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: **MAP Assessments** Grade: **9-12**

Publisher: **Northwest Evaluation Association (NWEA)** Copyright: **2014**

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

This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these benchmark assessments.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program is currently reviewed as "No" for this criteria because there are no texts in their entirety. Unless students master the questions on the test and are then provided more rigorous text, there are no opportunities for students to demonstrate evidence of meeting grade level standards using text.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Text-Dependent Questions and Tasks (Non-Negotiable)	This program is currently reviewed as "No" for this criteria because, while the questions are linked to the texts, in most instances, students are recalling information. The questions are often not complex and do not require students to engage in close reading or deep analysis.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Speaking and Listening	This section was not evaluated because the non-negotiable criteria were not met.	

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: **MAP Assessments** Grade: **9-12**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	2. Complexity of Texts (Non-Negotiable)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Quests. Tasks (Non-Negotiable)
	6. Alignment (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. *As applicable

Click below for complete grade-level reviews:

Grade 9 (Tier 3) Grade 10 (Tier 3) Grade 11 (Tier 3) Grade 12 (Tier 3)

demonstrated through writing and speaking about those texts. Strong ELA assessments provide opportunities for students to demonstrate they have met this goal with many different types of texts. A combination of formative and summative assessments across the different components of an ELA classroom provide a full picture of student performance in reading, writing, speaking and listening, and language study.

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	2. Complexity of Texts (Non-Negotiable)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Quests. Tasks (Non-Negotiable)
	6. Alignment (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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	**REQUIRED** **1a)** 90% of texts provide rich opportunities for students to demonstrate evidence of meeting grade-level standards using texts.	**No**	There are not opportuntities for students to demonstrate evidence of meeting grade-level standards using the text unless the students master the questions on the test and are then provided with more rigorous text. For example there is an excerpt from "War and Peace", "Sleepy Hollow" and "Children of the Desert." There are no text in its entirety. Many of the text are one paragraph or less.
	REQUIRED **1b)** Assessments or item banks include previously published passages and other stimuli for each grade level in addition to commissioned works; all texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**No**	There are various disciplines of text; however, the text are all the same for grades 9-12. For example, items which assess standard RL.8.4 and RL.9-10.4 have students read a non-comissioned poem titled "Spring Song" and answer questions far below grade level and that do not represent the quality of content produced by experts.
	1c) Provides paired or multiple texts for students to demonstrate mastery of standards which require multiple texts; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.	**No**	Although there are a few questions that ask students to read two passages and respond to questions, these questions rarely reach the complexity or depth of standard seven, eight, or nine primarily because the text length is short and student responses are limited to a single multiple choice question. Furthermore, there is no evidence of research simulations in these assessments, nor is there evidence that students read an anchor text followed by texts of varying lengths.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading Foundational Standard 4. ☐ Yes ☒ No	**REQUIRED** **2a)** Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[2] Poetry and drama are analyzed only using qualitative measures.	**No**	The text is not complex for the identified grade level. Although individual students do receive a Lexile range indicator as part of their score report, this is a measure of the student's reading ability, not the individual text. It is possible for students to be exposed to text which is below grade level.
	REQUIRED **2b)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**No**	The texts do not fall within the grade band. Although some of the passages are excerpts from complex text, the assessment provides such short passage excerpts that the text is no longer within the grade band. For example, an excerpt from " A Dreamer Who Made Us Fall in Love with the Future" which when placed into Lexile Analyzer receives the Lexile score of 1590; however, the qualitative measures of the text would score "Low" to "Middle Low" because the text structure is written in a narrataive structure resulting in an easy to identify purpose, organization, and little to no demands for subject matter knowledge. Furthermore, the task students are asked to complete for this passage is also low. Students are to simply answer a multiple choice question on summarizing the passage read. Another item (i.e., associated with RI.11-12.2) includes a very short passage with no indication of the passage's origin. When the text is analyzed through Lexile Analyzer, it scored a 620. The CCSS Lexile Bands for 11-12th grade is 1185L-1385L.

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)
[2] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

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	REQUIRED **2c)** In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands . Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Texts increase in complexity if the student answers questions correctly; however, if the student answers the question incorrectly, the text is not challenging nor on appropriate grade level. Read-aloud materials were not evaluated at the grades 9-12 level. The text grade level is not identified.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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	**REQUIRED** **4a)** Assessments incorporate performance tasks,[3] which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	No performance tasks were noted, and there is no evidence of students completing any writing assignments. Each passage assesses one standard in isolation rather than a progression of standards leading to a deeper understanding of the text.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☒ No			
	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**	There are no rubrics provided nor or there any exemplars.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	**No**	There is not a variety of assessments. There are no pre-formative, summative and self-assessment measures. A teacher could determine to use the assessment itself as a pre, formative, or summative assesment, yet the multiple-choice item bank is the only assessment format available.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The material is unbiased and accessible to all students. Reports provide normative data to indicate performance relative to district and norming group averages. Reports provide Lexile scores to assist students, teachers, and parents in selecting suitable reading text that are aligned to the student's reading level. However this is not necessarily on grade level.
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	**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”).	**No**	Although the text-dependent questions are stronger for those students who are mastering the questions (and receive harder ones), there are several examples of more challenging questions testing students' prior knowledge of literary elements rather than their understanding of the passage provided. For example, there is a multiple choice question that assesses allusions with a single stanza from the poem "After Swimming from Sestos to Abydos." However, upon closer review of the text, question, and

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support for meeting the expectations of other grade-level standards. ☐ Yes ☒ No			possible answers, it becomes evident that this assessment item is testing students' prior knowledge about what an allusion is as opposed to their understanding of the text provided. Furthermore, students who do not answer the questions correctly are not receiving exposure to standards-related questions. While the questions are linked to the texts, in most instances, students are recalling information. The questions are often not complex and do not require students to engage in close reading or deep analysis.
	REQUIRED **5b)** A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers to questions which measure other grade-level standards. No items assess Reading Standard 1 in isolation.	**No**	While some of the multiple choice questions ask students to cite textual evidence that support a given statement, none of the questions ask students to support their response with evidence from the text. There are no two-part multiple choice questions.
	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**	All questions are multiple choice and do not ask the students to respond to technology-enhanced and constructed response format.
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.	**No**	Many of the questions do not address the "big idea" of the given passage or excerpt. In fact, one item reviewed asks students to read a short excerpt from Macbeth and answer questions that can be answered correctly without reading or referring to the text. It should be noted that the passages provided, besides the poems, are very short excerpts, which makes it difficult to truly assess the depth of the standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	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.)*	**No**	Assessment questions are determined by the student's reading level not grade level. For example, if the student selects the correct answer for a question, the program adjusts and will give the student a more complex or rigorous excerpt and question to answer. If he chooses the incorrect answer the program decreases the rigor or complexity of the next question. The goal of this program is to assess what Lexil level the student is reading at on an independent level. Although MAP indicates that "rather than indicating what a student might be able to do relative to grade-level standards, MAP tests indicate what a student is ready to learn relative to Common Cores State Standards (CCSS) – not bound by grade," not all of the questions on the assessments include the language of the standards nor do the questions or texts assess the depth and complexity asked of the Standards. Because the text length is so short, especially for the 11-12 grade questions, they are not complex enough. For example, one item that cites standard RL11-12.2 asks students to read an eight-line poem by Robert Frost and answer a question in reference to the main idea. The concept of “main idea” is used only though the fifth grade and then shifts to “central idea.” The standard requires that students identify “two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.” This item would not be appropriate for high school.
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining	**No**	Vocabulary is used in some assessment items. For example in an excerpt from "Sleepy Hollow," Ichabad Crane was said to have "sojourned" or as he put it, "tarried" in Sleepy Hollow. There are a few vocabulary items that focus on an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	word meaning based on context and relationships/connections to other words (i.e., synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1, 2, and 3.		essential words in the text, such as the example above, and difficulty is determined by the student's response. However, there are limited examples that follow the criteria of word relationships, synonyms and antonyms, Greek and Latin roots.
	6d) Sets of questions for given text(s) are coherently sequenced to assess student understanding and elicit sustained attention to the text and its connection to other texts, where appropriate.	**No**	There is only one question per passage. Thus, there is no evidence of questions being sequenced. There is opportunity to sustain the student's attention to the text but there is no connection to other texts or excerpts. There is multiple use of excerpts from the same book with the theme of "History of Philosophy" but this was only at the most rigorous level.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
8. SPEAKING AND LISTENING*: Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness. ☐ Yes ☐ No *As applicable	**REQUIRED** **8a)** Speaking and listening assessments usetexts and other stimuli measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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**	This section was not evaluated because the non-negotiable 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable critereia were not met.
	9d) A majority of items assessing conventions and writing strategies reflect actual practice to the extent possible, i.e., they mirror authentic editing or	**Not Evaluated**	This section was not evaluated because the non-negotiable critereia were not met.

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	revision, writing, etc.		

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

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	This assessment uses both commissioned and non-commissioned texts. Provided commissioned texts are abbreviated pieces.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	There is no evidence of quantitative and qualitative analysis of any of the passages. Furthermore, because the texts are abbreviated, the text length limits the complexity and rigor.
	3. Range of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	There is no evidence of text sets, progression of questions, or opportunities for writing. All standards are assessed in isolation. There are no aligned rubrics and no performance tasks.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	Even when questions are text dependent, it only requires superficial consideration.
	6. Alignment **(Non-Negotiable)**	**No**	Questions do not always assess words that are essential to the text. When questions are answered correctly,

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			students are given the opportunity to answer questions that use the language of the standards. Items do not always reflect the rigor and cognitive complexity demanded by the standards.
	7. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.
	8. Speaking and Listening*	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.
	9. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

Appendix I.

Publisher Response

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

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	2. Complexity of Texts (Non-Negotiable)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Quests. Tasks (Non-Negotiable)
	6. Alignment (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.
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Grade 9 (Tier 3) Grade 10 (Tier 3) Grade 11 (Tier 3) Grade 12 (Tier 3)

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	5. Text-Dependent Quests. Tasks (Non-Negotiable)
	6. Alignment (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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER 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)** 90% of texts provide rich opportunities for students to demonstrate evidence of meeting grade-level standards using texts.	**No**	There are not opportuntities for students to demonstrate evidence of meeting grade-level standards using the text unless the students master the questions on the test and are then provided with more rigorous text. For example there is an excerpt from "War and Peace", "Sleepy Hollow" and "Children of the Desert." There are no text in its entirety. Many of the text are one paragraph or less.	MAP assessments are computer adaptive, interim assessments that measure growth and individual student achievement. Unlike traditional fixed-form assessments that focus solely on particular grade-level content, MAP assessments are grade-independent and adapt to each student's instructional level during administration. The main purpose of these tests is to help teachers tailor instruction to their students' specific needs and to determine whether this targeted instruction has increased understanding and achievement. Our aim is to assess students with high accuracy at the level at which they are currently performing. This requires a large pool of items (~5,000 per test) associated with texts at a range of difficulties. We are adding more common stimulus item sets to our tests, including many that feature copyrighted and published public domain literary and informational texts that will expand and enrich the depth and quality of our item pools. Common stimulus items present the student with multiple items associated to a longer passage.
	REQUIRED **1b)** Assessments or item banks include previously published passages and other stimuli for each grade level in addition to commissioned works; all texts are well-crafted, representing the quality of content,	**No**	There are various disciplines of text; however, the text are all the same for grades 9-12. For example, items which assess standard RL.8.4 and RL.9-10.4 have students read a non-	The MAP for Reading test includes items associated with texts that represent a wide variety of literary and informational genres, including previously published texts. In addition,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).		comissioned poem titled "Spring Song" and answer questions far below grade level and that do not represent the quality of content produced by experts.	ongoing acquisition and development efforts will increase the number of complex copyrighted and published public domain literary and informational texts that will serve as stimuli for item sets and expand and enrich the depth and quality of our item pools. Common stimulus items present the student with multiple items associated to a longer passage. The reviewer comments, "For the students not answering the questions correctly, the text is far below grade level." This comment accurately describes the way in which the MAP test adapts. If a student is presented with a question associated with a text that is "on level" for the student's grade and he or she cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade.

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				Instead the test engine will adapt to provide them with the level of items that will provide data about a student's specific instructional level and needs.
	1c) Provides paired or multiple texts for students to demonstrate mastery of standards which require multiple texts; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.	**No**	Although there are a few questions that ask students to read two passages and respond to questions, these questions rarely reach the complexity or depth of standard seven, eight, or nine primarily because the text length is short and student responses are limited to a single multiple choice question. Furthermore, there is no evidence of research simulations in these assessments, nor is there evidence that students read an anchor text followed by texts of varying lengths.	u
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading Foundational Standard 4. ☐ Yes ☒ No	**REQUIRED** **2a)** Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[2] Poetry and drama are analyzed only using qualitative measures.	**No**	The text is not complex for the identified grade level. Although individual students do receive a Lexile range indicator as part of their score report, this is a measure of the student's reading ability, not the individual text. It is possible for students to be exposed to text which is below grade level.	MAP tests are computer adaptive, interim assessments that measure growth and individual student achievement. Unlike traditional fixed-form assessments that focus solely on particular grade-level content, MAP tests are grade-independent and adapt to each student's instructional level during administration. The main purpose of these tests is to help teachers tailor instruction to their students' specific needs

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)
[2] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5 or the Supplemental Information for Appendix A.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
				and to determine whether this targeted instruction has increased understanding and achievement. For this reason, the MAP for Reading test includes items associated with texts that range from minimally complex to highly complex. If a student is presented an item associated with a text that is "on level" for the student's grade and cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade. Instead the test engine will adapt to provide them with easier items that provide data about a student's specific instructional level and needs.
	REQUIRED **2b)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed	**No**	The texts do not fall within the grade band. Although some of the passages are excerpts from complex text, the assessment provides such short passage excerpts that the text is no	MAP assessments are computer adaptive, interim assessments that measure growth and individual student achievement. Unlike traditional fixed-form assessments that focus

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	the text outside the grade band) are usually reserved for literary texts in the upper grades.		longer within the grade band. For example, an excerpt from " A Dreamer Who Made Us Fall in Love with the Future" which when placed into Lexile Analyzer receives the Lexile score of 1590; however, the qualitative measures of the text would score Low" to "Middle Low" because the text structure is written in a narrataive structure resulting in an easy to identify purpose, organization, and little to no demands for subject matter knowledge. Furthermore, the task students are asked to complete for this passage is also low. Students are to simply answer a multiple choice question on summarizing the passage read. Another item (i.e., associated with RI.11-12.2) includes a very short passage with no indication of the passage's origin. When the text is analyzed through Lexile Analyzer, it scored a 620. The CCSS Lexile Bands for 11-12th grade is 1185L-1385L.	solely on particular grade-level content, MAP tests are grade-independent and adapt to each student's instructional level during administration. The main purpose of these tests is to help teachers tailor instruction to their students' specific needs and to determine whether this targeted instruction has increased understanding and achievement. Our aim is to assess students with high accuracy at the level at which they are currently performing. This requires a large pool of items (~5,000 per test) associated with texts that range from minimally complex to highly complex. We are currently adding more common stimulus item sets to our tests, including many that feature complex copyrighted and published public domain literary and informational texts that will expand and enrich the depth and quality of our item pools. Common stimulus items present the student with multiple items associated to a longer passage.
	REQUIRED **2c)** In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands . Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Texts increase in complexity if the student answers questions correctly; however, if the student answers the question incorrectly, the text is not challenging nor on appropriate grade level. Read-aloud materials were not evaluated at the grades 9-12 level. The text grade level is not identified.	MAP assessments are computer adaptive, interim assessments that measure growth and individual student achievement. Unlike traditional fixed-form assessments that focus solely on particular grade-level content, MAP tests are grade-independent and adapt to each student's instructional level during

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
				administration. The reviewer comments, "Texts increase in complexity if the student answers questions correctly; however, if the student answers the question incorrectly, the text is not challenging nor on appropriate grade level." This comment accurately describes the way in which the MAP test adapts. If a student can correctly answer a series of questions, the test engine will deliver increasingly difficult items to the student in order to establish that student's level of achievement or growth, which is the aim of a growth measure assessment. If a student is presented with a question associated with a text that is "on level" for the student's grade and cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP test – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade.

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				Instead the test engine will adapt to provide them with items at a level that will provide data about a student's specific instructional level and needs.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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).	**REQUIRED** **4a)** Assessments incorporate performance tasks,[3] which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	No performance tasks were noted, and there is no evidence of students completing any writing assignments. Each passage assesses one standard in isolation rather than a progression of standards leading to a deeper understanding of the text.	The MAP for Reading test includes items that can be instantly computer scored in order to provide teachers with information as quickly as possible. These item types include multiple-choice and Technology Enhanced Items (TEIs) as well as common stimulus item sets. Ongoing item and passage development efforts are aimed at increasing the number of complex copyrighted and published public domain literary and

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

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☐ Yes ☒ No				informational texts that will serve as the stimuli for item sets. We continue to keep our main focus on item types that can be instantly scored so as to provide information to educators in as timely a manner as possible. We presume that teachers, when triangulating data on students, are using the performance of students in their classroom in addition to the MAP test results to inform their instruction.
	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**	There are no rubrics provided nor or there any exemplars.	The MAP for Reading test includes items that can be instantly computer scored in order to provide teachers with information as quickly as possible. These item types include multiple-choice and Technology Enhanced Items (TEIs) as well as common stimulus item sets. Ongoing item and passage development efforts are aimed at increasing the number of complex copyrighted and published public domain literary and informational texts that will serve as the stimuli for item sets. We continue to keep our main focus on item types that can be instantly scored so as to provide information to educators in as timely a manner as possible. We presume that teachers, when triangulating data on students, are using the performance of students in their classroom in addition to the MAP test results to inform their instruction.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-	**No**	There is not a variety of assessments. There are	The MAP test is not intended for use as a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	assessment measures.		no pre-formative, summative and self-assessment measures. A teacher could determine to use the assessment itself as a pre, formative, or summative assesment, yet the multiple-choice item bank is the only assessment format available.	summative assessment. It is an interim/benchmark test that measures individual student growth. The main purpose of these tests is to help teachers tailor instruction to their students' specific needs and to determine whether this targeted instruction has increased understanding and achievement.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The material is unbiased and accessible to all students. Reports provide normative data to indicate performance relative to district and norming group averages. Reports provide Lexile scores to assist students, teachers, and parents in selecting suitable reading text that are aligned to the student's reading level. However this is not necessarily on grade level.	
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	**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").	**No**	Although the text-dependent questions are stronger for those students who are mastering the questions (and receive harder ones), there are several examples of more challenging questions testing students' prior knowledge of literary elements rather than their understanding of the passage provided. For example, there is a multiple choice question	The reviewer comments, "Students who do not answer the questions correctly are not receiving exposure to standards-related questions. While the questions are linked to the texts, in most instances, students are recalling information." This comment highlights the fact that MAP tests are an adaptive growth measure test and are independent of grade level. If a student can

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expectations of other grade-level standards. ☐ Yes ☒ No			that assesses allusions with a single stanza from the poem "After Swimming from Sestos to Abydos." However, upon closer review of the text, question, and possible answers, it becomes evident that this assessment item is testing students' prior knowledge about what an allusion is as opposed to their understanding of the text provided. Furthermore, students who do not answer the questions correctly are not receiving exposure to standards-related questions. While the questions are linked to the texts, in most instances, students are recalling information. The questions are often not complex and do not require students to engage in close reading or deep analysis.	correctly answer a series of questions, the test engine will deliver increasingly difficult items to the student in order to establish that student's level of achievement or growth, which is the aim of a growth measure assessment. If a student is presented with a question associated with a text that is "on level" for the student's grade and cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage and items with a lower cognitive demand. In line with the purpose of MAP test – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade. Instead the test engine will adapt to provide them with easier items that provide data about a student's specific instructional level and needs.
	REQUIRED **5b)** A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers to questions which measure other grade-level standards. No items assess Reading Standard 1	**No**	While some of the multiple choice questions ask students to cite textual evidence that support a given statement, none of the questions ask students to support their response with evidence from the text. There	The MAP for Reading test includes items that require close reading of the text and ask students to cite evidence. TEIs in development will take this task a step further by allowing for students to both answer a question about the text and then cite the text in the passage that

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	in isolation.		are no two-part multiple choice questions.	supports their response.
	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**	All questions are multiple choice and do not ask the students to respond to technology-enhanced and constructed response format.	The MAP for Reading test includes items that can be instantly computer scored in order to provide teachers with information as quickly as possible. These item types include multiple-choice and Technology Enhanced Items (TEIs) as well as common stimulus item sets. Ongoing item and passage development efforts are aimed at increasing the number of complex copyrighted and published public domain literary and informational texts that will serve as the stimuli for item sets and additional TEIs. We continue to keep our main focus on item types that can be instantly scored so as to provide information to educators in as timely a manner as possible. We presume that teachers, when triangulating data on students, are using the performance of students in their classroom in addition to the MAP test results to inform their instruction.
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.	**No**	Many of the questions do not address the "big idea" of the given passage or excerpt. In fact, one item reviewed asks students to read a short excerpt from Macbeth and answer questions that can be answered correctly without reading or referring to the text. It should be noted that the passages provided, besides the poems, are very short excerpts, which makes it difficult to	MAP assessments are computer adaptive, interim assessments that measure growth and individual student achievement. Unlike traditional fixed-form assessments that focus solely on particular grade-level content, MAP tests are grade-independent and adapt to each student's instructional level during administration. The main purpose of these tests

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			truly assess the depth of the standards.	is to help teachers tailor instruction to their students' specific needs and to determine whether this targeted instruction has increased understanding and achievement. Our aim is to assess students with high accuracy at the level at which they are currently performing. This requires a large pool of items (~5,000 per test) associated with texts that range from minimally complex to highly complex. We are currently adding more common stimulus item sets to our tests, including many that feature complex copyrighted and published public domain literary and informational texts that will expand and enrich the depth and quality of our item pools. Common stimulus items present the student with multiple items associated to a longer passage.
	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.)*	**No**	Assessment questions are determined by the student's reading level not grade level. For example, if the student selects the correct answer for a question, the program adjusts and will give the student a more complex or rigorous excerpt and question to answer. If he chooses the incorrect answer the program decreases the rigor or complexity of the next question. The goal of this program is to assess what Lexil level the student is reading at on an independent level. Although MAP indicates that "rather than indicating what a student might be	The reviewer comments, "The goal of this program is to assess what Lexile level the student is reading at on an independent level." Determining a student's Lexile is just one data point provided by a MAP for Reading test that a teacher may use to tailor instruction for a student. The test also provides educators with precise data about a student's current level of achievement, areas in which a student requires additional instruction, and growth from test administration to test administration.

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			able to do relative to grade-level standards, MAP tests indicate what a student is ready to learn relative to Common Cores State Standards (CCSS) – not bound by grade," not all of the questions on the assessments include the language of the standards nor do the questions or texts assess the depth and complexity asked of the Standards. Because the text length is so short, especially for the 11-12 grade questions, they are not complex enough. For example, one item that cites standard RL11-12.2 asks students to read an eight-line poem by Robert Frost and answer a question in reference to the main idea. The concept of "main idea" is used only though the fifth grade and then shifts to "central idea." The standard requires that students identify "two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account." This item would not be appropriate for high school.	The size of our adaptive cross-grade pool requires that we use items written before the Common Core State Standards (CCSS) were in existence, so not every item uses the exact language of those standards. Each item was carefully reviewed for alignment to the standards, however, before being included in the test pool. The pools have been reviewed for alignment to the CCSS by a third party and, by their criteria, have been found to contain a very high (>80%) number of items that align well to the standards. Over the last several years, we have acquired over 1,000 items written directly to assess the CCSS and are continuing item and passage development efforts, including the acquisition of complex copyrighted and published public domain literary and informational texts to serve as stimuli for item sets that will expand and enrich the depth and quality of our item pools.
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining word meaning based on context and relationships/connections to other words (i.e.,	**No**	Vocabulary is used in some assessment items. For example in an excerpt from "Sleepy Hollow," Ichabad Crane was said to have "sojourned" or as he put it, "tarried" in Sleepy Hollow. There are a few vocabulary items that	The MAP for Reading test includes items that assess vocabulary comprehension in the context of a passage as well as shorter standalone items that target discrete vocabulary skills and strategies (using dictionaries, word relationships,

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	synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1, 2, and 3.		focus on an essential words in the text, such as the example above, and difficulty is determined by the student's response. However, there are limited examples that follow the criteria of word relationships, synonyms and antonyms, Greek and Latin roots.	Greek and Latin affixes and roots, preliminary determination) as articulated in many of the L.4 standards. Ongoing item and passage development efforts are aimed at increasing the number of copyrighted and published public domain literary and informational texts, which will serve as the stimuli for item sets that will provide additional opportunities for assessing "essential" vocabulary in context. Common stimulus items present the student with multiple items associated to a longer passage.
	6d) Sets of questions for given text(s) are coherently sequenced to assess student understanding and elicit sustained attention to the text and its connection to other texts, where appropriate.	**No**	There is only one question per passage. Thus, there is no evidence of questions being sequenced. There is opportunity to sustain the student's attention to the text but there is no connection to other texts or excerpts. There is multiple use of excerpts from the same book with the theme of "History of Philosophy" but this was only at the most rigorous level.	The MAP for Reading test does include common stimulus item sets where students see multiple items associated with a longer passage. Because MAP assessment are adaptive tests, the sequence of items within a common stimulus set will vary from student to student. The assessment also includes standalone items with shorter passages that assess discrete reading comprehension and vocabulary skills. All items contribute data that establishes a student's precise level of academic achievement, which can then be used to inform instruction. Ongoing acquisition and development efforts will increase the number of complex copyrighted and published public domain literary and informational texts that will serve as stimuli for item sets and expand and enrich the depth and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
				quality of our item pools.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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**	This section was not evaluated because the non-negotiable 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)** Speaking and listening assessments usetexts and other stimuli measured by Criteria 1, 2, and 3.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8c) Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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	under discussion by building and elaborating on remarks of others.			
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable critereia were not met.	
	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**	This section was not evaluated because the non-negotiable critereia were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 9. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Complexity of Texts, Design and Scoring, Text-Dependent Questions and Tasks, and Alignment), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	This assessment uses both commissioned and non-commissioned texts. Provided commissioned texts are abbreviated pieces.	The MAP for Reading test includes common stimulus item sets where students see multiple items associated with a longer passage. The assessment also includes standalone items with

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				shorter passages that assess discrete reading comprehension and vocabulary skills. All items contribute data that establishes a student's precise level of academic achievement, which can then be used to inform instruction. Ongoing acquisition and development efforts will increase the number of complex copyrighted and published public domain literary and informational texts that will serve as stimuli for item sets and expand and enrich the depth and quality of our item pools. Common stimulus items present the student with multiple items associated to a longer passage.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	There is no evidence of quantiative and qualitative analysis of any of the passages. Furthermore, because the texts are abbreviated, the text length limits the complexity and rigor.	See also the response to Section 1 above. Additionally, each passage that is appropriate for Lexile analysis has a Lexile recorded for it, which serves as a data point for determining a student's reported Lexile score. Our internal processes for evaluating passages when they are acquired include applying both quantitative (e.g., Lexile and other readability analyses) and qualitative measures, looking at criteria such as knowledge demand, language conventionality, and clarity in order to

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				determine the readability and complexity of each passage.
	3. Range of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.	
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	There is no evidence of text sets, progression of questions, or opportunities for writing. All standards are assessed in isolation. There are no aligned rubrics and no performance tasks.	The MAP for Reading test does include common stimulus item sets where students see multiple items associated with a longer passage. Because MAP assessments are adaptive tests, the sequence of items within a common stimulus set will vary from student to student. The assessment also includes standalone items with shorter passages that assess discrete reading comprehension and vocabulary skills. All items contribute data that establishes a student's precise level of academic achievement, which can then be used to inform instruction. Ongoing acquisition and development efforts will increase the number of complex copyrighted and published public domain literary and informational texts that will serve as stimuli for item sets and expand and enrich the depth and quality of our item pools.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	Even when questions are text dependent, it only requires superficial consideration.	The MAP for Reading test includes items that require student to cite evidence from the text or

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				use context to determine the meaning of a word. It also includes more basic "building block" items that target more fundamental aspects of a standard. Because not every student is functioning at the end-of-year standard level, our pools include items that help measure students who are on their way to meeting the standard as well as those who can meet or exceed the standard.
	6. Alignment **(Non-Negotiable)**	**No**	Questions do not always assess words that are essential to the text. When questions are answered correctly, students are given the opportunity to answer questions that use the language of the standards. Items do not always reflect the rigor and cognitive complexity demanded by the standards.	Most standards are intended to encompass a range of cognitive demand levels. For this reason, we strive to include varying levels of cognitive demand--the most basic "building block" aspect of a standard to the more analytical or evaluative aspects of the standard. Because not every student is functioning at the end-of-year standard level, our pools include items that help measure students who are on their way to meeting the standard as well as those who can meet or exceed the standard. Each item was carefully reviewed for alignment to the CCSS standards before being included in the test pool. The pools have been reviewed for alignment to the CCSS by a third party and, by their criteria, have been found to contain a very high (>80%) number of items that align well to the standards. Over the last several years, we have acquired over 1,000 items written directly to assess the CCSS and are continuing item and

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				passage development efforts to expand and enrich the depth and quality of our item pools.
	7. Writing to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.	
	8. Speaking and Listening*	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.	
	9. Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria where not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

*As applicable

Appendix II.

Public Comments

There were no public comments submitted.