

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: **ELA Benchmark Assessments**

Grade: **English II**

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Overall Rating: **Tier I, Exemplifies quality**

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

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

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**¹ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2. Materials must meet Non-negotiable 2 to move on to Non-negotiables 3 and 4.
- Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

¹ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2. Materials must meet Non-negotiable 2 to move on to Non-negotiables 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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).</p>	<p>Yes</p>	<p>Over 90% of the texts are authentic, previously published, and offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. Literary, nonfiction, poetry, history, and science texts are included. Titles such as “The Good Earth” by Pearl S Buck, “Helen of Troy” by Sara Teasdale, “The Iliad” by Homer and “Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese American Civilians” by former President Ronald Reagan are included. The passages uphold a level of rigor and complexity that challenge comprehension through a variety of subjects, terminology, and figurative language.</p>
	<p>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.² Poetry and drama are analyzed only using qualitative measures.</p>	<p>Yes</p>	<p>Assessments provide texts that are appropriately complex for the grade level according to the requirements outlined in the standards. Based on qualitative analysis, 6 out of 7 of the texts measure as either moderately complex or very complex. Quantitative Lexile measures</p>

² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>.

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			examples include, "Career Planning for High Schoolers" by Elka Torpey measures 1140L, "An Apology" by Kevin Gover measures 1250L, "Math Without Numbers" by the National Science Foundation measures 1340L, and "Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese American Civilians" by former President Ronald Reagan 1110L.
	<p>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.</p>	Yes	Texts measure within the grade band as indicated by quantitative measures and qualitative analysis and range from readily accessible to very complex. Poetry on the assessment, such as "Helen of Troy" and "The Iliad," are qualitatively identified as very complex because of layered meanings. In addition, the excerpt from "The Good Earth" which quantitatively measures 930L falls below the range of English II; however, this text is deemed moderately complex qualitatively because of knowledge demands and layered meanings. Students are also able to examine the author's refinement of the theme through the complexity of Buck's descriptions of the character.
	<p>Required 1d) Provides paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among texts; when</p>	Yes	Paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among texts are provided. Standards are

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	<p>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.</p>		<p>accessed multiple times over the course of the test, and paired texts provide students with a level of complexity that allows thematic connections to be made. The assessment utilizes seven texts. The first three texts stand alone, and the tasks associated with them offer varied opportunities to demonstrate the mastery of structure and development standards. The subsequent texts are paired thematically. For example, after reading two poems students are to complete a constructed response with the prompt, "You have read excerpts from the poem 'Helen of Troy' by Sara Teasdale and 'The Iliad' by Homer. Write an essay analyzing how both poems develop the theme of perception versus reality. Use evidence from both poems to support your response." Students must also complete an essay to answer the prompt, "You have read 'Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese American Civilians' by President Ronald Reagan and 'An Apology' by Kevin Gover. Both speakers issue apologies for the past wrongdoings of the United States government. Write an essay arguing what responsibility the existing government bears for its historical misconduct. Use</p>

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			evidence from the speeches to support your 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 increase in complexity as materials progress throughout the grade level and across grade bands.
<p>Non-negotiable</p> <p>2. DESIGN, SCORING, AND REPORTING:</p> <p>Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) 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.</p>	Yes	<p>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 on isolated standards. Selected response questions require students to draw evidence from the texts and appropriately scaffold to the written response. The paired poetry task requires students to address a common theme in both texts. The paired speeches task requires students to trace the structure and purpose throughout each speech with an emphasis on connotation and rhetorical device, then argue the culpability of two governments. For example, students read two literary texts “Helen of Troy” by Sara Teasdale and “The Iliad” by Homer then write an essay that analyzes how both texts develop the same theme. Writing is scored based on the ability to develop ideas, cite</p>

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			textual evidence, provide an accurate analysis, organize writing, and on the proper usage of language and grammar mechanics.
	<p>Required 2b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	A rubric that is aligned to the Louisiana Student Standards for ELA provides sufficient guidance for interpreting student performance and along with an answer key work together to clarify the expectations for both teachers and students.
	<p>2c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).</p>	Yes	A variety of assessments are included and could be used as pretests, formative assessment, self-assessment, and summative assessment. A guide assists teachers in how to use each benchmark. For example, in “The Good Earth” there are prompts to “Select two ways in which the author develops Wang Lung’s anticipation and excitement about his wedding day,” along with questions that ask “Which statement clarifies Wang Lung’s point of view of marriage?” and “How does the relationship between Wang Lung and his father develop the theme?” which serve the purpose of guiding the student to understand the requirements needed for a fully developed constructed response that demonstrates their comprehension. This

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			<p>pattern is replicated in the 4 tasks that address aligned written responses.</p>
	<p>2d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Informational and historical texts entitled “An Apology” by Kevin Grover and “Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese American Civilians” by President Ronald Reagan are accessible due to their historical context and nature. Both texts focus on race relations among different groups (e.g., Japanese and Indian) of people within the United States. Additionally, the test materials do not contain content or questions that are particular to a group of people based on demographics.</p>
	<p>2e) 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.</p>	<p>Yes</p>	<p>Assessment results are analyzed by major claims and subclaims that are used to indicate the integration of knowledge or trends in the student’s performance over time, instead of reporting performance on individual standards or assessment items. Questions that measure the subclaim of vocabulary are a needed device for comprehending questions in relation to the figurative and connotative uses of language</p>

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			<p>in the excerpts from “Helen of Troy” and “The Iliad.” In addition, the subclaims of literary and informational text acquisition are assessed through text-specific questions such as “ How does this simile impact the passage?” (the sentence is given, and “How does the speaker use rhetoric in paragraph 2 to advance his purpose?” The writing subclaim is assessed through responses to a variety of texts. The constructed response prompts require students to cite and integrate knowledge from the given texts.</p>
	<p>2f) 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.</p>	<p>Yes</p>	<p>Assessment results are clearly communicated for the purpose of determining areas of weakness and provide actionable information which leads to clear next steps on how to address the weaknesses through instruction. The program also offers the ability for teachers to produce data charts and other tools in which they can analyze the weaknesses of students to make instructional decisions for their continued improvement. Teachers are able to view each question and see why a student answered incorrectly which can then help them tailor instruction. In addition, the standards are assessed across multiple texts which allows the teacher to further analyze student performance based on standard by text type (genre). The</p>

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			questions are consistent in the language used which provides stronger data for analyzing weaknesses in content and skill by individual items
<p>Non-negotiable 3. 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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Nearly all of the questions on assessments or in an item bank are text dependent.³</p>	Yes	<p>Questions on the assessments and in the item banks are text-dependent. For example, the first question pertaining to the article “Career Planning for High Schoolers” draws the student back into the text in order to analyze the structure that serves to develop the central idea. The prompt requires the student to select two ways in which the author develops ideas. The response choices reference the structure that is specific to the text “by comparing and contrasting,” “by describing,” “by identifying,” “by including,” and “by listing.” The text-dependent and text-specific questions included serve to bring the student back into the text in order to find the answer.</p>
	<p>Required 3b) 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.</p>	Yes	<p>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. For example, Question 7, from “The Good</p>

³ 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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			<p>Earth” asks “Which quotation from Paragraph 4 supports the inference that Wang Lung feels a deep connection to nature?” This question provides the student with an opportunity for analysis and requires they cite evidence to support their response. The assessments employ Part A and Part B, “evidence-based selected-response questions,” through 8 paired question stems. These questions point the student to the larger structure and analysis of the central idea and to evidence that can be provided as part of the constructed response.</p>
	<p>3c) Assessments or item banks contain a variety of types of test questions and tasks, including, when possible, technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.</p>	<p>Yes</p>	<p>Assessments and item banks contain a variety of types of test questions and tasks that approach the texts in ways that are uniquely appropriate to each text. The types of items available for paper-based assessment contain a valid mixture of Evidence-Based Structured Response (EBSR), Multiple select, and prose constructed response items. As an example, the question bank for “The Good Earth” holds multiple select response items such as, “Select two ways in which the author develops Wang Lung’s anticipation...” and “Which two aspects of Chinese culture during the 1800s are revealed...?” Then, Question 7 serves as an EBSR requiring the</p>

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			student to select evidence that supports the given analysis. Questions 8-11 are text-specific and require multiple and varied reads of the text and EBSR (Parts A and B) questions provide a final look at the evidence to prepare the student for a constructed response item.
<p>Non-negotiable</p> <p>4. 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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>4a) 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.</p>	Yes	<p>Items on an assessment and in an item bank focus on key ideas of the text. The questions are considered text-dependent and text-specific, pointing to the complexities of the text. As an example, in “Math, Without Numbers” one question asks “How does the author support the claim in Paragraph 12...?” and in the assessment the student must consider how a simile is used to support the central idea and determine the culminating effect through the questioning on the central idea of the text. This represents the design of the questions for every text varied only by the needs of the text.</p>
	<p>Required</p> <p>4b) 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: <i>Not every standard must be assessed with every text.</i>)</p>	Yes	<p>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. For example, students focus on key ideas and details through questions that ask “what does immortal mean in Line 18?”</p>

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			<p>(from ‘Helen of Troy’).” Then, in the assessment, students focus on craft and structure through questions that ask, “How does the poet use structure to build tension?” Finally, the prose constructed response questions elicit the integration of knowledge and ideas as seen in the following student instructions: “You read excerpts from both “Helen of Troy” by Sara Teasdale and “The Iliad” by Homer. Write an essay analyzing how both poems develop the theme of perception vs. reality.”</p>
	<p>Required 4c) 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 5.</p>	<p>Yes</p>	<p>Vocabulary items on assessments and in the item bank assess words that are essential to the central meaning and purpose of the text. Vocabulary items also require the utilization of the text and are based on the context and connections to other words within the text. For example, in the excerpt from “Helen of Troy” the word “immortal” employs the prefix “im” affixed to a word that is used in the preface. Understanding this word is central to text acquisition because of the fact that the entire piece is a lament that Helen is not allowed to die. Placed in the statement that “the Gods are not so kind/To make her half immortal like themselves” is made significant as this is the grace she wants from the gods. Later in</p>

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			<p>the poem, the statement “Have I not made the world weep enough?/ Give death to me” provides the acquisition of the meaning of the word “immortal” as being eternal. Furthermore, the assessment includes the following questions that provide vocabulary assessment: “Read lines 19-21. What does the speaker mean by the oxymoron ‘cruel gift’? (It is to you I owe the cruel gift,/ Leda, my mother, and the Swan, my sire,/ To you the beauty and to you the bale); Based on the context of paragraph 4, what is the meaning of restitution? What does advocate mean in the sentence?”</p>
	<p>4d) 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.</p>	<p>Yes</p>	<p>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. The range of complexity includes defining vocabulary in context, analyzing how specific vocabulary words impact some aspect of the text, asking how the themes or central ideas or claims are developed, and writing tasks that ask students to analyze some aspect in depth. The assessment questions determine the students ability to analyze the structure of a text as well as how the structure lends itself</p>

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			to meaning. The replicated question sets provide a process of gradual release as the student can seek for comparable understanding in multiple types of text. As an example, the first nonfiction and fiction passages both begin with a question of structure; varied text type would provide the student with an opportunity for self-evaluation based on the type of text with which the student is most familiar or comfortable.
Section II: Additional Criteria of Superior Quality			
<p>5. 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).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>5a) 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.</p> <p>5b) Assessments or item banks include print and non-print texts of different formats (e.g. a range of video, artwork, audio, charts, etc.) and lengths.</p> <p>5c) Assessments or item banks include informational texts with an informational text structure rather than a</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Passages on the ELA assessments or in an item bank represent a balance between literary and informational texts. The total number of passages is seven, out of which 4 are informational. Additionally, the length of the informational texts creates an appropriate emphasis on informational text for Grade 10. For example, the total pages of informational text is approximately 10.5 and the total pages of literary text are 4, representing a balance of 72% informational and 28% literary.</p> <p>To the extent possible, assessments or item banks print texts in different formats and lengths.</p> <p>Assessments or item banks include informational texts with an informational</p>

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	narrative structure; grades 3-12 include literary nonfiction.		text structure. For example, the informational text “Career Planning for High Schoolers” is written using both problem/solution and sequence text structures. The purpose of the text is to provide high school students with step-by-step solutions for career-planning. The text “Math Without Numbers” is written using chronological and description text structures. Also, as to standard alignment, the two speeches: “Remarks of Signing a bill Providing Restitution for the Wartime Internment of Japanese American Civilians” and “An apology” center on a common theme of government culpability. The comparison of these documents is aligned to RI standards regarding the Integration of Knowledge. Students are delineating and evaluating an argument and specific claims in a text, and analyzing seminal documents of historical significance.
<p>6. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>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.</p>	<p>Yes</p>	<p>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 the text. Where students are only writing to one source, the prompt requires them to analyze the craft and structure of the author</p>

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			for meaning. For example, about the excerpt from “The Good Earth”, the students are asked to analyze the details to arrive at an understanding of the differing points of view of the characters towards the significance of a wedding day. The evidence of the points of view is implicit in the character descriptions and actions and therefore requires a deep analysis and supports students making meaning of a complex text.
	<p>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.</p>	Yes	Assessments include multiple writing tasks with varied lengths and time demands. The varying depths of analysis provide for varying time demands. The first two writing prompts are set up to pull from one text and have less of a demand for organization and development of ideas. Conversely, the prompts that are associated with paired texts, require more time and attention to the development of ideas and organization. The reference to multiple texts requires an analysis that is appropriate to the grade level demands
	<p>6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	Yes	Assessment includes writing tasks from multiple modes of writing. The first constructive response on page 11 is an informative prompt where students are to compare and contrast. The second constructive response on page 16 is also

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			informative where students describe the specific choices the author makes. The first complex writing task on page 23 is analytical while the final complex writing task is both analytical and opinion/argumentative.
	<p>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.</p>	Yes	Assessment includes writing tasks from multiple modes of writing. The first constructive response on page 11 is an informative prompt where students are to compare and contrast. The second constructive response on page 16 is also informative where students describe the specific choices the author makes. The first complex writing task on page 23 is analytical while the final complex writing task is both analytical and opinion/argumentative
<p>7. SPEAKING AND LISTENING: * Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 5.</p>	N/A	
	<p>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).</p>	N/A	
	<p>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.</p>	N/A	

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*Applicable if speaking and listening is included on the assessment.			
<p>8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	<p>The majority of language points on the assessments are obtained from test questions that are 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. Vocabulary acquisition and use are assessed in each text through the text-dependent questions such as “In paragraph 15, Why does Wang Lung’s father describe drinking tea as ‘like eating silver’?” This question requires that students understand the context and point of view of the father in order to answer correctly, which is aligned to L.4a and L.5. Also, in response to Reagan’s speech, students are asked, “Based on the context of Paragraph 4, what is the meaning of ‘restitution’?” This question aligns with the standards since it forces the student back into the text to find meaning through contextual factors.</p>
	<p>Required 8b) Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	<p>The assessment provides opportunities for the student to apply knowledge of language conventions and grammar embedded within the analysis of complex texts in the materials (L.3). The rigor of the writing prompts require students to use general</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and specific domain words and phrases accurately as the majority of the prompts point toward an analysis of craft and structure (L.6). Also, writing tasks vary in such a way that emphasis is placed on students reproducing and mirroring qualities of complex texts in their own writing. By citing textual evidence students are required to integrate the language of the texts into their own writing. In two cases, students are required to integrate complex language in Greek mythological texts such as “Helen of Troy” and “The Iliad.”</p>
	<p>Required 8c) Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.</p>	<p>Yes</p>	<p>Questions and tasks focus on conventions that are most important for college and career readiness and that build from previous grade levels. The writing prompts are text-dependent and cannot be responded to without the use of evidence from the texts. This provides an authentic application of grammar of the language standards in connection to the complex texts. For example, in response to the paired poems from “Helen of Troy” and from “The Iliad” the student analyzes the development of the universal theme of perception versus reality. This theme is carried out through literature at the college level and therefore requires the student to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			examine the text in a way that mirrors college requirements. Also, in the response regarding “Math Without Numbers,” students are required to trace the development of ideas throughout the text, which also applies to both college and career
	<p>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.).</p>	<p>Yes</p>	<p>A majority of items assessing conventions and writing strategies mirror authentic writing. Students must proofread to revise and edit their own work after they write their responses and have a set time in which they must write them which reflects authentic writing practices. Also, students are required to write arguments that support claims in response to the paired speeches, “Remarks of Signing a Bill Providing Restitution for the Wartime Internment of Japanese American Civilians” and “An Apology” as well as complete an explanatory piece regarding the development of a theme in the excerpts from “Helen of Troy” and “The Iliad” which requires students to explain his/her text-based understanding of the poems.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” 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 Justifications/Comments
I: Non-negotiable Criteria of Superior Quality⁴	1. Quality of Texts	Yes	At least 90% of texts offered rich opportunities for students to demonstrate mastery of grade-level standards as determined by qualitative and quantitative analysis. Literary and thematic connections build knowledge throughout the assessment and provide written responses.
	2. Design, Scoring, and Reporting	Yes	The varied performance tasks are unbiased and accessible. Major and minor subclaims are adequately assessed throughout and provide analysis for actionable information.
	3. Text-Dependent Questions and Tasks	Yes	Nearly all of the questions on the assessment are text-dependent and assess Reading Standard 1. The test items are varied and approach the literature in multiple ways, requiring the student to reread and analyze deeply to answer appropriately.
	4. Alignment	Yes	Items on an assessment and in an item bank focus on key ideas of the text, including vocabulary that is central to the meaning of

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the text, to 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. Furthermore, the coherent sequence of question sets provide checkpoints at the 'read,' 'understand,' and 'express' levels of assessment.
II: Additional Criteria of Superior Quality⁵	5. Range of Texts	Yes	Passages on ELA assessments or in an item bank represent a balance between literary and informational texts, with a greater emphasis on informational at Grade 10. To the extent possible, assessments or item banks print texts in different formats and lengths. Items include informational texts with an informational text structure.
	6. Writing to Sources	Yes	A 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 the text. Assessments include multiple writing tasks with varied lengths and time demands. Assessment includes writing tasks from multiple modes of writing such as informative, analytical, and opinion/argumentative.

⁵ Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Speaking and Listening*	N/A	
	8. Language	Yes	The majority of language points on the assessments are obtained through text-specific questions and assessed through text-dependent writing. The assessment provides opportunities for students to apply and practice correct grammar usage. Questions and tasks focus on conventions that are important for college and career readiness and that build from previous grade levels. Items assessing conventions and writing strategies mirror authentic writing such as expository and argumentative.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades 7-12.