Assessment Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **Algebra I Benchmark Forms** Grade: **9**

Publisher: **Total Assessment, LLC** Copyright: **2015**

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

This Mathematics review has been examined for the following major shifts in alignment resulting from the Louisiana Student Standards Review:

- Include standards for money in grades K, 1, and 3 to ensure connections that provide smooth transitions from one grade to the next
- Provide developmentally appropriate content for all grades or courses while maintaining high expectations:
  - Additive area is moved to grade 4 from grade 3
  - The Statistics - Conditional Probability and the Rules of Probability (S-CP) domain is moved from Algebra II to Geometry
  - The standards provide extra clarity around the distinction between Algebra I and II

The following two indicators may be impacted:

- Focus on Major Work (Non-Negotiable)
- Focus in K-8 (Non-Negotiable)

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

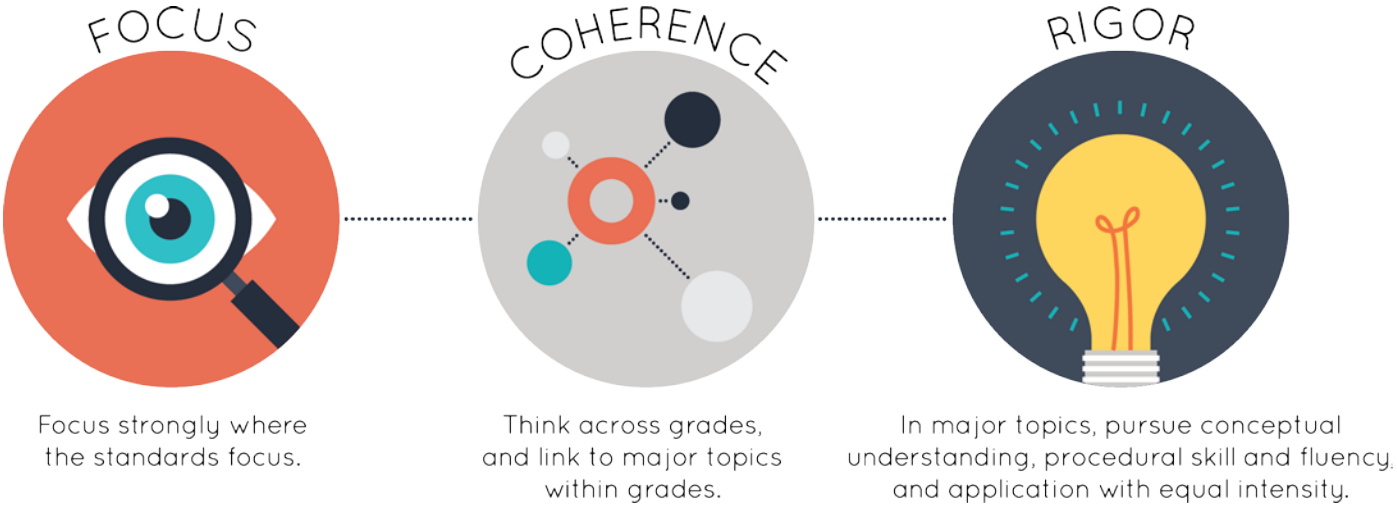
Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as "No" for this criteria because using the guideline in the answer key that lists out the standard with each question, less than 65% of the assessment is tied to the major work of the grade level.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Focus in K-8 (Non-Negotiable)	This section was not reviewed.	

DEPARTMENT of EDUCATION
Louisiana Believes

Assessment Evaluation Tool for Alignment in Mathematics Grades K – HS (AET)

BENCHMARK ASSESSMENTS

Strong mathematics instruction contains the following elements:



Title: **Algebra I Benchmark Forms** Grade: **9**

Publisher: **Total Assessment, LLC** Copyright: **2015**

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

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

STRONG	WEAK
	1. Alignment of Test Items (Non-Negotiable)
	2. Focus on Major Work (Non-Negotiable)

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

In Section II, begin by reviewing the indicators in Column 2 for each criterion. If there is a "Yes" for all 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. For Section III, review each indicator individually.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 11.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 3), a "Yes" in Column 1 for Criteria 4 in Section II, but at least one "No" in Section III.
Tier 3 ratings receive a "No" in Column 1 in Section I or Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. ALIGNMENT OF TEST ITEMS**: 90% of test items and/or sets of items exhibit alignment to the full intent of the CCSSM for that grade or course [1] by eliciting direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s). *This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. All items and/or sets of items should reflect the metric.* ☐ Yes ☒ No	**1a)** Items and/or sets of items directly reflect the language of individual standards. • For example, 6.EE.3 puts the emphasis on applying properties of operations and generating equivalent expressions, not just mechanically simplifying. • Most items aligned to a single standard should assess the central concern of the standard in question.	**No**	Approximately 87% of points in the item bank directly reflect the language of individual standards. While most items did reflect the language of individual standards, approximately 13% did not. As one example, a question (Form 1, Q1) was coded as being aligned to N-RN.B.3 ("Explain why the sum or product of two rational numbers are rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational"), however, the question did not require any explanation. It only required that students compare several different expressions.
	1b) Items and/or sets of items align with PARCC's evidence tables for grades 3-8 and adhere to content limitations outlined in that document. All limitations for all grade K-HS provided in footnotes of the CCSSM are also followed. For example, in Grade 3 denominators for fractions are limited to 2, 3, 4, 6 and 8.	**Yes**	When looking at the limits from Algebra 1 to Algebra II in the PARCC Model Content Framework, they adhere to the limitations. An example of a function used in the Algebra 1 Benchmark is the area of a rectangle, which is more appropriate for Algebra 1 as opposed to Algebra II. Another example of functions used on the Benchmark is exponential and linear functions, which the standards outline as appropriate for Algebra 1.
	1c) The overall set of items reflect the progressions in the Standards. • For example, multiplication and division items in grade 3 emphasize equal groups, with no rate problems (grade 6 in CCSS).	**No**	While much of the item set does reflect the progressions in the standards, there are a significant number of items that do not reflect the progressions. One important gap is in how the items treat units. One accomplishment of K-8 mathematics is student proficiency in working with units. In this item set, students seldom have to manipulate units in solving problems. As examples, on the Final, Set 1 (items 5, 6, and 13), units are referenced in the

[1] See the Quality Criteria Checklist for Mathematics.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problem, but the units do not end up being meaningful within the context of the problem because students are never required to reason in any way about the units themselves.
	1d) Within the complete set of items, there are items, which assess all levels of the content hierarchy, including cluster headings.	**Yes**	Throughout the materials, all of the A. CED.A standards are thoroughly addressed. Also, most items assess content at the standard level. There are items that assess at the cluster level (e.g., A-REI.C)
	1e) Using the number system appropriate to the grade level. • For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers.	**Yes**	On F1S1 Question 1, N-RN.B.3 requires students to perform multiplication of rational and irrational numbers in radical and exponential forms. All appropriate number systems for Algebra I are represented.
Non-Negotiable **2. FOCUS ON MAJOR WORK*:** The large majority of points in each grade/course are devoted to the major work of the grade. *This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.* ☐ Yes ☒ No ***As applicable to the grade level assessment being reviewed.**	**FOR GRADES K–8 ONLY** **2a) For grades K–8**, each grade/course's assessments **meet or exceed** the following score-point distributions for the major work of the grade. • 85% of the total points in grades K–2 align exclusively to the major work of the grade. • 75% of the total points in grades 3–5 align exclusively to the major work of the grade. • 65% of the total points in grades 6–12 align exclusively to the major work of the grade.	**No**	Using the guideline in the answer key that lists out the standard with each question, less than 65% of the assessment is major work of the grade. The breakdown is as follows: Form 1: 33 out of 59 points (56%) are major work of Algebra 1. Form 2: 35 out of 60 points (58%) are major work of Algebra 1. Form 3: 37 out of 62 points (60%) are major work of Algebra 1. Form 4: 25 out of 61 points (41%) are major work of Algebra 1. Final: 57 out of 100 points (57%) is major work of Algebra 1.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-Negotiable **3. FOCUS IN K–8: No item assesses topics directly or indirectly before they are introduced in the CCSSM.** *This criterion applies to fixed form or CAT assessments, whether a summative assessment or a set of interim/benchmark assessments. All Items also should reflect the metric.* ☐ Yes ☐ No	**3a)** 90% of items on an assessment address only knowledge of topics found in the CCSSM in the specified grade level. Commonly misaligned topics include, but are not limited to: • **Probability,** including chance, likely outcomes, probability models**.** (Introduced in the CCSSM in grade 7) • **Statistical distributions**, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and **statistical association or trends**, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced in the CCSSM in grades 6–8; see CCSSM for specific expectations by grade level.) • **Similarity, congruence, or geometric transformations.** (Introduced in the CCSSM in grade 8) • **Symmetry** of shapes, including line/reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4)	**N/A**	
SECTION II: Balance: Submissions must meet Rigor and Balance criterion in order for the review to continue.			
4. RIGOR AND BALANCE: Each grade/course's assessments reflect the balances in the Standards and help students meet the Standards' rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application. *This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.*	**4a)** ***For Conceptual Understanding:*** ***K–High School*:** At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

	4b) ***For Procedural Skill and Fluency:***
	• ***K–6:*** At least 20% of the score-points on the assessment(s) for each grade explicitly assess procedural skill and fluency requirements in the Standards.
	• ***7–8 and High School:*** At least 20% of the score-points on the assessment(s) for each grade or course explicitly assess procedural skill and fluency/culminating standards.
	  • Grade 7: 7.EE.3, 7.EE.4, 7.NS.1
	  • Grade 8: 8.EE.7, 8.G.9
		Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	• High School: See PARCC Model Content Frameworks, pages 46, 49, 53, 54		
	4c) *For Applications* • ***K–5:*** At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • ***6–8:*** At least 25% of the total score points on the assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models. • ***High School:*** At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4d) *Grades 3-High School*: PARCC Type II and Type III Performance-Based Tasks • At least two items on each assessment for each grade or course align with PARCC's Type II (Subclaim C) Evidence Statements. One item is a 3-point item and the second a 4-point item. A rubric for hand scoring any part of an item that cannot be machine scored is provided. • At least two items on each assessment for each grade or course align with PARCC's Type III (Subclaim D) Evidence Statements. One item is a 3-point item and the second a 6-point item. A rubric for hand scoring any part of an item that cannot be machine scored is provided.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
SECTION III: ADDITIONAL INDICATORS OF QUALITY			
5. Practice-Content Connections. Each grade/course's assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice. And there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
6. Assessing Supporting Content. Assessment of supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade or course.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
7. Addressing Every Standard for Mathematical Practice. Every Standard for Mathematical Practice is represented on the assessment(s) for each grade or course.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
8. Expressing Mathematical Reasoning. There are sufficiently many points on the assessment(s) for each grade or course that explicitly assess expressing and/or communicating mathematical reasoning.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
9. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
10. Calling for Variety in Student Work. Items require a variety in what students produce. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
11. Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 3, a "Yes" in Column 1 for Criteria 4, and a "Yes" for all additional indicators 5 – 11.

Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 3), a "Yes" in Column 1 for Criteria 4, but at least one "No" for additional indicators 5 – 11.

Tier 3 ratings receive a "No" in Column 1 for at least criteria in Section I or Section II.

Compile the results for Sections I and II to make a final decision for the material under review.

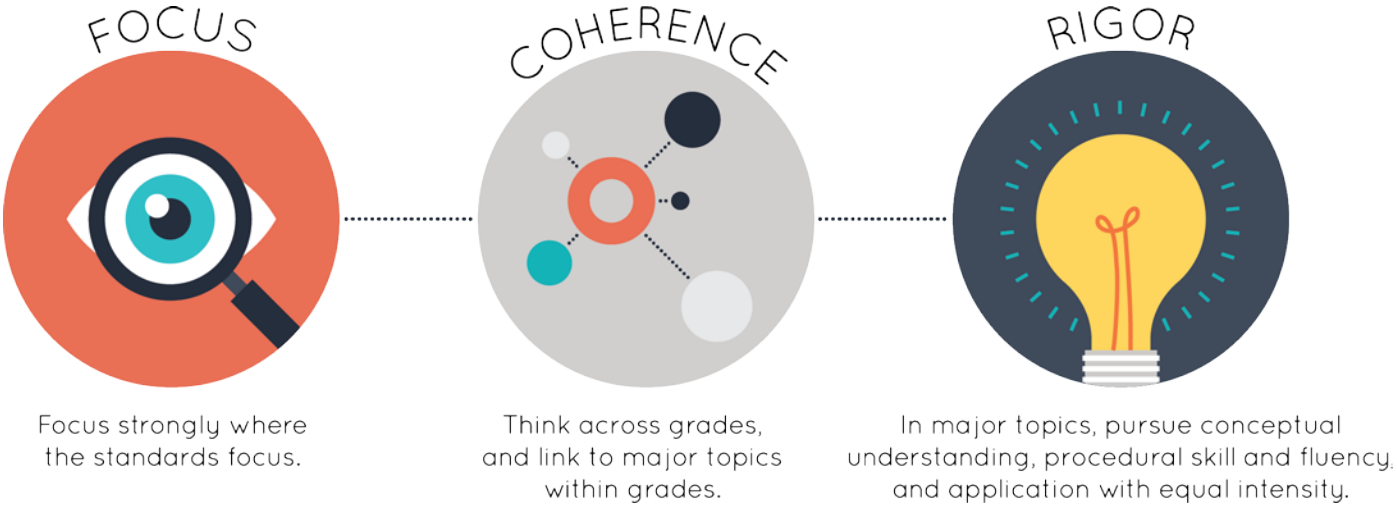
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Alignment of Test Items	**No**	Less than 90% exhibit full alignment to the standards for Algebra 1.
	2. Focus on Major Work	**No**	Less than 65% of the points are devoted to the major work of Algebra 1.
	3. Focus in K-8	**N/A**	
II. Balance	4. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Additional Indicators of Quality	5. Practice-Content Connections	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Assessing Supporting Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Addressing Every Standard for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8. Expressing Mathematical Reasoning	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	9. Constructing Forms Without Cueing Solution Processes	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	10. Calling for Variety in Student Work	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	11. Quality Materials	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



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Publisher: **Total Assessment, LLC** Copyright: **2015**

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

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

STRONG	WEAK
	1. Alignment of Test Items (Non-Negotiable)
	2. Focus on Major Work (Non-Negotiable)

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In Section II, begin by reviewing the indicators in Column 2 for each criterion. If there is a "Yes" for all 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. For Section III, review each indicator individually.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 11.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 3), a "Yes" in Column 1 for Criteria 4 in Section II, but at least one "No" in Section III.
Tier 3 ratings receive a "No" in Column 1 in Section I or Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.				
Non-Negotiable **1. ALIGNMENT OF TEST ITEMS**: 90% of test items and/or sets of items exhibit alignment to the full intent of the CCSSM for that grade or course [1] by eliciting direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s). *This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. All items and/or sets of items should reflect the metric.*	**1a)** Items and/or sets of items directly reflect the language of individual standards. • For example, 6.EE.3 puts the emphasis on applying properties of operations and generating equivalent expressions, not just mechanically simplifying. • Most items aligned to a single standard should assess the central concern of the standard in question.	**No**	Approximately 87% of points in the item bank directly reflect the language of individual standards. While most items did reflect the language of individual standards, approximately 13% did not. As one example, a question (Form 1, Q1) was coded as being aligned to N-RN.B.3 ("Explain why the sum or product of two rational numbers are rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational"), however, the question did not require any explanation. It only required that students compare several different expressions.	We believe that the Total Assessment Algebra 1 Benchmark test forms easily meet the criterion in column 1 that states "90% of test items and/or sets of items exhibit alignment to the full intent of the CCSSM." While it may be true that slightly less than 90% of the items directly reflect the language of individual standards, it is our judgement that the intent of the CCSSM is not narrowly restricted to the exact language of the standards. Instead, we believe it is important to assess skills and concepts that may be precursors to or implicit in the full understanding described by the standard. Standard N-RN.B.3 is a perfect example; before students fully master the standard and are able to explain why these facts are true, they must understand and apply them. A well-constructed assessment instrument includes items that assess students at all levels of understanding, and in some cases this means departing from the exact language used in the standard.
☐ Yes ☒ No	**1b)** Items and/or sets of items align with PARCC's evidence tables for grades 3-8 and adhere to content limitations outlined in that document. All limitations for all grade K-HS provided in footnotes of the CCSSM are also followed. For example, in Grade 3 denominators for fractions are limited to 2, 3, 4, 6 and 8.	**Yes**	When looking at the limits from Algebra 1 to Algebra II in the PARCC Model Content Framework, they adhere to the limitations. An example of a function used in the Algebra 1 Benchmark is the area of a rectangle, which is more appropriate for Algebra 1 as opposed to Algebra II. Another example of functions used on the Benchmark is exponential and linear functions, which the standards outline as appropriate for Algebra 1.	

[1] See the Quality Criteria Checklist for Mathematics.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	1c) The overall set of items reflect the progressions in the Standards. • For example, multiplication and division items in grade 3 emphasize equal groups, with no rate problems (grade 6 in CCSS).	**No**	While much of the item set does reflect the progressions in the standards, there are a significant number of items that do not reflect the progressions. One important gap is in how the items treat units. One accomplishment of K-8 mathematics is student proficiency in working with units. In this item set, students seldom have to manipulate units in solving problems. As examples, on the Final, Set 1 (items 5, 6, and 13), units are referenced in the problem, but the units do not end up being meaningful within the context of the problem because students are never required to reason in any way about the units themselves.	We believe that the Total Assessment Algebra 1 test forms do reflect the progressions in the Standards. If there are individual items that have shortcomings, we would welcome the opportunity to work with Louisiana State Department of Education staff to improve the quality of the test forms. We all share the goal of making high-quality assessment practice materials available to Louisiana students. It seems to us that with a bit more work, these test forms could rise to the level of Tier 1, thus providing a valuable resource for Lousiana students. Please contact us at totalassessment.com and let us know how we could work together.
	1d) Within the complete set of items, there are items, which assess all levels of the content hierarchy, including cluster headings.	**Yes**	Throughout the materials, all of the A. CED.A standards are thoroughly addressed. Also, most items assess content at the standard level. There are items that assess at the cluster level (e.g., A-REI.C)	
	1e) Using the number system appropriate to the grade level. • For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers.	**Yes**	On F1S1 Question 1, N-RN.B.3 requires students to perform multiplication of rational and irrational numbers in radical and exponential forms. All appropriate number systems for Algebra I are represented.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Non-Negotiable **2. FOCUS ON MAJOR WORK*:** The large majority of points in each grade/course are devoted to the major work of the grade. *This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.* ☐ Yes ☒ No ***As applicable to the grade level assessment being reviewed.**	**FOR GRADES K–8 ONLY** **2a) For grades K–8**, each grade/course's assessments **meet or exceed** the following score-point distributions for the major work of the grade. • 85% of the total points in grades K–2 align exclusively to the major work of the grade. • 75% of the total points in grades 3–5 align exclusively to the major work of the grade. • 65% of the total points in grades 6–12 align exclusively to the major work of the grade.	**No**	Using the guideline in the answer key that lists out the standard with each question, less than 65% of the assessment is major work of the grade. The breakdown is as follows: Form 1: 33 out of 59 points (56%) are major work of Algebra 1. Form 2: 35 out of 60 points (58%) are major work of Algebra 1. Form 3: 37 out of 62 points (60%) are major work of Algebra 1. Form 4: 25 out of 61 points (41%) are major work of Algebra 1. Final: 57 out of 100 points (57%) is major work of Algebra 1.	It appears there has been a confusion between the score points and the DOK level for each item. For example, Form 1 includes 24 1-pt MC items, 2 2-pt CR items, 2 3-pt CR items, 1 4-pt CR item, and 1 6-pt CR item, for a total of 44 score points. It appears you obtained the score point totals for each form by adding the DOK levels of each item rather than the score points. According to our calculations, the correct breakdown is as follows: Form 1: 36 out of 44 points (82%) are major work of Algebra 1. Form 2: 30 out of 44 points (68%) are major work of Algebra 1. Form 3: 29 out of 42 points (69%) are major work of Algebra 1. Form 4: 25 out of 42 points (60%) are major work of Algebra 1. Final: 43 out of 68 points (63%) are major work of Algebra 1. Overall: 163 out of 240 points (68%) are major work of Algebra 1. Since the criterion in the second column states 65% of the TOTAL points must align to the major work, we believe we have met the criterion.
Non-Negotiable **3. FOCUS IN K–8: No item assesses topics directly or indirectly before they are introduced in the CCSSM.** *This criterion applies to fixed form or CAT assessments, whether a summative assessment or a set of interim/benchmark assessments. All Items also should reflect the metric.*	**3a)** 90% of items on an assessment address only knowledge of topics found in the CCSSM in the specified grade level. Commonly misaligned topics include, but are not limited to: • **Probability,** including chance, likely outcomes, probability models**.** (Introduced in the CCSSM in grade 7) • **Statistical distributions**, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and **statistical association or trends**, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced	**N/A**		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	in the CCSSM in grades 6–8; see CCSSM for specific expectations by grade level.) • **Similarity, congruence, or geometric transformations.** (Introduced in the CCSSM in grade 8) • **Symmetry** of shapes, including line/reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4)			
SECTION II: Balance: Submissions must meet Rigor and Balance criterion in order for the review to continue.				
4. RIGOR AND BALANCE: Each grade/course's assessments reflect the balances in the Standards and help students meet the Standards' rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application. *This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.*	**4a) *For Conceptual Understanding:*** ***K–High School*:** At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

	4b) *For Procedural Skill and Fluency:*
	• ***K–6:*** At least 20% of the score-points on the assessment(s) for each grade explicitly assess procedural skill and fluency requirements in the Standards.
	• ***7–8 and High School:*** At least 20% of the score-points on the assessment(s) for each grade or course explicitly assess procedural skill and fluency/culminating standards.
	  • Grade 7: 7.EE.3, 7.EE.4, 7.NS.1
	  • Grade 8: 8.EE.7, 8.G.9
	  • High School: See PARCC Model Content Frameworks, pages 46, 49, 53, 54
		Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

☐ Yes ☐ No	**4c) *For Applications*** • ***K–5:*** At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • ***6–8:*** At least 25% of the total score points on the assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	• ***High School:*** At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems.			
	4d) ***Grades 3-High School***: PARCC Type II and Type III Performance-Based Tasks • At least two items on each assessment for each grade or course align with PARCC's Type II (Subclaim C) Evidence Statements. One item is a 3-point item and the second a 4-point item. A rubric for hand scoring any part of an item that cannot be machine scored is provided. • At least two items on each assessment for each grade or course align with PARCC's Type III (Subclaim D) Evidence Statements. One item is a 3-point item and the second a 6-point item. A rubric for hand scoring any part of an item that cannot be machine scored is provided.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
SECTION III: ADDITIONAL INDICATORS OF QUALITY				
5. Practice-Content Connections. Each grade/course's assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice. And there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
6. Assessing Supporting Content. Assessment of supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade or course.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
7. Addressing Every Standard for Mathematical Practice. Every Standard for Mathematical Practice is represented on the assessment(s) for each grade or course.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
8. Expressing Mathematical Reasoning. There are sufficiently many points on the assessment(s) for each grade or course that explicitly assess expressing and/or communicating mathematical reasoning.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
9. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
10. Calling for Variety in Student Work. Items require a variety in what students produce. For		**Not Evaluated**	This section was not evaluated because the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.			non-negotiable criteria were not met.	
11. Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 3, a "Yes" in Column 1 for Criteria 4, and a "Yes" for all additional indicators 5 – 11. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 3), a "Yes" in Column 1 for Criteria 4, but at least one "No" for additional indicators 5 – 11. ***Tier 3 ratings*** receive a "No" in Column 1 for at least criteria in Section I or Section II.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Alignment of Test Items	**No**	Less than 90% exhibit full alignment to the standards for Algebra 1.	
	2. Focus on Major Work	**No**	Less than 65% of the points are devoted to the major work of Algebra 1.	
	3. Focus in K-8	**N/A**		
II. Balance	4. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III: Additional Indicators of Quality	5. Practice-Content Connections	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Assessing Supporting Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Addressing Every Standard for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Expressing Mathematical Reasoning	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	9. Constructing Forms Without Cueing Solution Processes	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	10. Calling for Variety in Student Work	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	11. Quality Materials	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.