate grade level; however, it is not recommended that the same benchmarks be used for both English III and IV. English IV students would be better served with literature that is aligned to the caliber of literature studied in the course (e.g. works from 17 <sup>th</sup> century British authors would better meet the grade level standards and text complexity requirements due to the syntax and vocabulary complexity.)
	<p><b>REQUIRED</b> <b>1b)</b> Nearly all passages and other stimuli are previously published rather than “commissioned.” Any commissioned texts have evidence that these texts have been reviewed and edited by teachers and professional editors.</p>	Yes	Nearly all passages are previously published.
	<p><b>1c)</b> Paired or multiple texts are governed by the standards at each grade; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.</p>	Yes	Text sets are appropriately paired and equally meet the quality rational. Common themes can be identified between paired texts.
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. COMPLEXITY OF TEXTS:</b> Reading passages have the appropriate level of complexity as stated by Reading Standard 10<sup>1</sup> and Reading</p>	<p><b>REQUIRED</b> <b>2a)</b> Texts indicate that research-based quantitative measures as well as qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Based on other texts placed at the English III/IV grade level, the selected texts do indicate that quantitative and qualitative analysis were used, although there is no clear indication of exact quantitative measures for each selection.

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

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>I. Text Selection and Other Stimuli</b>			
Foundational Standard 4. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2b)</b> Nearly all texts are placed within the <u>grade band</u> 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	Most texts are placed at the appropriate grade band. However, additional texts would be needed to fully round out the program for English IV. Most texts seem to meet the lower to middle range of qualitative measure.
	<b>REQUIRED</b> <b>2c)</b> 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	If used over the course of a year, the benchmarks do increase in text complexity. Usually one of the paired texts is slightly more complex than the other, giving students an opportunity to engage more easily with the first text before moving to the more difficult one.
<b>3. RANGE OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3a)</b> 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 benchmark tests are arranged so that each focuses on a pair of literary texts and a pair of informational texts. This could be improved for the English IV benchmark by having students draw connections between literary and informational sources.
	<b>REQUIRED</b> <b>3b)</b> Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	All texts are print, either literary or informational prose selections.
	<b>3c)</b> Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	No	Many informational texts are included; however, there are no examples of literary nonfiction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>II. Design</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. DESIGN AND SCORING:</b></p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Assessments incorporate performance tasks<sup>3</sup>, which allow students to respond to a set of texts through a reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.</p>	<b>No</b>	While CR questions allow students to respond to a set of texts through reading and writing, the CR and MC questions assess standards in isolation, and the CR questions do not qualify as PARCC-like Performance Tasks for benchmark assessments.
	<p><b>REQUIRED</b></p> <p><b>4b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	Scoring guides are included; however, student exemplar responses are limited (highlighting only a few brief ideas or phrases that should be incorporated in the response rather than giving a full exemplar response).
	<p><b>4c)</b> A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	<b>No</b>	While the initial benchmark or testlet could be used a pre-assessment, there are no clearly identified varieties of assessment.
	<p><b>4d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>No</b>	Some of the item distractors and answers contain vocabulary with limited context clues that would promote bias against students who had not learned a particular vocabulary word (e.g. egregious is used with not context clue).

<sup>3</sup> 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
<b>III. Assessment Items</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS AND TASKS:</b> Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not “stand alone”).</p>	<p><b>Yes</b></p>	<p>Questions are text dependent and require the student to deeply analyze the text in order to select a response. However, prior knowledge is a concern on some items as vocabulary words with no context are used in answer options. For example, an option says “He is resigned” with no other context clues for students to determine that resigned has to do with an emotional disconnect rather than leaving a job. Another answer option expects students to be able to describe a passage as egregious when the word is not used in the text and there is no contextual evidence for this word provided in the answer option. Since there are no context clues, would students be allowed to use dictionaries to assist them in selecting the correct response? This would need to be clearly stated in the directions.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.</p>	<p><b>Yes</b></p>	<p>Most answer options use the words of the text for students to select their responses. All writing prompts require textual evidence.</p>
	<p><b>5c)</b> Assessments or item banks contain a variety of types of test questions and tasks, including when possible technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.</p>	<p><b>No</b></p>	<p>Items are multiple choice or essay only. There is not large variety of types of questions, and two-part questions are limited.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>6. ALIGNMENT:</b> Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.</p>	<p><b>Yes</b></p>	<p>Items focus on the big ideas of the text and the parallels that can be drawn between the paired texts.</p>
	<p><b>REQUIRED</b>  <b>6b)</b> 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.</p>	<p><b>Yes</b></p>	<p>Answer keys provide the standard alignment for each test item. Some wording from the standards is included in most question stems.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
	<i>(Note: not every standard must be assessed with every text.)</i>		
	<b>REQUIRED</b> <b>6c)</b> 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.	<b>Yes</b>	Vocabulary words assessed are essential to understanding the text; however, some answer options do not have context clues that would allow the student to clearly demonstrate understanding of the vocabulary word as it is used in context. (e.g. In what sense has the major become gentle? Ans: He is resigned)
	<b>6d)</b> 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.	<b>Yes</b>	Some scaffolding of questions does occur; however, this is not to the level of guided questions that would occur during close reading of a text.
<p><b>7. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Yes</b>	Writing task require students to analyze multiple sources and draw comparisons and deep analysis of the texts. Writing prompts vary by purpose (compare, synthesize, analysis of structure and purpose).
	<b>REQUIRED</b> <b>7b)</b> Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).	<b>No</b>	Writing prompts are all of a similar length and require prose-only responses. A variety of writing tasks is not included.
	<b>7c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	<b>Yes</b>	Opinion, informative, and analytical writing are all addressed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
	<b>7d)</b> Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	No	There are no examples of narrative writing prompts.
<b>8. SPEAKING AND LISTENING*</b> : Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable	<b>REQUIRED</b> <b>8a)</b> 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	Speaking and listening standards are not assessed.
	<b>8b)</b> Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).	No	Speaking and listening standards are not assessed.
	<b>8c)</b> Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.	No	Speaking and listening standards are not assessed.
<b>9. LANGUAGE</b> : Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.	No	Language standards are not assessed.
	<b>REQUIRED</b> <b>9b)</b> Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	No	Language standards are not assessed.
	<b>REQUIRED</b> <b>9c)</b> 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 <a href="#">standards</a> .	No	Language standards are not assessed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>III. Assessment Items</b>			
	<b>9d)</b> 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.	<b>No</b>	Language standards are not assessed.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection and Other Stimuli	1. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are of quality and appropriately paired. However, benchmarks for English III and IV are the same. Additional benchmarks for the English IV course would be beneficial in fully developing the program.
	2. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are appropriately complex and increase in complexity over the course of the year.
	3. Range of Texts	<b>Yes</b>	Texts are appropriately paired and vary between fiction and informational sources. However, there are no literary nonfiction texts.
II: Design	4. Design and Scoring <b>(Non-Negotiable)</b>	<b>No</b>	Writing prompts are included but only focus on one standard. They do not clearly fit the definition for a performance tasks applying standards across texts. Limited student exemplars are provided.
III: Assessment Items	5. Text-Dependent Questions and Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	Questions are text dependent. However, some vocabulary support in the form of dictionaries would need to be provided when context clues are lacking.
	6. Alignment <b>(Non-Negotiable)</b>	<b>Yes</b>	Items focus on the big ideas of the text, and alignment to particular standards is provided in the answer document.
	7. Writing to Sources	<b>No</b>	A variety of writing responses (charts, summaries, etc.) must be incorporated into assessment.
	8. Speaking and Listening*	<b>No</b>	Speaking and listening standards are not assessed.
	9. Language	<b>No</b>	Language standards are not assessed.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

\*As applicable