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

BENCHMARK ASSESSMENTS

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. 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 provides a full picture of student performance in reading, writing, speaking and listening, and language study.

Title: **CASE Benchmark Assessments, ELA** Grade: **3 - 5**

Publisher: **TE21** Copyright: **2016**

Overall Rating: **Tier II, Approaching quality**

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

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

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 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, 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
Section I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The test passages and other stimuli are of highest quality —they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Reading passages have the appropriate level of complexity as stated by Reading Standard 10 and Reading Foundational Standard 4. ☒ Yes ☐ No	**REQUIRED** **1a)** 90% of texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. Assessments or item banks include previously published passages and other stimuli for each grade level (commissioned works are allowed, but should not represent the majority of passages); texts exhibit the professional qualities expected of each discipline (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	The texts in the Grade 3 Language Arts assessment consist of both fiction and informational texts. Two included fables were adapted. The other three texts are authentic. The texts chosen provide ample opportunity for students to demonstrate mastery of grade-level standards. The texts are diverse in genre, type, and discipline. The texts in the Grade 4 Language Arts assessment are complex, diverse, and authentic. A balance of informational and fiction texts are represented. These texts are diverse in genre, type, and discipline allowing for several standards to be assessed. The texts in the Grade 5 Language Arts assessment are complex, diverse, and authentic. A balance of informational and fiction texts are represented. The complexity increases throughout the assessment. Again, the texts chosen meet a variety of genres, types, and disciplines. Several standards are assessed using the authentic texts. Throughout the grade-level bands the texts increase in complexity. All of the texts work together to allow students to show demonstration of multiple grade-level standards. Reading standard 10 is met because students are expected to read and comprehend the literature and informational texts independently and proficiently. The varied test questions assess for comprehension, purpose, and meaning. This meets a requirement of the Reading Foundational standard 4. Looking at all texts, the use of both informational and fictional texts is balanced. Also, fables, poems, biographies, realistic fiction, and instructional guides are evident text types. Social Studies, Science, and the Arts are all represented subjects.

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	REQUIRED **1b)** 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.[1] Poetry and drama are analyzed only using qualitative measures.	**Yes**	All texts used in Grades 3, 4, and 5 Language Arts assessments are appropriately complex for their grade-level band. The Lexile scores used to measure the quantitative measure for each text fall within the correct grade-level band. Two fables were adapted to better meet the 3rd grade complexity. All texts uphold a high qualitative measure for the grade-level band in which it is used. All texts are rich in complexity, using appropriate language, vocabulary, text structure, and context. Texts are diverse in their variety of genre, type, and structure. Most texts are authentic, directly from a published author's work. Two fables were adapted accordingly for the 3rd grade level. Poetry was used in the 4th grade assessment. It was paired with a text on the same topic for comparing and contrasting purposes.
	REQUIRED **1c)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has taken precedence over the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**Yes**	Using the Lexile ranges aligned to college and career readiness expectations, all texts for the Language Arts assessments (grade 3, 4, and 5) fit into the correct grade-level band. Grade 3 Lexile range is 520 - 820. "The Facts of Me" has a Lexile score of 700. "Who was Sally Ride?" has a Lexile score of 800 Grade 4 Lexile range is 740 - 940. "A Child of Spring" is a poem with a Flesch-Kincaid score of 1.5. "Who Were the Wright Brothers?" has a Lexile score of 890. "Frindle" has a Lexile score of 830. Grade 5 Lexile range is 830 - 1010. "The Sign of the Beaver has a Lexile score of 770, a DRA score of 50, and a Grade Level Equivalent of 5.7. "Electromagnetism" has a Lexile score of 880. "The Organ Recital" has a Lexile score of 650, a DRA score of 50, and a Grade Level Equivalent of 4.3.

[1] 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.

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	REQUIRED **1d)** Provides paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among 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 represents a variety of texts and text lengths.	**Yes**	In Grade 3, two fables, "The Lean Cat and the Fat Cat" and "The Town Mouse and The Country Mouse" are paired for assessing multiple standards and completing a Literary Task Analysis. Two informational biographies, "Sally Ride: The Story of the First American Female in Space" and " Who was Sally Ride?" are paired for assessing multiple standards and completing a Research Simulation Task. In Grade 4, a fictional text (The Story of the First Snowdrops) and a poem (A Child of Spring) on the same topic are paired for making connections and completing a Literary Analysis. Three nonfiction pieces on the Wright Brothers ("Who Were the Wright Brothers?" "First Flight", and "Short Biographies of First Flight Witnesses") are used to complete a Research Simulation Task. In Grade 5, two fiction texts, "Fall of the Year" and "The Sign of the Beaver", are used for a Literary Task Analysis. Three informational texts on Science ("Electricity and Magnetism", "Amazing Physicists", and "Electromagnetism") are used to complete a Research Simulation Task. Two of the three are also paired to assess multiple standards. A variety of text lengths and types are used in conjunction with anchor texts requiring students to make connections between texts.
	1e) In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The texts used in each grade-level increase in complexity through the assessment. The types of texts, Lexiles, and structure increase in complexity. Across grade-levels the texts increase to match it's grade levels band.

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2. 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 (e.g., RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, RI.11-12.8, RI.11-12.9, and RL.10/RI.10 across grade levels). ☐ Yes ☒ No	**REQUIRED** **2a)** In grades 3-12, passages on ELA assessments or in an item bank represent a balance between literary and informational texts. In grades 6-12, the inclusion of historical and scientific texts might shift the balance toward more informational texts.	**Yes**	There is a balance between literary and informational texts across all grade-levels, 3 to 5. There are nine literary texts and eight informational texts across all three grade levels. In Grade 3 there are two fables, one realistic fiction piece, one biography and one nonfiction text. In Grade 4 there are two nonfiction texts, one biography, one myth, one poem, and one realistic fiction piece. In Grade 5, there are three fiction texts and three informational texts.
	REQUIRED **2b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including video, artwork, audio, charts, etc.) and lengths.	**No**	This indicator is marked as a "no" for these materials because only print formats are included on the assessment. Different drama, such as poetry and speeches are addressed, but the assessments do not include video, artwork, audio, or charts. Assessment items banks are of different lengths.
	2c) 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**	In Grade 3, the two informational texts are presented in a narrative format. However, dates, tier 3 vocabulary, and italics font are present in "Sally Ride: The Story of the First American Female in Space" and "Who Was Sally Ride?" In Grade 4, the three informational texts include dates, tier 3 vocabulary defined in footnotes, a timeline, and varied font styles. In "First Flight", tier 3 vocabulary is defined in footnotes and "Short Biographies of First Flight Witnesses" are sectioned with subheadings per biography. In Grade 5, the three informational texts include tier 3 vocabulary defined in footnotes, subheadings, Q and A format, and varied font styles. In "Electricity and Magnetism" and "Electromagnetism" bolded subheadings are used. Questions are used as headings in "Amazing Physicists".
Section II. Design			

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Tier 1 and 2 Non-Negotiable **3. DESIGN, SCORING, AND REPORTING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**REQUIRED** **3a)** Assessments incorporate performance tasks, which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**Yes**	In Grade 3, 4, and 5 the performance tasks incorporate many standards. The literary sections include quality multiple choice, graphic organizers, and prose constructed responses. Students are required to complete a literary analysis, research simulation, and narrative writing in each grade level. Students are using text evidence to answer questions. Students are also digging deeper in their writings to address theme, purpose, perspective, characterization, organization, and structure.
	REQUIRED **3b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	A general scoring guide is provided to use across grade levels for performance tasks. The rubric focuses on development, focus, organization, language, and conventions. Students are called to cite evidence from the text, have an organized layout, and illustrate grade-level appropriate structures. Student exemplars are not included.
	3c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).	**No**	This assessment is intended as a summative assessment.
	3d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	This assessment is accessible to all students. It is given online but can also be printed; this allows the assessment to be used in a way that meets the needs of all students. The texts used cover several genres that do no require previous background knowledge and are unbiased.
	3e) Assessment results are analyzed by major claims and sub-claims that indicate integration of knowledge or trends in student performance over time instead of reporting performance on individual standards or assessment items.	**No**	The examples of student and class reports provided do not show evidence of trends in student performance over time. In addition, the assessment results are intended to be used as a prediction for how students may perform on a state assessment. The scoring analysis only shows an initial performance score failing to show guidance over time. The reports provide information on strengths and

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			weaknesses for all standards covered by the assessments; However, the reports provide information for the Common Core State Standards, not the Louisiana Student Standards.
	3f) Assessment results are clearly communicated for the purpose of determining areas of weakness based on indicator 3e and provide actionable information which leads to clear next steps for how to address student weaknesses instructionally.	**No**	The results are clearly communicated through student reports and class reports. However, actionable information for next steps to increase student performance is not provided. TE21 offers professional development for teachers and schools after benchmark administration in which results are analyzed and reviewed for trends.
Section III. Assessment Items			
Tier 1 and 2 Non-Negotiable **4. TEXT-DEPENDENT QUESTIONS AND TASKS:** Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Nearly all of the questions on assessments or in an item bank are text dependent.[2]	**Yes**	All of the questions at each grade-level are text dependent. These text dependent questions come in a variety of forms: multiple choice, Part A-Part B, charts, and essays.
	REQUIRED **4b)** A large majority of items on a reading assessment reflects the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers to questions which measure other grade-level standards. No items assess Reading Standard 1 in isolation.	**Yes**	Through the use of Part A-Part B questions, students are given an inference, statement, or argument followed by questions requiring text evidence. The writing tasks are another way students are required to provide evidence from the text.
	4c) Assessments or item banks contain a variety of types of test questions and tasks, including, when possible, technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.	**Yes**	The variety of test items and tasks are of a quality that requires students to complete meaningful tasks versus surface level questions. For example, in Grade 3 students have to complete a chart choosing three details to show how the fat cat is described from "The Lean Cat and The Fat Cat". In Grade 4, for a Part A-Part B (questions 8 and 9) students have to reference "The Story of the First Snowdrops" and "A Child of Spring" to support Part A while answering Part B. In Grade 5, students have to summarize "Fall of the

[2] Text-dependent 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”).

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			Year" by completing a graphic organizer.
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** Items on an assessment and in an item bank focus on key ideas (concepts, themes, perspectives, topics, etc.) of the text, rather than superficial or peripheral concepts.	**Yes**	In Grades 3, 4, and 5 students are asked to focus on the meaning of texts through prose constructed responses and varied question types. This includes focus on idea, theme, perspective, and purpose. In Grade 3, questions 29 and 30 (Part A-Part B) assess the central message of "The Facts of Me". In Grade 4, questions 35 and 36 (Part A-Part B) assess the theme from "Frindle" needing specific text evidence. In Grade 5, questions 31 and 32 (Part A-Part B) also assesses theme for "The Organ Recital", needing to cite text evidence.
	REQUIRED **5b)** Questions on an assessment or in an item bank assess the depth and complexity required by the standards and are sufficiently complex to align to more than one standard at each grade-level over time to advance and deepen student learning. *(**Note:** Not every standard must be assessed with every text.)*	**Yes**	It is evident in Grades 3, 4, and 5 that through the progression of each assessment nearly all literary and informational standards are assessed. The questions range in depth and complexity allowing for multiple standards to be assessed through each text. For example, in Grade 4, the informational text, "Who Were the Wright Brothers?" is followed by seven questions relating to the text. These seven questions assess three standards. Questions 11 and 12 assess vocabulary (Language standard 4), questions 13 and 14 assess Reading standard 4, and questions 15, 16, and 17 require students to summarize main events in a graphic organizer (Reading standard 5).
	REQUIRED **5c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining word meaning based on context and relationships/connections to other words (i.e., synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to tone); questions and tasks also support students in examining the language (sentences and structure) of texts	**Yes**	Vocabulary words are assessed on each grade levels Language Arts assessment. The vocabulary words assessed are essential to the texts' meaning. They focus on determining the words meaning based on context, relationships, or connections. There is a Part A-Part B question, assessing a vocabulary word or phrase following each text across all grade-levels. Part A asks for the meaning and Part B asks for the text evidence. There are five of these in Grade 3 and six of these for Grades 4 and 5.

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	measured by Criteria 1 and 2.		
	5d) Sets of questions for given text(s) are coherently sequenced to assess whether students are able to read, understand, and express their understanding of the language, topics, themes, and ideas of grade-level, complex texts and illustrations (as applicable) and elicit sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	The sets of questions are sequenced in a way that builds from observations to patterns and contrasts, then to analysis of text meaning. Students are asked to define vocabulary meanings by pulling evidence from the text. Students are then asked to use text pairing for comparing/contrasting and making connections. Two-part questions require students to use text evidence. The same general flow is followed for each grade-level Language Arts assessment. This flow works well in assessing students' ability to read and express understanding of the texts.
6. 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** **6a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analyses, well-defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Yes**	Each grade-level has three writing tasks. The Literary Analysis Task requires students to make connections, representing meaning from two literary texts, citing specific examples from the texts. The Research Simulation Task requires students to synthesize information from multiple informational excerpts, supporting their answers with evidence from both texts. The Narrative Writing Task requires students to have a clear understanding of a character's role in a story and use evidence from the text to support their claims.
	REQUIRED **6b)** Assessments include multiple writing tasks with varied lengths (e.g., notes, charts, summaries, short-answer responses, essays, etc.) and time demands as outlined in standard 10.	**Yes**	Standard 10 calls for students to write for a short time frame (a single sitting) for a range of discipline specific tasks, purposes, and audiences. Through the three various types of writing assignments (Literary Analysis, Research Simulation, Narrative Writing) the students will write two essays and one short story of varied lengths.
	6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	In each grade-level there are three different modes of writing. The students will complete a Literary Analysis Task in essay form. The students will also write an

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			essay for a Research Simulation Task using informational texts. A Narrative Writing Task is also required in the form of a short story.
	6d) In later grades, narrative prompts decrease in number and increase in being based on text(s), e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**Yes**	A narrative writing task is included in each grade-level. The prompts are not imaginative narratives. The students are required to analyze a text before writing a short story from a character's point of view. Each grade-level is also required to complete a Literary Task Analysis and a Research Simulation Task. Narrative prompts are not the focus.
7. 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 *Applicable if speaking and listening is included on the assessment.	**REQUIRED** **7a)** Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.	**No**	The texts used for the Grade 4 Speaking and Listening assessment includes a separate excerpt from "Who Were the Wright Brothers?" A different excerpt from this story is also used in the Grade 4 Language Arts assessment. "Far Out Guide to Mercury" and "Healthy Skin Matters" are quality texts in that they meet the guidelines for the quantitative and qualitative measures for the grade-level band. All three texts used are authentic. However, the texts are not used for various purposes. All texts used are informational and the assessments following the texts do not meet the Speaking and Listening standards. Speaking and Listening standard 1 requires students to effectively participate in collaborative discussions. Speaking and Listening standard 4 requires students to speak clearly at an understandable pace. Standard 5 has students add visuals and recordings to their own presentations when appropriate. The texts used for this assessment calls for the teacher to read aloud the texts having the students answer multiple choice questions following the teacher's presentation. Clearly, Speaking skills are not assessed.
	7b) Assessments measure students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective	**No**	The Grade 4 Speaking and Listening assessment only requires students to answer questions in print after listening to excerpts orally presented by the teacher.

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	engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).		Students are not asked to present information orally.
	7c) 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**	Students are assessed on active listening skills. Students may be able to take notes during presentations by the teacher. However, students are not given the opportunity to ask questions and discuss ideas through collaboration with others.
8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☒ No	**REQUIRED** **8a)** The majority of language points on the assessments 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**	The majority of language points are obtained from an isolated language assessment. Language points are also obtained through written response in the form of a rubric. These points are noted on the rubric as "conventions." Mechanics and usage are not noted on the rubric. The Grammar assessment is not a part of an integrated task, rather it is a proofreading and editing assessment using multiple choice questions to correct errors on spelling, punctuation, word choice, and subject/verb agreement. A Grammar assessment is only provided for Grade 4.
	REQUIRED **8b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	**Yes**	Although the there is a language stand-alone task on the assessment, language conventions are also scored as part of an integrated writing task in response to reading. The rubric clarifies that for full points, the writing "demonstrates sophisticated command of grade-level conventions of standard written English.
	REQUIRED **8c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	**Yes**	The conventions covered in the Grade 4 Grammar assessment directly relate to the college and career readiness standards. The test items build on previous grade-level knowledge.
	8d) A majority of items assessing conventions and writing strategies reflect actual practice to the extent possible (i.e., they mirror authentic editing or revision, writing, etc.).	**Yes**	Students are asked to proofread and edit an authentic task. Students are also encouraged to proofread their own writing during the writing tasks. Considering the parameters set forth by assessments, this particular assessment offers an approach that is near the actual practice of editing and revision.

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FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 8. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, Text-Dependent Questions and Tasks, and Alignment), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**Yes**	The variety and level of texts used for each grade level prove to be of the highest quality.
	2. Range of Texts	**No**	Only print formats are included on the assessment.
II: Design	3. Design, Scoring, and Reporting **(Non-Negotiable)**	**Yes**	The format of each assessment allows for several opportunities for students to show knowledge of standards.
III: Assessment Items	4. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	All questioning and writing tasks are text-dependent.
	5. Alignment **(Non-Negotiable)**	**Yes**	The items throughout the assessment directly reflect the rigor required of the college and career readiness standards.
	6. Writing to Sources	**Yes**	The three writing tasks in each assessment are text dependent and require students to understand the meaning of each text.
	7. Speaking and Listening*	**No**	The texts used for the Grade 4 Speaking and Listening assessment are of quality. However, the type of assessment used with the texts lacks the ability to demonstrate true communication skills required for college and career readiness.
	8. Language	**No**	Language standards are assessed through an isolated grammar assessment.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

*As applicable

Appendix I.

Publisher Response

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. 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 provides a full picture of student performance in reading, writing, speaking and listening, and language study.

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Publisher: **TE21** Copyright: **2016**

Overall Rating: **Tier II, Approaching quality**

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

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Section I. Text Selection and Other Stimuli				
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The test passages and other stimuli are of highest quality —they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Reading passages have the appropriate level of complexity as stated by Reading Standard 10 and Reading Foundational Standard 4. ☒ Yes ☐ No	**REQUIRED** **1a)** 90% of texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. Assessments or item banks include previously published passages and other stimuli for each grade level (commissioned works are allowed, but should not represent the majority of passages); texts exhibit the professional qualities expected of each discipline (e.g., English language arts, history/social studies, science, technical subjects, and the arts).	**Yes**	The texts in the Grade 3 Language Arts assessment consist of both fiction and informational texts. Two included fables were adapted. The other three texts are authentic. The texts chosen provide ample opportunity for students to demonstrate mastery of grade-level standards. The texts are diverse in genre, type, and discipline. The texts in the Grade 4 Language Arts assessment are complex, diverse, and authentic. A balance of informational and fiction texts are represented. These texts are diverse in genre, type, and discipline allowing for several standards to be assessed. The texts in the Grade 5 Language Arts assessment are complex, diverse, and authentic. A balance of informational and fiction texts are represented. The complexity increases throughout the assessment. Again, the texts chosen meet a variety of genres, types, and disciplines. Several standards are assessed using the authentic texts. Throughout the grade-level bands the texts increase in complexity. All of the texts work together to allow students to show demonstration of multiple grade-level standards. Reading standard 10 is met because students are expected to read and comprehend the literature and informational texts independently and proficiently. The varied test questions assess for comprehension, purpose, and meaning. This meets a requirement of the Reading Foundational standard 4. Looking at all texts, the use of both informational and fictional texts is balanced. Also, fables, poems, biographies, realistic fiction, and instructional guides are evident text types. Social Studies, Science, and the Arts are all represented subjects.	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **1b)** 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.[1] Poetry and drama are analyzed only using qualitative measures.	**Yes**	All texts used in Grades 3, 4, and 5 Language Arts assessments are appropriately complex for their grade-level band. The Lexile scores used to measure the quantitative measure for each text fall within the correct grade-level band. Two fables were adapted to better meet the 3rd grade complexity. All texts uphold a high qualitative measure for the grade-level band in which it is used. All texts are rich in complexity, using appropriate language, vocabulary, text structure, and context. Texts are diverse in their variety of genre, type, and structure. Most texts are authentic, directly from a published author's work. Two fables were adapted accordingly for the 3rd grade level. Poetry was used in the 4th grade assessment. It was paired with a text on the same topic for comparing and contrasting purposes.	Thank you for the feedback.
	REQUIRED **1c)** Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has taken precedence over the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.	**Yes**	Using the Lexile ranges aligned to college and career readiness expectations, all texts for the Language Arts assessments (grade 3, 4, and 5) fit into the correct grade-level band. Grade 3 Lexile range is 520 - 820. "The Facts of Me" has a Lexile score of 700. "Who was Sally Ride?" has a Lexile score of 800 Grade 4 Lexile range is 740 - 940. "A Child of Spring" is a poem with a Flesch-Kincaid score of 1.5. "Who Were the Wright Brothers?" has a Lexile score of 890. "Frindle" has a Lexile score of 830. Grade 5 Lexile range is 830 - 1010. "The Sign of the Beaver has a Lexile score of 770, a DRA score of 50, and a Grade Level Equivalent of 5.7. "Electromagnetism" has a Lexile score of 880. "The Organ Recital" has a Lexile score of 650, a DRA score of 50, and a Grade Level Equivalent of 4.3.	Thank you for the feedback.
	REQUIRED	**Yes**	In Grade 3, two fables, "The Lean Cat and the Fat Cat"	Thanks for the feedback.

[1] 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	1d) Provides paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among 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 represents a variety of texts and text lengths.		and "The Town Mouse and The Country Mouse" are paired for assessing multiple standards and completing a Literary Task Analysis. Two informational biographies, "Sally Ride: The Story of the First American Female in Space" and " Who was Sally Ride?" are paired for assessing multiple standards and completing a Research Simulation Task. In Grade 4, a fictional text (The Story of the First Snowdrops) and a poem (A Child of Spring) on the same topic are paired for making connections and completing a Literary Analysis. Three nonfiction pieces on the Wright Brothers ("Who Were the Wright Brothers?" "First Flight", and "Short Biographies of First Flight Witnesses") are used to complete a Research Simulation Task. In Grade 5, two fiction texts, "Fall of the Year" and "The Sign of the Beaver", are used for a Literary Task Analysis. Three informational texts on Science ("Electricity and Magnetism", "Amazing Physicists", and "Electromagnetism") are used to complete a Research Simulation Task. Two of the three are also paired to assess multiple standards. A variety of text lengths and types are used in conjunction with anchor texts requiring students to make connections between texts.	
	1e) In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The texts used in each grade-level increase in complexity through the assessment. The types of texts, Lexiles, and structure increase in complexity. Across grade-levels the texts increase to match it's grade levels band.	Thanks for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
2. 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 (e.g., RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, RI.11-12.8, RI.11-12.9, and RL.10/RI.10 across grade levels). ☐ Yes ☒ No	**REQUIRED** **2a)** In grades 3-12, passages on ELA assessments or in an item bank represent a balance between literary and informational texts. In grades 6-12, the inclusion of historical and scientific texts might shift the balance toward more informational texts.	**Yes**	There is a balance between literary and informational texts across all grade-levels, 3 to 5. There are nine literary texts and eight informational texts across all three grade levels. In Grade 3 there are two fables, one realistic fiction piece, one biography and one nonfiction text. In Grade 4 there are two nonfiction texts, one biography, one myth, one poem, and one realistic fiction piece. In Grade 5, there are three fiction texts and three informational texts.	In addition to the submitted passages, we have a vast collection of additional texts that span all grade levels with a wide range of complexity. Our assessments are designed using the LEAP blueprint of the state assessments, and the breakdown of nonfiction vs. literary texts follows the percentages indicated on state blueprints. Because we custom create all assessments for specific clients, we do not have a database that is accessible for review. However, we do have passages and items in a variety of formats available that are individually reviewed for selection based on client needs and blueprint design.
	REQUIRED **2b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including video, artwork, audio, charts, etc.) and lengths.	**No**	This indicator is marked as a "no" for these materials because only print formats are included on the assessment. Different drama, such as poetry and speeches are addressed, but the assessments do not include video, artwork, audio, or charts. Assessment items banks are of different lengths.	The passages and items that were submitted represent our print format. We also have items which include charts, and have had items including artwork. We also have online passages and items, which include technology enhanced items in drag-and-drop, highlighting, multi-select, and other formats. We currently do not offer video and audio formats.
	2c) 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**	In Grade 3, the two informational texts are presented in a narrative format. However, dates, tier 3 vocabulary, and italics font are present in "Sally Ride: The Story of the First American Female in Space" and "Who Was Sally Ride?" In Grade 4, the three informational texts include dates, tier 3 vocabulary defined in footnotes, a timeline, and varied font styles. In "First Flight", tier 3 vocabulary is defined in footnotes and "Short Biographies of First Flight Witnesses" are sectioned with subheadings per biography. In Grade 5, the three informational texts include tier 3 vocabulary defined in footnotes, subheadings, Q and A format, and varied font styles. In "Electricity and Magnetism" and "Electromagnetism" bolded subheadings are used. Questions are used as headings in "Amazing Physicists".	In addition to the submitted passages, we have a vast database of additional texts that also meet these requirements.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section II. Design				
Tier 1 and 2 Non-Negotiable **3. DESIGN, SCORING, AND REPORTING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**REQUIRED** **3a)** Assessments incorporate performance tasks, which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**Yes**	In Grade 3, 4, and 5 the performance tasks incorporate many standards. The literary sections include quality multiple choice, graphic organizers, and prose constructed responses. Students are required to complete a literary analysis, research simulation, and narrative writing in each grade level. Students are using text evidence to answer questions. Students are also digging deeper in their writings to address theme, purpose, perspective, characterization, organization, and structure.	Thank you for the feedback.
	REQUIRED **3b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	A general scoring guide is provided to use across grade levels for performance tasks. The rubric focuses on development, focus, organization, language, and conventions. Students are called to cite evidence from the text, have an organized layout, and illustrate grade-level appropriate structures. Student exemplars are not included.	Thank you for the feedback.
	3c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).	**No**	This assessment is intended as a summative assessment.	Our benchmarks can be used in a variety of ways, and are intended to be formative in the context of a course. Most often they are used as pre-, formative, and summative assessments. We also have an item bank, which is a separate product, that allows teachers to create their own assessments for any use they require.
	3d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	This assessment is accessible to all students. It is given online but can also be printed; this allows the assessment to be used in a way that meets the needs of all students. The texts used cover several genres that do no require previous background knowledge and are unbiased.	Thank you for the feedback.
	3e) Assessment results are analyzed by major claims and sub-claims that indicate integration of knowledge or trends in student performance over time instead of reporting performance on individual standards or	**No**	The examples of student and class reports provided do not show evidence of trends in student performance over time. In addition, the assessment results are intended to be	Assessment results can be tracked by teachers or schools. However, TE21 does not track progress over time because each assessment may assess unique standards or content, making it impossible to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	assessment items.		used as a prediction for how students may perform on a state assessment. The scoring analysis only shows an initial performance score failing to show guidance over time. The reports provide information on strengths and weaknesses for all standards covered by the assessments; However, the reports provide information for the Common Core State Standards, not the Louisiana Student Standards.	compare student performance on each. Additionally, there is typically not a large amount of time between assessments, making it statistically impossible to remove the likelihood of testing and interpretation errors when comparing results. The long-term retention/learning of students cannot accurately be measured with short-term assessments.
	3f) Assessment results are clearly communicated for the purpose of determining areas of weakness based on indicator 3e and provide actionable information which leads to clear next steps for how to address student weaknesses instructionally.	**No**	The results are clearly communicated through student reports and class reports. However, actionable information for next steps to increase student performance is not provided.	TE21 provides professional development for teachers and schools after benchmark administration in which results are analyzed and reviewed for trends, identifying student needs, and next steps. It is our belief that teachers know their classes best and that, as professionals, once they are familiar with the data and how to interpret it they are able to make informed, collaborative decisions about classroom instruction and modification to best meet the needs of their students. As a result, we are always available to answer questions for clients, and guide them through best use of the data, but we do not include next steps as defined by our praramaters or algorithms.
Section III. Assessment Items				
Tier 1 and 2 Non-Negotiable **4. 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** **4a)** Nearly all of the questions on assessments or in an item bank are text dependent.[2]	**Yes**	All of the questions at each grade-level are text dependent. These text dependent questions come in a variety of forms: multiple choice, Part A-Part B, charts, and essays.	Thank you for the feedback.
	REQUIRED **4b)** A large majority of items on a reading assessment reflects the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers to questions	**Yes**	Through the use of Part A-Part B questions, students are given an inference, statement, or argument followed by questions requiring text evidence. The writing tasks are another way students are required to provide evidence from the text.	Thank you for the feedback.

[2] Text-dependent 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”).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
support for meeting the expectations of other grade-level standards. ☒ Yes ☐ No	which measure other grade-level standards. No items assess Reading Standard 1 in isolation.			
	4c) Assessments or item banks contain a variety of types of test questions and tasks, including, when possible, technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.	**Yes**	The variety of test items and tasks are of a quality that requires students to complete meaningful tasks versus surface level questions. For example, in Grade 3 students have to complete a chart choosing three details to show how the fat cat is described from "The Lean Cat and The Fat Cat". In Grade 4, for a Part A-Part B (questions 8 and 9) students have to reference "The Story of the First Snowdrops" and "A Child of Spring" to support Part A while answering Part B. In Grade 5, students have to summarize "Fall of the Year" by completing a graphic organizer.	Thank you for the feedback.
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** Items on an assessment and in an item bank focus on key ideas (concepts, themes, perspectives, topics, etc.) of the text, rather than superficial or peripheral concepts.	**Yes**	In Grades 3, 4, and 5 students are asked to focus on the meaning of texts through prose constructed responses and varied question types. This includes focus on idea, theme, perspective, and purpose. In Grade 3, questions 29 and 30 (Part A-Part B) assess the central message of "The Facts of Me". In Grade 4, questions 35 and 36 (Part A-Part B) assess the theme from "Frindle" needing specific text evidence. In Grade 5, questions 31 and 32 (Part A-Part B) also assesses theme for "The Organ Recital", needing to cite text evidence.	Thank you for the feedback.
	REQUIRED **5b)** Questions on an assessment or in an item bank assess the depth and complexity required by the standards and are sufficiently complex to align to more than one standard at each grade-level over time to advance and deepen student learning. *(**Note:** Not every standard must be assessed with every text.)*	**Yes**	It is evident in Grades 3, 4, and 5 that through the progression of each assessment nearly all literary and informational standards are assessed. The questions range in depth and complexity allowing for multiple standards to be assessed through each text. For example, in Grade 4, the informational text, "Who Were the Wright Brothers?" is followed by seven questions relating to the text. These seven questions assess three standards. Questions 11 and 12 assess vocabulary (Language standard 4), questions 13 and	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			14 assess Reading standard 4, and questions 15, 16, and 17 require students to summarize main events in a graphic organizer (Reading standard 5).	
	REQUIRED **5c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining word meaning based on context and relationships/connections to other words (i.e., synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1 and 2.	**Yes**	Vocabulary words are assessed on each grade levels Language Arts assessment. The vocabulary words assessed are essential to the texts' meaning. They focus on determining the words meaning based on context, relationships, or connections. There is a Part A-Part B question, assessing a vocabulary word or phrase following each text across all grade-levels. Part A asks for the meaning and Part B asks for the text evidence. There are five of these in Grade 3 and six of these for Grades 4 and 5.	Thank you for the feedback.
	5d) Sets of questions for given text(s) are coherently sequenced to assess whether students are able to read, understand, and express their understanding of the language, topics, themes, and ideas of grade-level, complex texts and illustrations (as applicable) and elicit sustained attention to the text and its connection to other texts, where appropriate.	**Yes**	The sets of questions are sequenced in a way that builds from observations to patterns and contrasts, then to analysis of text meaning. Students are asked to define vocabulary meanings by pulling evidence from the text. Students are then asked to use text pairing for comparing/contrasting and making connections. Two-part questions require students to use text evidence. The same general flow is followed for each grade-level Language Arts assessment. This flow works well in assessing students' ability to read and express understanding of the texts.	Thank you for the feedback.
6. 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** **6a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analyses, well-defended claims and clear information, drawing on textual evidence to support valid inferences from text.	**Yes**	Each grade-level has three writing tasks. The Literary Analysis Task requires students to make connections, representing meaning from two literary texts, citing specific examples from the texts. The Research Simulation Task requires students to synthesize information from multiple informational excerpts, supporting their answers with evidence from both texts. The Narrative Writing Task requires students to have a clear understanding of a character's role in a	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			story and use evidence from the text to support their claims.	
	REQUIRED **6b)** Assessments include multiple writing tasks with varied lengths (e.g., notes, charts, summaries, short-answer responses, essays, etc.) and time demands as outlined in standard 10.	**Yes**	Standard 10 calls for students to write for a short time frame (a single sitting) for a range of discipline specific tasks, purposes, and audiences. Through the three various types of writing assignments (Literary Analysis, Research Simulation, Narrative Writing) the students will write two essays and one short story of varied lengths.	Thank you for the feedback.
	6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	In each grade-level there are three different modes of writing. The students will complete a Literary Analysis Task in essay form. The students will also write an essay for a Research Simulation Task using informational texts. A Narrative Writing Task is also required in the form of a short story.	Thank you for the feedback.
	6d) In later grades, narrative prompts decrease in number and increase in being based on text(s), e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**Yes**	A narrative writing task is included in each grade-level. The prompts are not imaginative narratives. The students are required to analyze a text before writing a short story from a character's point of view. Each grade-level is also required to complete a Literary Task Analysis and a Research Simulation Task. Narrative prompts are not the focus.	In addition to the writing tasks that we have submitted for review, our item bank includes additional writing tasks used to assess different texts in the same manner.
7. 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 *Applicable if speaking and	**REQUIRED** **7a)** Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.	**No**	The texts used for the Grade 4 Speaking and Listening assessment includes a separate excerpt from "Who Were the Wright Brothers?" A different excerpt from this story is also used in the Grade 4 Language Arts assessment. "Far Out Guide to Mercury" and "Healthy Skin Matters" are quality texts in that they meet the guidelines for the quantitative and qualitative measures for the grade-level band. All three texts used are authentic. However, the texts are not used for various purposes. All texts used are informational and the assessments following the texts do not meet the Speaking and Listening standards. Speaking and Listening standard 1 requires students to effectively participate in collaborative discussions.	While we do not yet meet the standards for Speaking and Listening, TE21 is willing to modify our items to better align with the indicators. Speaking and Listening standards are difficult to assess using traditional assessment item types. Assessing how a student participates in discussion or how clearly he or she speaks would need to be done through onsite observation rather than a traditional assessment item scored by TE21.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
listening is included on the assessment.			Speaking and Listening standard 4 requires students to speak clearly at an understandable pace. Standard 5 has students add visuals and recordings to their own presentations when appropriate. The texts used for this assessment calls for the teacher to read aloud the texts having the students answer multiple choice questions following the teacher's presentation. Clearly, Speaking skills are not assessed.	
	7b) Assessments measure 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**	The Grade 4 Speaking and Listening assessment only requires students to answer questions in print after listening to excerpts orally presented by the teacher. Students are not asked to present information orally.	Assessing how a student presents information orally would need to be done through onsite observation rather than a traditional assessment item scored by TE21. Any assessment that we could potentially develop in this area would need to scored onsite. Tasks may be developed, but would not be included on any reports.
	7c) 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**	Students are assessed on active listening skills. Students may be able to take notes during presentations by the teacher. However, students are not given the opportunity to ask questions and discuss ideas through collaboration with others.	Assessing how a student actively listens, asks questions, and discusses would not to be done through onsite observation rather than a traditional assessment item scored by TE21. Any assessment that we could potentially develop in this area would need to scored onsite.
8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☒ No	**REQUIRED** **8a)** The majority of language points on the assessments 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**	The majority of language points are obtained from an isolated language assessment. Language points are also obtained through written response in the form of a rubric. These points are noted on the rubric as "conventions." Mechanics and usage are not noted on the rubric. The Grammar assessment is not a part of an integrated task, rather it is a proofreading and editing assessment using multiple choice questions to correct errors on spelling, punctuation, word choice, and subject/verb agreement. A Grammar assessment is only provided for Grade 4.	TE21 has assessed grammar and language for multiple grades using multiple formats. A grammar assessment that more specifically matches the requirements of this indicator can be developed by TE21.
	REQUIRED **8b)** Questions and tasks address common student errors and the grammar and language conventions specified by	**Yes**	Although the there is a language stand-alone task on the assessment, language conventions are also scored as part of an integrated writing task in response to	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	the Language standards at each grade level.		reading. The rubric clarifies that for full points, the writing "demonstrates sophisticated command of grade-level conventions of standard written English.	
	REQUIRED **8c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	**Yes**	The conventions covered in the Grade 4 Grammar assessment directly relate to the college and career readiness standards. The test items build on previous grade-level knowledge.	Thank you for the feedback.
	8d) A majority of items assessing conventions and writing strategies reflect actual practice to the extent possible (i.e., they mirror authentic editing or revision, writing, etc.).	**Yes**	Students are asked to proofread and edit an authentic task. Students are also encouraged to proofread their own writing during the writing tasks. Considering the parameters set forth by assessments, this particular assessment offers an approach that is near the actual practice of editing and revision.	Thank you for the feedback.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 8. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, Text-Dependent Questions and Tasks, and Alignment), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**Yes**	The variety and level of texts used for each grade level prove to be of the highest quality.	
	2. Range of Texts	**No**	Only print formats are included on the assessment.	All of our texts are also available online. In addition to the submitted passages, additional texts are available for our use that span all grade levels with a wide range of complexity.
II: Design	3. Design, Scoring, and Reporting **(Non-Negotiable)**	**Yes**	The format of each assessment allows for several opportunities for students to show knowledge of standards.	
III: Assessment Items	4. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	All questioning and writing tasks are text-dependent.	
	5. Alignment **(Non-Negotiable)**	**Yes**	The items throughout the assessment directly reflect the rigor required of the college and career readiness standards.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	6. Writing to Sources	**Yes**	The three writing tasks in each assessment are text dependent and require students to understand the meaning of each text.	
	7. Speaking and Listening*	**No**	The texts used for the Grade 4 Speaking and Listening assessment are of quality. However, the type of assessment used with the texts lacks the ability to demonstrate true communication skills required for college and career readiness.	While we do not yet meet the standards for Speaking and Listening, TE21 is willing to modify our items to better align with the indicators. Speaking and Listening standards are difficult to assess using traditional assessment item types. Assessing how a student participates in discussion or how clearly he or she speaks would need to be done through onsite observation rather than a traditional assessment item scored by TE21.
	8. Language	**No**	Language standards are assessed through an isolated grammar assessment.	TE21 has assessed grammar and language for multiple grades using multiple formats. A grammar assessment that more specifically matches the requirements of this indicator can be developed by TE21.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>				

*As applicable

Appendix II.

Public Comments

There were no public comments submitted.