

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: **Advanced Literacy Assessment**

Grade: **6-8**

Publisher: **iSTEEP**

Copyright: **2014**

Overall Rating: **Tier I, Exemplifies 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 1 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 “Yes” for this criterion because text passages and other stimuli are high. Texts exhibit exceptional craft and thought and/or provide useful information. Texts allow students to demonstrate evidence of meeting grade-level standards. The texts are well-crafted and produced by experts in the discipline.	Make sure to review texts in these assessments for quality since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions and Tasks (Non-Negotiable)	This program is currently reviewed as “Yes” for this criterion because nearly all questions associated with the texts are text-dependent, rely on students to read closely. Within the text-dependent questions, students are asked to select and to write evidence that supports their answers.	Make sure to review the questions and tasks to ensure they require students to cite relevant textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	This program is currently reviewed as “Yes” for this criterion because the speaking and listening assessments are text based and use the same texts and other stimuli measured by other criteria.	Make sure to review the speaking and presentation tasks and rubrics to ensure they include adapting speech to various audiences.

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: **Advanced Literacy Assessment**

Grade: **6-8**

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Copyright: **2014**

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. Complexity of Texts (Non-Negotiable)	
3. Range of Texts	
4. Design and Scoring (Non-Negotiable)	
5. Text-Dependent Quests. Tasks (Non-Negotiable)	
6. Alignment (Non-Negotiable)	
7. Writing to Sources	
8. Speaking and Listening*	
9. Language	

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. *As applicable

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

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

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
I. Text Selection and Other Stimuli			
<p>Tier 1 and 2 Non-Negotiable</p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) 90% of texts provide rich opportunities for students to demonstrate evidence of meeting grade-level standards using texts.</p>	<p>Yes</p>	<p>Text passages and other stimuli are high. Texts exhibit exceptional craft and thought and/or provide useful information and allow students to demonstrate evidence of meeting grade-level standards.</p> <p>For example, in grade 6, students read an excerpt from "The Narrative of the Life of Frederick Douglass, An American Slave." This piece has a Lexile of 1030. In grade 7, students read and analyze "The Quest of the Silver Fleece" by W.E.B. DuBois, an appropriately complex text for that grade level. Finally, in grade 8, students read and analyze an excerpt of "Pride and Prejudice" by Jane Austen which has a Lexile of 1190. This falls toward the higher end of the 6-8 Lexile band.</p>
	<p>REQUIRED</p> <p>1b) Assessments or item banks include previously published passages and other stimuli for each grade level in addition to commissioned works; all texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>Yes</p>	<p>The texts are well-crafted and produced by experts in the discipline.</p> <p>For example, in Grade 6, students read up-to-date brochures entitled "Indoor Water Use in the United States" and "Flush Facts vs. Flush Fiction: The Truth about High-Efficiency Toilets" written by the Environmental Protection Agency. In grade 7, students read an excerpt from White Fang by Jack London and the speech "Give Me Liberty or Give Me Death" by Patrick Henry. In grade 8, materials include an excerpt from "Pride and Prejudice" and "The Scarlet Letter," "O. Henry's The Cactus," and "The Echoing Green" by William Blake.</p>
	<p>1c) Provides paired or multiple texts for students to demonstrate mastery of standards which require multiple texts; when research simulation tasks are included on an assessment, the set of texts includes at least two texts, one of which is an anchor text,</p>	<p>Yes</p>	<p>At all grade levels, students are exposed to paired or multiple texts.</p> <p>In grade 6, students are asked to read "Panchatantra Two Fish and a Frog" and "Casey at the Bat" and make</p>

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	and uses a variety of texts and text lengths.		<p>comparisons between the two, focusing specifically on theme.</p> <p>In grade 7, students are asked to watch a video, read an excerpt from "White Fang" and read two informational articles, "Klondikers" and "The Alaskan Gold Rush." Then students are asked a series of questions based on analysis of all four texts.</p> <p>In grade 8, students complete a performance task on Conflict Diamonds. They read two passages, view a photo, watch a video, and respond.</p>
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Reading passages have the appropriate level of complexity as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) 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>Reading passages are appropriately complex for the identified grade level.</p> <p>In the case of poetry, text complexity is identified through qualitative measures.</p> <p>For example, in grade 8, the poems "Echoing Green" and "A Poem of Changgan" are identified as within the 8th grade band based on qualitative measures determined by iSteep.</p>
	<p>REQUIRED 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.</p>	<p>Yes</p>	<p>Nearly all texts are placed within the grade band as indicated by the publisher's analysis. At the end of each text and subsequent text-dependent questions, the quantitative complexity of the text is noted.</p> <p>While some pieces may be too complex for students as they are above the appropriate level of complexity for the grade-level, the materials further note that the assignment</p>

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 available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
			<p>of passages was also determined through a qualitative analysis stating that "a qualitative review was conducted in order to assign passages to a specific grade within the grade band."</p> <p>For instance, in Stimulus Item SL2 for grade 6, materials note a 990L for Passage #1, a 1430L for Passage #2, and a 1025L for Passage #3.</p>
	<p>REQUIRED 2c) 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.</p>	Yes	<p>Texts generally increase in complexity as demonstrated through an increased Lexile in later grades and a decrease in the use of below-level texts.</p>
<p>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).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	<p>Grade 8 passages are balanced between literature and informational. While grades 6 and 7 contain more literary texts, reading passages and stimuli still represent a variety of text types and genres.</p>
	<p>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.</p>	Yes	<p>Texts of different formats exist, such as poetry, TED videos, brochures, etc. Audio versions of texts are also available, such as "Casey and the Bat" in Grade 6. Students are then able to compare and contrast the images formed in their minds while reading the poem and listening to the audio.</p> <p>Further, in grade 7, students are asked to view a video on the Alaskan Gold Rush and respond to questions.</p>

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	<p>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.</p>	<p>Yes</p>	<p>Many informational texts exist in the materials as well as narrative nonfiction, such as "Narrative of the Life of Fredrick Douglass, an American Slave," in the Grade 6 materials.</p> <p>There are few examples of informational texts with non-narrative structure; however, most nonfiction texts are narrative in structure. Also, a large portion of informational texts are biographical/autobiographical. There is not much diversity in terms of informational subject matter. Often, nonbiographical informational texts are in the performance tasks.</p> <p>For example, in grade 6, students are asked to read "The Narrative of the Life of Frederick Douglass, An American Slave" and "The Story of My Life" by Helen Keller, in addition to "The Myth of Water Shortage" in the performance task.</p> <p>In grade 7, students are asked to read "The Biography of Cesar Chavez," the speech "Give Me Liberty or Give Me Death" by Patrick Henry and "The Horse of Wood" by Alfred J. Church.</p>
II. Design			
<p>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</p>	<p>REQUIRED 4a) Assessments incorporate performance tasks,³ 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>	<p>Yes</p>	<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 isolated standards.</p> <p>For example, in Grade 6, students read two passages as well as view a TED video, on water scarcity, to answer questions on water consumption and water shortages.</p>

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.

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with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			The students answer questions that range from comprehension to analysis and synthesis to develop a response. Then, students prepare for a debate, integrating the information learned as well as incorporating speaking and listening.
	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	An "assessor form" exists for every set of text-dependent questions as well as constructed response and performance-based items. Guidance is given to assessors on how to score student responses using a detailed rubric. The rubrics correlate to written expression and focus on the prompt. Language rubrics, as aligned to the CCSS, are also attached to each performance task.
	4c) A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	Yes	On pg. 5 of submission materials, publisher notes that "a variety of assessments for different uses can be generated by the iSTEEP System to provide districts with assessments that can be used for pre-testing, universal screening, formative assessment and progress monitoring."
	4d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The materials assess student proficiency of the standards, and the methods are unbiased and accessible to all students.
III. Assessment Items			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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”).</p>	<p>Yes</p>	<p>Nearly all questions associated with the texts are text-dependent, relying on students to read closely.</p> <p>For example, in the Grade 7 materials, after reading "Give Me Liberty or Give Me Death", students answer questions such as "what is the central theme of the passage?" and "Which of the following phrases does Patrick Henry use to demonstrate the central theme?"</p> <p>Nearly all questions require students to reread and analyze the text.</p>
	<p>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 to questions which measure other grade-level standards. No items assess Reading Standard 1 in isolation.</p>	<p>Yes</p>	<p>Within the text-dependent questions, students are asked to select and to write evidence that supports their answers. For example, in the Grade 7 materials, after reading "The Horse of Wood", students are asked to choose quotes from the passage that best supports the theme and choose the clues (textual evidence) from the passage that helped them determine the meaning of a vocabulary term, besieged.</p> <p>In grade 6, after students read an excerpt from Black Beauty, they are asked to find "the moral of the story." Then, students are asked to "Cite some supporting evidence that confirms the moral of the story."</p>
	<p>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.</p>	<p>Yes</p>	<p>Assessments contain a variety of types of test questions and tasks.</p> <p>Students are asked to complete Selected Response, Constructed Response, and Performance Tasks Sections.</p>
<p>Tier 1 and 2 Non-Negotiable 6. ALIGNMENT: Items reflect the rigor and cognitive complexity</p>	<p>REQUIRED 6a) Items on an assessment and in an item bank are worth asking in that they focus on the big ideas and</p>	<p>Yes</p>	<p>Items included are worth asking.</p> <p>In grade 6, students read an excerpt from "The Story of My</p>

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<p>demanding 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>important particulars of the text, rather than superficial or peripheral concepts.</p>		<p>Life" by Helen Keller. Students are asked to determine the turning point in Helen Keller's life that is most illustrated in the passage. Later in the grade 6 assessment, students read passages from "Black Beauty" and "Call of the Wild." They are then asked to determine how the authors use their particular points of view (the horse in "Black Beauty" and dog in "Call of the Wild") to enhance the intended purpose.</p> <p>At all grade levels, items focus on the big ideas and important particulars of the text.</p>
	<p>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. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>Yes</p>	<p>Questions use the language of the standards and nearly all assess the depth and complexity required by the standards.</p> <p>Questions appear to increase in complexity over time and serve to advance and deepen student learning. After reading "Narrative of the Life of Frederick Douglass" in grade 6, students are asked "What is the main purpose of this passage?" and in grade 7, students are asked "Which of the following phrases does Patrick Henry use to emphasize the central theme of the passage ["Give Me Liberty of Give me Death"]?" In another grade 7 item, students are asked to "cite evidence from the text to support the main theme of the story ["The Velveteen Rabbit"]."</p>
	<p>REQUIRED 6c) 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</p>	<p>Yes</p>	<p>Vocabulary items assess words essential to the central meaning and purpose of the text. After reading The "Velveteen Rabbit," students are asked "What does the word swagger mean as it is used in the story?" In a subsequent question, students are asked "What specific story in the text can be used to help you determine the meaning of the word swagger?" This example comes from</p>

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	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, 2, and 3.		grade 7. Grade 6 and grade 8 also contain vocabulary items that focus students on determining word meaning based on context and support students in examining the language of texts.
	6d) Sets of questions for given text(s) are coherently sequenced to assess student understanding and elicit sustained attention to the text and its connection to other texts, where appropriate.	Yes	Question sets are coherently sequenced.
<p>7. 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>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.</p>	Yes	<p>Performance tasks and constructed responses at all grade levels require students to analyze and synthesize sources, as well as draw on textual evidence when making inferences and defending their claims.</p> <p>On Stimulus-Item Set CR1 in grade 7, students are asked to "analyze how particular elements of the story interact. In particular, how does the setting described in the passage support the plot of the story and affect the boy? Cite examples from the text in your answer."</p> <p>Further, written tasks come with exemplars that identify the correct evidence that students could use to answer the question.</p>
	<p>REQUIRED</p> <p>7b) Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).</p>	Yes	<p>Assessments include multiple writing tasks with varied length and time demands. For example, students read texts and write a one-sentence summary and compose longer essays on demand.</p> <p>In the Grade 6 materials, after reading excerpts from "The Call of the Wild" by Jack London, students are asked to complete a writing task, "In these three passages we are</p>

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			able to follow how a story's plot unfolds in a series of episodes as a character (Buck) responds or changes as the story moves toward a resolution. How did Buck change and adapt over the course of the three passages? Include examples from each passage that depict growth/change in the character of Buck."
	7c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	Yes	Assessments include more than one mode of writing. In grade 8, students watch a text and video and then "evaluate those areas where the film differs and suggest reasons why the director made the choice to deviate." In another item they are asked "How is the structure of these two poems similar? Support your answer by using the text."
	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.	Yes	Nearly all prompts are text-based rather than narrative. When narrative, prompts are used sparingly in lower grades and rarely in later grades.
<p>8. 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable</p>	REQUIRED 8a) Speaking and listening assessments use texts and other stimuli measured by Criteria 1, 2, and 3.	Yes	The speaking and listening assessments are text based and use the same texts and other stimuli measured by Criteria 1, 2, and 3.
	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).	Yes	Assessments assess students' ability to express their ideas clearly. In grade 6, students read and listen to the audio version of the poem "Casey at the Bat." They are then asked to compare and contrast the images in their mind when reading the poem and listening to the poem. Graders are prompted to look for students replying with the responses such as: "Listening to the audio makes the poem seem more 'urgent' than reading it" or "The audio version of the poem moves slower than the written

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			version, causing suspense for the reader."
<p>9. 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>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.</p>	<p>N/A</p>	<p>Publisher notes that "some items require students to listen to other students present, take notes, and ask polite relevant questions."</p>
<p>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.</p>	<p>Yes</p>	<p>Nearly all language points are obtained from questions that assess language as part of an integrated task or in relation to a text. Students can also obtain language points from scores on writing.</p>	
<p>REQUIRED 9b) Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.</p>	<p>Yes</p>	<p>Language standards are almost always assessed with the writing standards. A separate scoring rubric for language is offered and students are reminded to adhere to good writing mechanics and language.</p>	
<p>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.</p>	<p>Yes</p>	<p>At all grade levels, materials tell students to "make sure your response is focused and well organized. Use good writing mechanics with special attention to correct grammar, punctuation, spelling and vocabulary."</p>	
<p>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.</p>	<p>No</p>	<p>There were no spaces for authentic revision or editing techniques within the assessments.</p>	

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FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 9.			
<i>Tier 2 ratings</i> 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.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection and Other Stimuli	1. Quality of Texts (Non-Negotiable)	Yes	Texts exhibit exceptional craft and thought and/or provide useful information. Reading passages are previously published. Further, texts allow students to demonstrate evidence of meeting grade-level standards.
	2. Complexity of Texts (Non-Negotiable)	Yes	Nearly all reading passages are appropriately complex for the identified grade levels.
	3. Range of Texts	Yes	Across the 6-8 grade band, materials contain more literary texts. In grade 8, texts include a 50/50 balance between informational and literary texts. Still, this criteria is met as reading passages and stimuli represent a variety of text types and genres.
II: Design	4. Design and Scoring (Non-Negotiable)	Yes	Unbiased assessments measure progress and allow students to demonstrate understanding of the standards through performance tasks.
III: Assessment Items	5. Text-Dependent Questions and Tasks (Non-Negotiable)	Yes	Nearly all questions are text-dependent and require students to read closely. Students are expected to cite textual evidence to support their understanding of the standard.

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	6. Alignment (Non-Negotiable)	Yes	At all grade levels, items are worth asking and focus on the big ideas and important particulars of the text.
	7. Writing to Sources	Yes	The written tasks are all grounded in the texts and require students to write using varied lengths and time demands. Students must synthesize sources to present clear information.
	8. Speaking and Listening*	Yes	This assessment does include assessment items that target the Speaking and Listening standards.
	9. Language	Yes	Language points are obtained from questions that assess language as part of an integrated task or in relation to a text. Students are reminded to adhere to good writing mechanics and language.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.