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

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** Grades: **6-8**

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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)	6. Writing to Sources
4. Text-Dependent Quests., Tasks (Non-Negotiable)	7. Speaking and Listening*
5. Alignment (Non-Negotiable)	8. Language

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 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 majority of the passages are not commissioned works. Texts that meet this criterion include an excerpt from the novel titled The Porcupine Year in the sixth grade benchmark, an excerpt from a speech by George W. Bush in the seventh grade benchmark, and a passage written by the National Park Service in the eighth grade benchmark. Furthermore, 100% of the Reading Literature and Reading Informational Texts passages are authentic. It is important to note that passages limited to the Speaking and Listening and the Language portion.
	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**	Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. In grade six, the text "Night Hunting" by Louise Erdrich has a Lexile measure of 890. Additionally, it increases in complexity because of the background knowledge requirements on the subject matter. In grade eight, the research simulation task involves understanding of historical concepts revolving around Mount Rushmore. Then, the text titled "An Uncomfortable Bed" represents the Lexile score of 1040 using an outside source. The "stretch" Lexile band recommends scores of 925-1185 for eighth grade students; therefore, this text suits the complexity level appropriately.

[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 **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 an outside source to indicate the Lexile scores of provided texts, it is conclusive that the quantitative data reveals appropriate grade level materials. The "stretch" Lexile band recommends scores of 925-1185 for 8th grade. In the Speaking and Listening Assessment for this grade level, the text titled "Owning Books" represents a score of 860. In the 8th grade Benchmark assessment, the texts titled "Mount Rushmore National Memorial" represents a score of 1290. Therefore, nearly all of the texts are placed within the grade band indicated by the quantitative analysis.
	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**	The different sections of the Benchmark assessment does provide multiple and paired texts for students to demonstrate mastery of standards. This requires students to make connections among texts. In the literature portion of the eighth grade Benchmark Assessment, two fiction pieces are provided that represents cohesion, and it encourages students to draw conclusions from the text. Additionally, the various texts offer diversity in structure, purpose, and originality. For example, in the grade eight assessment, the research simulation task includes three texts about Mount Rushmore including information by the National Park Service, a speech by Calvin Coolidge, and an article by Gutzon Borglum. The assessment asks students to analyze these three texts for both information and themes to demonstrate mastery of the standards; the students are asked to make clear connections among the texts. Lastly, the sixth grade students read three passages related to suspension bridges: "Suspension Bridge Basics," a passage from The Brooklyn Bridge, and "Tacoma Narrows Bridge, Washington State 1940." Students, then, write an essay that compares and contrasts the differences in how the authors present

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			information about suspension bridges based on the purposes of the passages.
	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**	Texts do increase in complexity throughout the reading assessments and across grade bands. While the reading texts increase gradually to span the grade level band, the listening portion increases in a greater manner to address the breadth of listening skills. Students read texts that are quantitatively in a range of 870L to 1200L in grade six, in a range of 760L to 1390L in grade seven, and in a range of 820L to 1230L in grade eight. Through these texts, students are required to determine meaning or purpose.
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**	The passages represent a balance between literary and informational texts. To be more precise, nine texts are fictional and twelve are informational. It should be noted that the informational texts for each grade level are related. Plus, the texts span both historical and scientific information. For example, grade six contains three cohesive passages on the concept of bridges.
	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**	The text structure of the nine informational texts from grades six through eight include texts that are written with an informational text structure as well as literary nonfiction. An example of informational text structure is found in grade six titled "Suspension Bridge Basics" from the Washington State Department of Transportation. An example of literary nonfiction is found in grade eight titled "Remarks on Climate Change" by President Barack Obama.
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**	Assessments incorporate performance task that require students to respond to a set of texts through reading and writing. In the eighth grade Literary Analysis Task for the benchmark assessment, students are instructed to write an essay in which the narrators' internal dialogues and/or the events in the stories reveal aspects of the narrators' personalities. The student must use specific evidence from both passages to support the analysis. Also, the eighth grade research simulation task prompts students to analyze three texts for both information and themes to demonstrate mastery of the standards; the students are making clear connections among the texts.
	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 performance assessment rubric and answer key document are provided. The writing rubric has three guidelines for scoring: development, focus and organization, and language and conventions. The rubric has four different measures for success within each guideline. For example, in the development column, students are scored based on the selection and quality of textual evidence. It would be advisable for the assessment to include student work exemplars.
	3c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).	**No**	The assessment is only a summative assessment. The teacher has no way to gauge understanding until the actual grading of the test. This would include Literary Research Simulation, Informational Listening and Speaking, and Grammar. No other options are provided either online or in the PDF format.
	3d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	All materials assess student proficiency using methods that are unbiased and accessible to all students. Each grade level assessment is offered through a paper-based option. Prior knowledge of topics is not required to perform well on the assessment. The only texts that fall above the grade-

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			level band are read aloud, and none of the texts have inaccessible topics or domain-specific vocabulary. Directions are clear and rubrics are provided.
	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 materials measure student progress and provides results in a variety of reports, including a student report. Students are given a comparison that shows how many questions they scored correctly compared to how many needed to reach proficiency. 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 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-	**REQUIRED** **4a)** Nearly all of the questions on assessments or in an item bank are text dependent.[2]	**Yes**	This indicator marks as a "yes" because 100% of questions on the grades 6-8 Benchmark Assessments are text dependent. Many of these require students to pick a direct quote from the passage to answer a

[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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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			question about the text. Also, the constructed response items are text dependent. The question items are presented in a diverse manner where some may be displayed in a graphic organizer, multiple choice, order of events, or pairing of responses with evidence. In other words, in the 6th grade Benchmark Assessment, an items instructs, "Select one choice that describes Nathan's response to the ship wreck and one piece of evidence from the passage to support the answer." Another example of a text-dependent question is also found in the sixth grade benchmark where part A of a question item asks, "How does Omakaya's attitude toward her brother change from the beginning of the passage to the end?" Then, part B follows up by asking the student to choose two details from the passage that supports their response from part A. It can be concluded that the questions emphasize the usage of evidence to support answers.
	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**	Considering that most question items prompt students to think about complex concepts of the text, it can be confirmed that Reading Standard 1 is utilized as a support piece along with assessing other reading standards. In the eighth grade Benchmark Assessment, 18 out of 38 questions require students to select evidence. In the seventh grade Benchmark Assessment, 20 out of 39 questions require students to select evidence. In the sixth grade, 19 out of 37 questions require students to directly select evidence. Therefore, students must frequently choose accurate evidence for their responses. The grade six through eighth Benchmark Assessments encourage students to closely examine the text to discover the meaning of words as it is used in the passage.
	4c) Assessments or item banks contain a variety of types	**Yes**	Assessment include a variety of question types. These

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	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.		structures include different formats of multiple choice including sequential order and completing graphic organizers. Plus, there are written response items. For example, in the sixth grade, the question prompts students to choose one quality of a character, then match it with evidence supporting this response to complete a graphic organizer. In the sixth grade, the Literary Analysis Task instructs, "Write an essay in which you analyze the different points of view the authors use to develop the characters and the plots. Be sure to discuss how the points of view of the two passages have different impacts on the reader. Use specific evidence from both passages to support your analysis." As one can see, the questions and tasks are diverse in format.
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**	Key ideas are continuously addressed throughout all of the assessments for grades six through eight. The question items trigger higher order thinking relating to the texts provided, including characterization and plot development. In the seventh grade, a question items asks, "How does the author use Jerry's friendship with Armand to advance the plot?" Then, students must justify their response by selecting the most appropriate. supportive evidence from the text. It is important to note that this criterion is evident in all types of questions throughout the assessments. In the eighth grade "Language Arts, Speaking and Listening" Assessment, a question asks students to describe the purpose of the presentation. This question directs students to analyze the purpose of information presented. Most of the question items focus on key ideas, such as central idea, theme, tone, characterization, and the author's purpose.

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	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**	Each grade level digs deeper into the standards and requires more analysis, plus specific evidence from the text. For example, the sixth grade Literary Analysis Task has students read two passages and write an essay to analyze point of view. Then, the same type of tasks for seventh grade not only asks students to compose an essay on the different points of view, but they must also explain how it reveals aspects of the characters and propels the action of the story. Moreover, the questions reflect depth and complexity. The question items use the language and concepts required by the standards. For example, citing evidence is used to support vocabulary definitions, characterization, and author's purpose. Specifically, a question item in the sixth grade focuses on the development of the author's claim. In seventh grade, a question asks to identify the central idea of the text. Overall, the level of complexity advances in each grade level along with the text complexity in addition to aligning those concepts with the CCSS standards.
	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**	This indicator meets the expectations of the criteria because 100% of vocabulary items on the assessments are essential to the central meaning and purpose of the text and focus on determining meaning based on context. For example, each of the four vocabulary items in the sixth grade assessment are in a Part A/Part B format and requires students to choose a quotation from the text that supports their definition. To be specific, one question asks students to define "propelled," "fragile," and "daunting," based on context and word connections. Students, also, examine text structure in questions 6-16 when they must pick out two additional paragraphs that contribute to the development of the plot and other ideas. This trend is consistent throughout grade seven

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			and eight assessments.
	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**	Sets of questions for given texts are coherently sequenced for proper assessment with standard alignment. For each assessment, the question items begin with defining unfamiliar terms using context clues to support the student's decision. Progressively, the questions increase in complexity and require more in-depth understanding of the text. These questions may prompt students to think about contrasting points of view, the formulation of the central idea, or how the tone impacts the text. For example, in the sixth grade assessment, students read three nonfiction texts about bridges and answer questions that build to students understanding author's purpose. The culminating tasks asks students to examine the connection between the three texts and write an essay that compares and contrasts the differences in how the authors present information based on the author's purpose. Then, in grade seven, students are assessed on how the speaker changed throughout the poem. The final task is for students to write an original narrative using details that were already learned regarding the speaker, setting, and plot. Therefore, this indicator is marked "yes" because the sets of questions evaluate whether students are able to read, understand, and express their understanding of the language, topics, theme, and ideas of grade level, complex texts.
6. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.	**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**	All written tasks require students to analyze and synthesize sources, as well as to present careful analyses, well defended claims, and clear information while drawing on textual evidence to support valid inferences from the texts. For example, in grade six, students complete a narrative writing task considered the Prose Constructed Response. The instructions prompt the students to choose a situation in which

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☐ Yes ☒ No			two characters from the text would find themselves and write a narrative story about what happened from one character' s point of view. They must describe the event, the character's interactions with other characters, and the character's feelings about the event. Therefore, students are required to draw on textual evidence to support valid inferences.
	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.	**No**	All writing tasks are Prose Constructed Response items, which require students to write an essay. No other task types are addressed. The assessments include multiple writing tasks. Each assessment asks students to construct two essays and a narrative task, but does not have the students create charts, summaries, or short answer responses. In the Grade 7 assessment, students are asked the following: "Write an essay in which you discuss how the authors used different points of view to reveal aspects of the characters and propel the action of the stories." In other words, students are asked to organize information through technology-enhanced items but never in writing.
	6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	Each grade-level assessment includes a Literary Analysis Task, a Research Simulation Task, and a Narrative Writing Task. Each of these tasks addresses a different mode of blended mode of writing.
	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**	Grades 6, 7, and 8 each contain a narrative prompt that is text based. In the sixth grade, students write from a character's point of view based on the text they have read. In the seventh grade, students write an original narrative, using the same characters to continue the story using details from the text. In the eighth grade, students again continue the story using characters and events from the text.
7. SPEAKING AND LISTENING: * Items assessing speaking and listening must be text-dependent	**REQUIRED** **7a)** Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.	**No**	Speaking and Listening texts are print format only. Texts do not include different formats as indicated in criteria 2b.

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and reflect true communication skills required for college and career readiness. ☐ Yes ☒ No *Applicable if speaking and listening is included on the assessment.	**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 assessments reviewed did not include an oral presentation.
	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**	The assessments reviewed do not include an evaluation of active listening skills.
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.
	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**	Questions and tasks focus on conventions most important for college and career readiness. Plus, it builds from previous grade levels. For example, two questions focus on the Language Standard 8.2a, one question addressing commas and the other addressing dashes. This standard builds on Language Standard 7.2a, which solely focuses on using commas to separate coordinating conjunctions.

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	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.

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**	A majority of the texts are appropriate based on qualitative and quantitative analysis.
	2. Range of Texts	**No**	Although the passages represent a balance between literary and informational texts, 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.
II: Design	3. Design, Scoring, and Reporting **(Non-Negotiable)**	**Yes**	The assessment report reveals beneficial data for a benchmark piece. The texts are complex and measure a variety of benchmarks while gaining rigor over the grade levels.
III: Assessment Items	4. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	Most questions are complex, reflect alignment of standards, and require textual evidence.
	5. Alignment **(Non-Negotiable)**	**Yes**	Question items are appropriately complex and align to required state standards throughout the grade levels.
	6. Writing to Sources	**No**	The assessment pieces lack variety in length. Specific time demands are not required.
	7. Speaking and Listening*	**No**	Speaking and Listening texts are print format only. Texts do not include different formats as indicated in

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			criteria 2b.
	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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Overall Rating: **Tier II, Approaching quality**

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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 majority of the passages are not commissioned works. Texts that meet this criterion include an excerpt from the novel titled The Porcupine Year in the sixth grade benchmark, an excerpt from a speech by George W. Bush in the seventh grade benchmark, and a passage written by the National Park Service in the eighth grade benchmark. Furthermore, 100% of the Reading Literature and Reading Informational Texts passages are authentic. It is important to note that passages limited to the Speaking and Listening and the Language portion.	Thank you for your feedback.
	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**	Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. In grade six, the text "Night Hunting" by Louise Erdrich has a Lexile measure of 890. Additionally, it increases in complexity because of the background knowledge requirements on the subject matter. In grade eight, the research simulation task involves understanding of historical concepts revolving around Mount Rushmore. Then, the text titled "An Uncomfortable Bed" represents the Lexile score of 1040 using an outside source. The "stretch" Lexile band recommends scores of 925-1185 for eighth grade students; therefore, this text suits the complexity level appropriately.	Thank you for your 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 an outside source to indicate the Lexile scores of provided texts, it is conclusive that the quantitative data reveals appropriate grade level materials. The “stretch” Lexile band recommends scores of 925-1185 for 8th grade. In the Speaking and Listening Assessment for this grade level, the text titled “Owning Books” represents a score of 860. In the 8th grade Benchmark assessment, the texts titled “Mount	Thank you for your 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
			Rushmore National Memorial" represents a score of 1290. Therefore, nearly all of the texts are placed within the grade band indicated by the quantitative analysis.	
	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**	The different sections of the Benchmark assessment does provide multiple and paired texts for students to demonstrate mastery of standards. This requires students to make connections among texts. In the literature portion of the eighth grade Benchmark Assessment, two fiction pieces are provided that represents cohesion, and it encourages students to draw conclusions from the text. Additionally, the various texts offer diversity in structure, purpose, and originality. For example, in the grade eight assessment, the research simulation task includes three texts about Mount Rushmore including information by the National Park Service, a speech by Calvin Coolidge, and an article by Gutzon Borglum. The assessment asks students to analyze these three texts for both information and themes to demonstrate mastery of the standards; the students are asked to make clear connections among the texts. Lastly, the sixth grade students read three passages related to suspension bridges: "Suspension Bridge Basics," a passage from The Brooklyn Bridge, and "Tacoma Narrows Bridge, Washington State 1940." Students, then, write an essay that compares and contrasts the differences in how the authors present information about suspension bridges based on the purposes of the passages.	Thank you for your feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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**	Texts do increase in complexity throughout the reading assessments and across grade bands. While the reading texts increase gradually to span the grade level band, the listening portion increases in a greater manner to address the breadth of listening skills. Students read texts that are quantitatively in a range of 870L to 1200L in grade six, in a range of 760L to 1390L in grade seven, and in a range of 820L to 1230L in grade eight. Through these texts, students are required to determine meaning or purpose.	Thank you for your feedback.
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**	The passages represent a balance between literary and informational texts. To be more precise, nine texts are fictional and twelve are informational. It should be noted that the informational texts for each grade level are related. Plus, the texts span both historical and scientific information. For example, grade six contains three cohesive passages on the concept of bridges.	Thank you for your feedback. In addition to the submitted passages, we have a vast database of additional texts that span all grade levels with a wide range of complexity.
	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**	The text structure of the nine informational texts from grades six through eight include texts that are written with an informational text structure as well as literary nonfiction. An example of informational text structure is found in grade six titled "Suspension Bridge Basics" from the Washington State Department of Transportation. An example of literary nonfiction is found in grade eight titled "Remarks on Climate Change" by President Barack Obama.	Thank you for your feedback. In addition to the submitted passages, we have a vast database of additional texts that span all grade levels with a wide range of complexity.
Section II. Design				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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**	Assessments incorporate performance task that require students to respond to a set of texts through reading and writing. In the eighth grade Literary Analysis Task for the benchmark assessment, students are instructed to write an essay in which the narrators' internal dialogues and/or the events in the stories reveal aspects of the narrators' personalities. The student must use specific evidence from both passages to support the analysis. Also, the eighth grade research simulation task prompts students to analyze three texts for both information and themes to demonstrate mastery of the standards; the students are making clear connections among the texts.	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 performance assessment rubric and answer key document are provided. The writing rubric has three guidelines for scoring: development, focus and organization, and language and conventions. The rubric has four different measures for success within each guideline. For example, in the development column, students are scored based on the selection and quality of textual evidence. It would be advisable for the assessment to include student work exemplars.	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**	The assessment is only a summative assessment. The teacher has no way to gauge understanding until the actual grading of the test. This would include Literary Research Simulation, Informational Listening and Speaking, and Grammar. No other options are provided either online or in the PDF format.	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**	All materials assess student proficiency using methods that are unbiased and accessible to all students. Each grade level assessment is offered through a paper-based option. Prior knowledge of topics is not required to perform well on the	Thank you for your feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			assessment. The only texts that fall above the grade-level band are read aloud, and none of the texts have inaccessible topics or domain-specific vocabulary. Directions are clear and rubrics are provided.	
	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 materials measure student progress and provides results in a variety of reports, including a student report. Students are given a comparison that shows how many questions they scored correctly compared to how many needed to reach proficiency. 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 weaknesses for all standards covered by the assessments; However, the reports provide information for the Common Core State Standards, not the Louisiana Student Standards.	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 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				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 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**	This indicator marks as a "yes" because 100% of questions on the grades 6-8 Benchmark Assessments are text dependent. Many of these require students to pick a direct quote from the passage to answer a question about the text. Also, the constructed response items are text dependent. The question items are presented in a diverse manner where some may be displayed in a graphic organizer, multiple choice, order of events, or pairing of responses with evidence. In other words, in the 6th grade Benchmark Assessment, an items instructs, "Select one choice that describes Nathan's response to the ship wreck and one piece of evidence from the passage to support the answer." Another example of a text-dependent question is also found in the sixth grade benchmark where part A of a question item asks, "How does Omakaya's attitude toward her brother change from the beginning of the passage to the end?" Then, part B follows up by asking the student to choose two details from the passage that supports their response from part A. It can be concluded that the questions emphasize the usage of evidence to support answers.	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 which measure other grade-level standards. No items assess Reading Standard 1 in isolation.	**Yes**	Considering that most question items prompt students to think about complex concepts of the text, it can be confirmed that Reading Standard 1 is utilized as a support piece along with assessing other reading standards. In the eighth grade Benchmark Assessment, 18 out of 38 questions require students to select evidence. In the seventh grade Benchmark	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
			Assessment, 20 out of 39 questions require students to select evidence. In the sixth grade, 19 out of 37 questions require students to directly select evidence. Therefore, students must frequently choose accurate evidence for their responses. The grade six through eighth Benchmark Assessments encourage students to closely examine the text to discover the meaning of words as it is used in the passage.	
	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**	Assessment include a variety of question types. These structures include different formats of multiple choice including sequential order and completing graphic organizers. Plus, there are written response items. For example, in the sixth grade, the question prompts students to choose one quality of a character, then match it with evidence supporting this response to complete a graphic organizer. In the sixth grade, the Literary Analysis Task instructs, "Write an essay in which you analyze the different points of view the authors use to develop the characters and the plots. Be sure to discuss how the points of view of the two passages have different impacts on the reader. Use specific evidence from both passages to support your analysis." As one can see, the questions and tasks are diverse in format.	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**	Key ideas are continuously addressed throughout all of the assessments for grades six through eight. The question items trigger higher order thinking relating to the texts provided, including characterization and plot development. In the seventh grade, a question items asks, "How does the author use Jerry's friendship with Armand to advance the plot?" Then, students must justify their response by selecting the most appropriate. supportive evidence from the text. It is important to note that this criterion is evident in all types of questions throughout the assessments. In	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			the eighth grade "Language Arts, Speaking and Listening" Assessment, a question asks students to describe the purpose of the presentation. This question directs students to analyze the purpose of information presented. Most of the question items focus on key ideas, such as central idea, theme, tone, characterization, and the author's purpose.	
	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**	Each grade level digs deeper into the standards and requires more analysis, plus specific evidence from the text. For example, the sixth grade Literary Analysis Task has students read two passages and write an essay to analyze point of view. Then, the same type of tasks for seventh grade not only asks students to compose an essay on the different points of view, but they must also explain how it reveals aspects of the characters and propels the action of the story. Moreover, the questions reflect depth and complexity. The question items use the language and concepts required by the standards. For example, citing evidence is used to support vocabulary definitions, characterization, and author's purpose. Specifically, a question item in the sixth grade focuses on the development of the author's claim. In seventh grade, a question asks to identify the central idea of the text. Overall, the level of complexity advances in each grade level along with the text complexity in addition to aligning those concepts with the CCSS standards.	Thank you for the feedback.
	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);	**Yes**	This indicator meets the expectations of the criteria because 100% of vocabulary items on the assessments are essential to the central meaning and purpose of the text and focus on determining meaning based on context. For example, each of the four vocabulary items in the sixth grade assessment are in a Part A/Part B format and requires students to choose a quotation from the text that supports their	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1 and 2.		definition. To be specific, one question asks students to define "propelled," "fragile," and "daunting," based on context and word connections. Students, also, examine text structure in questions 6-16 when they must pick out two additional paragraphs that contribute to the development of the plot and other ideas. This trend is consistent throughout grade seven and eight assessments.	
	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**	Sets of questions for given texts are coherently sequenced for proper assessment with standard alignment. For each assessment, the question items begin with defining unfamiliar terms using context clues to support the student's decision. Progressively, the questions increase in complexity and require more in-depth understanding of the text. These questions may prompt students to think about contrasting points of view, the formulation of the central idea, or how the tone impacts the text. For example, in the sixth grade assessment, students read three nonfiction texts about bridges and answer questions that build to students understanding author's purpose. The culminating tasks asks students to examine the connection between the three texts and write an essay that compares and contrasts the differences in how the authors present information based on the author's purpose. Then, in grade seven, students are assessed on how the speaker changed throughout the poem. The final task is for students to write an original narrative using details that were already learned regarding the speaker, setting, and plot. Therefore, this indicator is marked "yes" because the sets of questions evaluate whether students are able to read, understand, and express their understanding of the language, topics, theme, and ideas of grade level, complex texts.	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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**	All written tasks require students to analyze and synthesize sources, as well as to present careful analyses, well defended claims, and clear information while drawing on textual evidence to support valid inferences from the texts. For example, in grade six, students complete a narrative writing task considered the Prose Constructed Response. The instructions prompt the students to choose a situation in which two characters from the text would find themselves and write a narrative story about what happened from one character' s point of view. They must describe the event, the character's interactions with other characters, and the character's feelings about the event. Therefore, students are required to draw on textual evidence to support valid inferences.	Thank you for the feedback.
	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.	**No**	All writing tasks are Prose Constructed Response items, which require students to write an essay. No other task types are addressed. The assessments include multiple writing tasks. Each assessment asks students to construct two essays and a narrative task, but does not have the students create charts, summaries, or short answer responses. In the Grade 7 assessment, students are asked the following: "Write an essay in which you discuss how the authors used different points of view to reveal aspects of the characters and propel the action of the stories." In other words, students are asked to organize information through technology-enhanced items but never in writing.	Thank you for the feedback. In addition to the writing tasks that we submitted, we have additional items which include other writing tasks used to assess different texts in the same manner. As noted above, our assessments are custom designed and match the LEAP blueprint for each grade level assessment, thus the benchmark submitted does not incorporate all available items or passages.
	6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	**Yes**	Each grade-level assessment includes a Literary Analysis Task, a Research Simulation Task, and a Narrative Writing Task. Each of these tasks addresses a different mode of blended mode of writing.	Thank you for the feedback.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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**	Grades 6, 7, and 8 each contain a narrative prompt that is text based. In the sixth grade, students write from a character's point of view based on the text they have read. In the seventh grade, students write an original narrative, using the same characters to continue the story using details from the text. In the eighth grade, students again continue the story using characters and events from the text.	Thank you for the feedback. 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 listening is included on the assessment.	**REQUIRED** **7a)** Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.	**No**	Speaking and Listening texts are print format only. Texts do not include different formats as indicated in criteria 2b.	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.
	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 assessments reviewed did not include an oral presentation.	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**	The assessments reviewed do not include an evaluation of active listening skills.	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).	**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	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 with clients to ensure the content is assessed according to the LA blueprint and indicators.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☒ No			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.	
	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.	Thank you for the feedback.
	REQUIRED **8c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	**Yes**	Questions and tasks focus on conventions most important for college and career readiness. Plus, it builds from previous grade levels. For example, two questions focus on the Language Standard 8.2a, one question addressing commas and the other addressing dashes. This standard builds on Language Standard 7.2a, which solely focuses on using commas to separate coordinating conjunctions.	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**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**Yes**	A majority of the texts are appropriate based on qualitative and quantitative analysis.	
	2. Range of Texts	**No**	Although the passages represent a balance between literary and informational texts, 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.	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 assessment report reveals beneficial data for a benchmark piece. The texts are complex and measure a variety of benchmarks while gaining rigor over the grade levels.	
III: Assessment Items	4. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**Yes**	Most questions are complex, reflect alignment of standards, and require textual evidence.	
	5. Alignment **(Non-Negotiable)**	**Yes**	Question items are appropriately complex and align to required state standards throughout the grade levels.	
	6. Writing to Sources	**No**	The assessment pieces lack variety in length. Specific time demands are not required.	In addition to the assessments submitted, we also have items available for benchmarks with various types and lengths of constructed response items.
	7. Speaking and Listening*	**No**	Speaking and Listening texts are print format only. Texts do not include different formats as indicated in criteria 2b.	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality				

*As applicable

Appendix II.

Public Comments

There were no public comments submitted.