Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Assessment Materials Evaluation - Student Standards Review

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

Title: **DIBELS Next (Assessment)** Grade: **6**

Publisher: **Voyager Sopris Learning, Inc.** Copyright: **2011**

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

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

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

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

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program is currently reviewed as "No" for this criteria because texts are limited in length and variety. The texts do not provide opportunities for students to demonstrate evidence of meeting grade-level standards other than those associated with basic comprehension and providing a basic summary of the text. There is no evidence that any of the passages are previously published.	Since these materials received a "No" for this indicator, the current weakness will likely remain.
Text-Dependent Questions and Tasks (Non-Negotiable)	This program is currently reviewed as "No" for this criteria because there are no text-dependent questions. Students are not required to closely read or to analyze the text. The majority of the reading assessment reflects oral reading fluency, not citing of evidence. Students are only asked to retell the passage and are not instructed to give any evidence to support their retelling.	Since these materials received a "No" for this indicator, the current weakness will likely remain.
Speaking and Listening	This section was not evaluated because the non-negotiable criteria were not met.	

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

Title: **DIBELS Next (Assessment)** **Grade:** **6**

Publisher: **Voyager Sopris Learning, Inc.** **Copyright:** **2011**

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

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

STRONG	WEAK
	Quality of Texts(Non-Negotiable)
	Complexity of Texts(Non-Negotiable)
	Design and Scoring(Non-Negotiable)
	Text-Dependent Questions and Tasks(Non-Negotiable)
	Alignment(Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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

Click below for complete grade-level reviews:

Grade 6 (Tier 3)

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

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

Title: DIBELS Next (Assessment) **Grade: 6**

Publisher: Voyager Sopris Learning **Copyright: 2011**

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	Quality of Texts(Non-Negotiable)
	Complexity of Texts(Non-Negotiable)
	Design and Scoring(Non-Negotiable)
	Text-Dependent Questions and Tasks(Non-Negotiable)
	Alignment(Non-Negotiable)

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** The quality of test passages and other stimuli is of high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	**REQUIRED** **1a)**Nearly all texts are worth reading in the particular grade (i.e., provide opportunities for students to demonstrate evidence of meeting grade-level standards, as determined by the PARCC Evidence Tables (Grades 3-11, Grades 3-11 Writing)); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline.	**No**	Texts are limited in length and variety, they are well written for the purposes of oral reading fluency and basic comprehension tests. The texts do not provide opportunities for students to demonstrate evidence of meeting grade-level 6 standards other than those associated with basic comprehension and providing a basic summary of the text. There are no fluency standards at the 6th grade level.
	REQUIRED **1b)** Nearly all passages and other stimuli are previously published rather than "commissioned." Any commissioned texts have evidence that these texts have been reviewed and edited by teachers and professional editors.	**No**	There is no evidence that any of the passages are previously published. All passages appear to have been commissioned for the Oral Reading Fluency and DAZE (maze-based comprehension) tests.
	1c) Paired or multiple texts are governed by the standards at each grade; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.	**No**	Texts are not paired or used in a set with multiple texts to assess students. The assessments use texts independently to test oral reading fluency and basic (maze-based) comprehension.
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Reading passages have the appropriate level of complexity as stated by Reading Standard 10[1] and Reading Foundational Standard 4.	**REQUIRED** **2a)**Texts indicate that research-based quantitative measures as well as qualitative analysis[2]were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**Yes**	Although specific qualitative analysis evidence was not found, quantitative evidence was and texts indicate that these measures were used.
	REQUIRED	**No**	Lexile ranges of selected texts for quantitative analysis

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)
[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
I. Text Selection and Other Stimuli			
☐ Yes ☐ No	**2b)**Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.		fall below the recommended grade band. The qualitative measures do not qualify them as exceptions.
	REQUIRED **2c)** In a set of reading assessments, the complexity of reading texts progresses according to expectations of Reading Standard 10 and Reading Foundational Standard 4 in grades K-5. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**No**	Texts are used to assess different aspects of oral reading fluency and are very closely aligned in complexity. The complexity of texts do not increase or progress according to the expectations of Reading Standard 10.
3. RANGE OF TEXTS: Texts used on reading assessments or in an item bank reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, passages on ELA assessments or in an item bank seek a balance between 50% literature/ 50% informational texts. In grades 6-12, the inclusion of literacy texts (i.e., historical and scientific informational texts) might shift the balance toward more informational texts.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **3b)** Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.		Not evaluated. Non-negotiable criteria were not met.
	3c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
II. Design			
Tier 1 and 2 Non-Negotiable **4. DESIGN AND SCORING:** Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **4a)** Assessments incorporate performance tasks[3], which allow students to respond to a set of texts through a reading and writing. . Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.	**No**	Although students are asked to retell selections and are assessed on word usage through Daze, performance tasks are not incorporated. Students so not complete any writing tasks. There is also no combination of standards that are addressed just retelling.
	REQUIRED **4b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Guidelines are clearly established.
	4c)A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	**No**	Although there is a Fall, Winter, and Spring Benchmark assessment, as well as progress monitoring assessments, these assessments are not varied and serve one purpose.
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	Materials are unbiased and accessible to all students.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS AND TASKS:**Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards. ☐ Yes ■ No	**REQUIRED** **5a)**Nearly all of the questions on assessments or in an item bank are text-dependent, i.e., the questions require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not "stand alone").	**No**	Although students are asked to retell the passage, there are no text-dependent questions. Students are not required to closely read or to analyze the text.
	REQUIRED **5b)** A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.	**No**	The majority of the reading assessment reflects oral reading fluency, not citing of evidence. Students are only asked to retell the passage and not instructed to give any evidence to support their retelling.
	5c) Assessments or item banks contain a variety of types of test questions and tasks, including when possible technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.	**No**	There are no technology-enhanced or constructed-response questions. Students are only asked to read orally, retell, and choose missing words from a passage.
Tier 1 and 2 Non-Negotiable **6. ALIGNMENT:**Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level. ☐ Yes ■ No	**REQUIRED** **6a)**Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and important particulars of the text, rather than superficial or peripheral concepts.	**No**	Items are limited to retell and fill in the blank tasks.
	REQUIRED **6b)** Questions on an assessment or in an item bank include the language of the standards, and assess the depth and complexity required by the standards (i.e., the concepts, topics, and texts named) at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**No**	Items are limited to retell and fill in the blank tasks.
	REQUIRED **6c)** Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text with a specific emphasis on academic	**No**	Although vocabulary tasks do assess the meaning of the words in context, they do not emphasize academic vocabulary (tier 2 words).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
	vocabulary (Tier 2 words); they assess the meaning of the words used in context rather than relying on prior knowledge.		
	6d) Sets of questions for given text(s) often begin with comprehension before focusing on evaluation or interpretation; the set of questions is coherently sequenced to build student understanding and elicits sustained attention to the text and its connection to other texts, where appropriate.	**No**	Items are limited to retell and do not require evaluation or interpretation.
7. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☐ No	**REQUIRED** **7a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).		Not evaluated. Non-negotiable criteria were not met.
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).		Not evaluated. Non-negotiable criteria were not met.
	7d) Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated. Non-negotiable criteria were not met.
8. SPEAKING AND LISTENING*:Items assessing speaking and listening must be text-dependent and reflect true communication skills required for	**REQUIRED** **8a)** Texts and other stimuli used for assessing speaking and listening meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
III. Assessment Items			
college and career readiness. ☐ Yes ☐ No *As applicable	**8b)** Assessments assess students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).		Not evaluated. Non-negotiable criteria were not met.
	8c) Items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and probing ideas under discussion by building and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria were not met.
9. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). ☐ Yes ☐ No	**REQUIRED** **9a)**The majority of language points are obtained from test questions specifically designed to assess language as part of an integrated task or in relation to a text, or the points are obtained from scores on student writing.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **9b)** Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **9c)** Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels, as indicated by pages 30 and 56 of the standards.		Not evaluated. Non-negotiable criteria were not met.
	9d) A majority of items assessing conventions and writing strategies reflect actual practice to the extent possible, i.e., they mirror authentic editing or revision, writing, etc.		Not evaluated. Non-negotiable criteria were not met.

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection and Other Stimuli	1. Quality of Texts **(Non-Negotiable)**	**No**	Passages are not content-rich and do not offer students opportunities to demonstrate evidence of meeting grade-level standards. Texts are commissioned and are used independently.
	2. Complexity of Texts **(Non-Negotiable)**	**No**	Most texts fall below the Lexile range, and they are closely aligned and do not increase in complexity.
	3. Range of Texts		Not evaluated. Non-negotiable criteria were not met.
II: Design	4. Design and Scoring **(Non-Negotiable)**	**No**	The assessment lacks the performance tasks required to meet this indicator.
III: Assessment Items	5. Text-Dependent Questions and Tasks **(Non-Negotiable)**	**No**	Items are limited to retell and fill in the blank tasks.
	6. Alignment **(Non-Negotiable)**	**No**	Items are limited to retell and fill in the blank tasks.
	7. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
	8. Speaking and Listening*		Not evaluated. Non-negotiable criteria were not met.
	9. Language		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

*As applicable