

## 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: **MAP Assessments**

Grade: **3-5**

Publisher: **Northwest Evaluation Association (NWEA)**

Copyright: **2014**

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 most items are commissioned and do not represent the quality of writing produced by experts in these disciplines. Text do not allow for students to demonstrate understanding of grade level standards.	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 many of the questions are not complex and do not require the students to close read or deeply analyze and synthesize the text. This is because many of the texts are insufficient in length or depth for critical thinking.	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.	Since these materials received a “No” for this indicator, the current weakness will likely remain.

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: **MAP Assessments**

Grade: **3-5**

Publisher: **Northwest Evaluation Association (NWEA)**

Copyright: **2014**

Overall Rating: **Tier III, Not representing 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)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Quests. Tasks (Non-Negotiable)
	6. 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. \*As applicable

Click below for complete grade-level reviews:

[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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: **MAP Assessments**

Grade: **3-5**

Publisher: **Northwest Evaluation Association (NWEA)**

Copyright: **2014**

Overall Rating: **Tier III, Not representing 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)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Ques. Tasks (Non-Negotiable)
	6. 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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
<b>I. Text Selection and Other Stimuli</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. QUALITY OF TEXTS:</b> 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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> 90% of texts provide rich opportunities for students to demonstrate evidence of meeting grade-level standards using texts.</p>	<p><b>No</b></p>	<p>Many of the texts read do not provide rich opportunities for students to demonstrate understanding of grade-level standards. Many of the texts are not long enough to provide adequate useful information and are not of the exceptional craft needed for students to demonstrate the meeting of grade level standards.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> 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><b>No</b></p>	<p>There are a few previously published passages; however, most items are commissioned and do not represent the quality of writing produced by experts in these disciplines (e.g., science, social studies).</p>
	<p><b>1c)</b> 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, and uses a variety of texts and text lengths.</p>	<p><b>No</b></p>	<p>The limited number of paired text do not allow adequate assessment to demonstrate master of the standards . These texts are not varied in length and in most of the paired text sets there are no clear anchor texts. The paired texts include one question which would make it difficult for a student to show mastery of the standards associated with the paired texts.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. COMPLEXITY OF TEXTS:</b> Reading passages have the appropriate level of complexity as stated by Reading Standard 10<sup>1</sup> and Reading Foundational Standard 4.</p>	<p><b>REQUIRED</b>  <b>2a)</b> 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.<sup>2</sup> Poetry and drama are analyzed only using</p>	<p><b>No</b></p>	<p>Although Lexile levels are appropriate in some of the passages analyzed, the passages range from a single sentence to a full length passage. For example, one passage analyzed was at the lexile 980 which is at the high end of this grade band. However, it was only 4 sentences long and contained only 55 words which does not provide</p>

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	qualitative measures.		students with enough textual information to demonstrate true comprehension of complex text. Most of the passages do not meet the complexity for this grade level band as outlined in the standards
	<b>REQUIRED</b> <b>2b)</b> 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.	<b>No</b>	Although some (but not nearly all) of the texts analyzed for complexity were within the grade band, many of these passages only contain a few sentences and will not truly show that students can read proficiently within their grade bands as stated by Reading Standard 10.
	<b>REQUIRED</b> <b>2c)</b> 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.	<b>No</b>	Although there is an identifiable progression of question difficulty and text complexity from the beginning of the assessment to the end, the texts are not of the craft and length to be considered appropriately complex for this grade level band as indicated in 2a and 2b. This text progression is based on student performance. Texts increase in complexity based on student’s correct response.
<b>3. RANGE OF TEXTS:</b> 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)	<b>REQUIRED</b> <b>3a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>2</sup> 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
and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3b)</b> Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>3c)</b> Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>II. Design</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. DESIGN AND SCORING:</b> 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).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> Assessments incorporate performance tasks, <sup>3</sup> 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.	<b>No</b>	All of the questions in the item bank are multiple-choice and only allow the students to respond to text through reading. There is no incorporation of writing/performance tasks in the item bank. Each reading passage has only one question so the standards are addressed in isolation.
	<b>REQUIRED</b> <b>4b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>No</b>	Because all items are multiple choice and no writing/performance tasks are included, answers are limited to one correct response and do not require assessment guidelines or aligned rubrics. Reports can be generated to measure student growth but do not make up for the lack of measurable performance tasks.
	<b>4c)</b> A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	<b>No</b>	This program lacks variety in assessment. Only multiple choice assessments are available. Only summative assessment is used in this program. This program provides students with no self-assessment, pre-assessment, or formative assessment measures.

<sup>3</sup> 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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	<p><b>4d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>All students can show proficiency using the method of assessment. Materials provided are unbiased and accessible to all students.</p>
<p><b>III. Assessment Items</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS AND TASKS:</b> 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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> 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><b>No</b></p>	<p>While the questions are linked to a text and require the students to refer back to the text, in most instances the students are recalling information to answer the questions. The questions are often not complex and do not require the students to close read or deeply analyze or synthesize the text. This is because many of the texts are insufficient in length or depth for critical thinking. For example one of the text gives a list of how to apply for an absentee ballot and the question asks which of the directions is not asked for. This question does require students to go back into the text but does not require any analysis of the text.</p>
<p><b>REQUIRED</b>  <b>5b)</b> 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><b>No</b></p>	<p>Almost all of the questions in the item bank are multiple choice. They do not allow the students to provide evidence from the text to support their answers. There are no opportunities for the students to respond to questions in written format. There are also no two part questions that would allow the students to provide supporting evidence to a previous answer. Each passage only contains one question. There is no direct correlation to standards.</p>	
<p><b>5c)</b> 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</p>	<p><b>No</b></p>	<p>Most of the test questions in the item bank are multiple-choice questions. There are a few drag and drop questions, but no questions are in the constructed-</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	uniquely appropriate to each text.		response format.
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>6. ALIGNMENT:</b> Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> 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.</p>	<b>No</b>	<p>Although questions focus on the standards as they relate to the text, they do not assess at the depth or complexity of the standards. Each text has one question, which is simply stated and does not require close reading or “digging” deeper for understanding of the text.</p>
	<p><b>REQUIRED</b>  <b>6b)</b> 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>	<b>No</b>	<p>Most of the questions in the item bank do not include the language of the standards nor do they assess at the depth and complexity required by the standards. While the passages grow in length, the language of the questions in many instances stay the same. For example, many of the questions ask the students to identify the main idea or a supporting detail from the passage provided. The rigor of that standard progresses through the grade bands but the progression is not noticeable in the questions in the item bank. The questions do not allow a student to demonstrate a deep understanding of the concept that is outlined in the standard. Many of the standards require the students to explain ideas and concepts but the questions in the item bank do not allow for that type of language.</p>
	<p><b>REQUIRED</b>  <b>6c)</b> Vocabulary items on assessments and in an item bank assess words essential to the central meaning and purpose of the text, focusing on determining word meaning based on context and relationships/connections to other words (i.e., synonyms, antonyms, Greek and Latin roots, shades of meaning/connotation, how words contribute to</p>	<b>No</b>	<p>There are some vocabulary items that focus on essential words in the text, but often this text is limited to one sentence. The students use the context clues or relationships/connections to determine a word’s meaning. However, there are many instances where the vocabulary item is in isolation and is not related to the central meaning of a passage. For example, question 5 on MAP: Reading 2-5 Common Core 2010 which makes no</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1, 2, and 3.		connection to any passage. There are also items dealing with prefixes, suffixes, and root words that are not associated with a text and only address the skill in isolation.
	<b>6d)</b> 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.	<b>No</b>	The texts are limited to one question per text and only a small sample of questions required students to make connections to other texts (2 out of 200 questions).
<p><b>7. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> 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>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7b)</b> Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7d)</b> 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.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>8. SPEAKING AND LISTENING*:</b> Items assessing speaking and listening must be text-dependent</p>	<p><b>REQUIRED</b> <b>8a)</b> Speaking and listening assessments use texts and other stimuli measured by Criteria 1, 2, and 3.</p>	<b>Not Evaluated</b>	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
<p>and reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable</p>	<p><b>8b)</b> 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).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>8c)</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>9. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b> <b>9b)</b> Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b> <b>9c)</b> 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 <a href="#">standards</a>.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>9d)</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b>			
<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.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection and Other Stimuli	1. Quality of Texts <b>(Non-Negotiable)</b>	No	Many of the text do not represent quality texts where students would be able to demonstrate understanding of grade level standards.
	2. Complexity of Texts <b>(Non-Negotiable)</b>	No	Most of the texts are within the grade band, but they are not of a high quality making them not worth reading. Many of the passages only contain a few sentences and will not truly show that students can read or comprehend proficiently.
	3. Range of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Design	4. Design and Scoring <b>(Non-Negotiable)</b>	No	All assessment items are in a multiple choice format. There is no student writing required.
III: Assessment Items	5. Text-Dependent Questions and Tasks <b>(Non-Negotiable)</b>	No	Many of the questions are surface questions which do not require students to "dig deeper" into the text.
	6. Alignment <b>(Non-Negotiable)</b>	No	Depth and complexity of the standards are not assessed. There is no alignment between the standards and the assesment items.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES
	7. Writing to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	8. Speaking and Listening*	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	9. Language	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

\*As applicable

Appendix I.

Publisher Response

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: **MAP Assessments**

Grade: **3-5**

Publisher: **Northwest Evaluation Association (NWEA)**

Copyright: **2014**

Overall Rating: **Tier III, Not representing 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)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Quests. Tasks (Non-Negotiable)
	6. 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. \*As applicable

Click below for complete grade-level reviews:

[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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: **MAP Assessments**

Grade: **3-5**

Publisher: **Northwest Evaluation Association (NWEA)**

Copyright: **2014**

Overall Rating: **Tier III, Not representing 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)
	4. Design and Scoring (Non-Negotiable)
	5. Text-Dependent Ques. Tasks (Non-Negotiable)
	6. 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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<b>I. Text Selection and Other Stimuli</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b> 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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> 90% of texts provide rich opportunities for students to demonstrate evidence of meeting grade-level standards using texts.</p>	<b>No</b>	<p>Many of the texts read do not provide rich opportunities for students to demonstrate understanding of grade-level standards. Many of the texts are not long enough to provide adequate useful information and are not of the exceptional craft needed for students to demonstrate the meeting of grade level standards.</p>	<p>MAP assessments are computer adaptive, interim assessments that measure growth and individual student achievement. Unlike traditional fixed-form assessments that focus solely on particular grade-level content, MAP assessments are grade-independent and adapt to each student’s instructional level during administration. The main purpose of these tests is to help teachers tailor instruction to their students’ specific needs and to determine whether this targeted instruction has increased understanding and achievement. Our aim is to assess students with high accuracy at the level at which they are currently performing. This requires a large pool of items (~5,000 per test) associated with texts at a range of difficulties. We are adding more common stimulus item sets to our tests, including many that feature copyrighted and published public domain literary and informational texts that will expand and enrich the depth and quality of our item pools. Common stimulus items present the student with multiple items associated to a longer passage.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> 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>	<b>No</b>	<p>There are a few previously published passages; however, most items are commissioned and do not represent the quality of writing produced by experts in these disciplines (e.g., science, social studies).</p>	<p>The MAP for Reading assessment does include previously published works. Additionally, it includes standalone items that are well suited to younger students who may not yet be proficient readers and who may struggle with the reading load of a lengthy passage. Each student will see items that are at the appropriate difficulty level to best assess where he or she is currently functioning. We are adding more common stimulus item sets to our tests, including many that feature copyrighted and published public domain literary and informational texts. Common stimulus items present the student with multiple items associated to a longer passage.</p>
	<p><b>1c)</b> 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>	<b>No</b>	<p>The limited number of paired text do not allow adequate assessment to demonstrate master of the standards . These texts are not varied in length and in most of the paired text sets there are no clear anchor texts. The paired texts include one question which would make it difficult for a student to show</p>	<p>The MAP test assesses the achievement level and growth of a student along a continuum of learning rather than mastery of any one grade. All items in the test are aligned to the state's standards. Each student will see items that are at the appropriate difficulty level to best assess that student's current</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	and uses a variety of texts and text lengths.		mastery of the standards associated with the paired texts.	level of achievement. This means that not every student will see paired passages. They will see items that are appropriately challenging based on their individual achievement level.
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. COMPLEXITY OF TEXTS:</b> Reading passages have the appropriate level of complexity as stated by Reading Standard 10<sup>1</sup> and Reading Foundational Standard 4.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> 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.<sup>2</sup> Poetry and drama are analyzed only using qualitative measures.</p>	<p><b>No</b></p>	<p>Although Lexile levels are appropriate in some of the passages analyzed, the passages range from a single sentence to a full length passage. For example, one passage analyzed was at the lexile 980 which is at the high end of this grade band. However, it was only 4 sentences long and contained only 55 words which does not provide students with enough textual information to demonstrate true comprehension of complex text. Most of the passages do not meet the complexity for this grade level band as outlined in the standards</p>	<p>Because the MAP test is an adaptive cross-grade assessment, students will see items with difficulty levels appropriate to their current achievement level. This may be above, below, or at the student's designated grade level. Items are carefully calibrated to our vertical cross-grade scale. The quantitative measures of passages tend to correlate well with an item's overall difficulty; however, they do not determine its difficulty. We are adding more common stimulus item sets to our tests, including many that feature copyrighted and published public domain literary and informational texts. Common stimulus items present the student with multiple items associated to a longer passage.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> 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><b>No</b></p>	<p>Although some (but not nearly all) of the texts analyzed for complexity were within the grade band, many of these passages only contain a few sentences and will not truly show that students can read proficiently within their grade bands as stated by Reading Standard 10.</p>	<p>The MAP for Reading tests do not purport to measure Reading Standard 10, nor to measure grade-level proficiency. It is our belief that Reading Standard 10 is a standard best measured in the classroom over the course of the school year, through the reading of a variety of texts in their entirety. The MAP for Reading test includes common stimulus item sets where students see multiple items associated to a longer passage as well as many standalone items that are well suited to younger students</p>

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B)

<sup>2</sup> 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	PUBLISHER COMMENTS
	<p><b>REQUIRED</b>  <b>2c)</b> 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>	<b>No</b>	Although there is an identifiable progression of question difficulty and text complexity from the beginning of the assessment to the end, the texts are not of the craft and length to be considered appropriately complex for this grade level band as indicated in 2a and 2b. This text progression is based on student performance. Texts increase in complexity based on student’s correct response.	<p>who may not yet be proficient readers and who may struggle with the reading load of a lengthy passage.</p> <p>The main purpose of MAP tests is to help teachers tailor instruction to their students’ specific needs and to determine whether this targeted instruction has increased understanding and achievement. If a student has grown in his or her reading abilities from the fall to winter test seasons, the student will see more difficult items. If the student has not grown, he or she will continue to see items at his or her appropriate achievement level. This gives the most valid and reliable information to the teacher about where each student is performing.</p>
<p><b>3. RANGE OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> 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>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>REQUIRED</b>  <b>3b)</b> Assessments or item banks include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>3c)</b> 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>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>II. Design</b>				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. DESIGN AND SCORING:</b> Assessments genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Assessments incorporate performance tasks,<sup>3</sup> 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><b>No</b></p>	<p>All of the questions in the item bank are multiple-choice and only allow the students to respond to text through reading. There is no incorporation of writing/performance tasks in the item bank. Each reading passage has only one question so the standards are addressed in isolation.</p>	<p>The MAP for Reading test includes items that can be instantly computer scored in order to provide teachers with student data at the end of the test event. These item types include multiple-choice and Technology Enhanced Items (TEIs) as well as common stimulus item sets. We continue to keep our main focus on item types that can be instantly scored so as to provide information to educators in as timely a manner as possible.</p>
	<p><b>REQUIRED</b></p> <p><b>4b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>No</b></p>	<p>Because all items are multiple choice and no writing/performance tasks are included, answers are limited to one correct response and do not require assessment guidelines or aligned rubrics. Reports can be generated to measure student growth but do not make up for the lack of measurable performance tasks.</p>	<p>The MAP for Reading test pool includes both multiple-choice and TEI items. New TEIs are being added to our test pools to offer the opportunity for selecting multiple correct responses and for creating responses from information given in a tool bar. We continue to keep our main focus on item types that can be instantly scored so as to provide information to educators in as timely a manner as possible.</p>
	<p><b>4c)</b> A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.</p>	<p><b>No</b></p>	<p>This program lacks variety in assessment. Only multiple choice assessments are available. Only summative assessment is used in this program. This program provides students with no self-assessment, pre-assessment, or formative assessment measures.</p>	<p>The MAP test is not intended for use as a summative assessment. It is an interim/benchmark test that measures individual student achievement and growth regardless of grade level. The main purpose of these tests is to help teachers tailor instruction to their students' specific needs and to determine whether this targeted instruction has increased understanding and achievement.</p>
	<p><b>4d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>All students can show proficiency using the method of assessment. Materials provided are unbiased and accessible to all students.</p>	
<b>III. Assessment Items</b>				

<sup>3</sup> 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? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS AND TASKS:</b> 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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> 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><b>No</b></p>	<p>While the questions are linked to a text and require the students to refer back to the text, in most instances the students are recalling information to answer the questions. The questions are often not complex and do not require the students to close read or deeply analyze or synthesize the text. This is because many of the texts are insufficient in length or depth for critical thinking. For example one of the text gives a list of how to apply for an absentee ballot and the question asks which of the directions is not asked for. This question does require students to go back into the text but does not require any analysis of the text.</p>	<p>The MAP for Reading test includes common stimulus item sets and text-dependent questions. It also includes many standalone items that test discrete skills and are well suited to younger students who may not yet be proficient readers and who may struggle with the reading load of a lengthy passage. Because MAP tests are adaptive and designed to provide data about students across the achievement continuum – including students who are performing below level or above level – the item pools that support these tests are very large and include items that may range in complexity from the most basic “building block” aspect of a skill to analytical or evaluative aspects of the skill.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> 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><b>No</b></p>	<p>Almost all of the questions in the item bank are multiple choice. They do not allow the students to provide evidence from the text to support their answers. There are no opportunities for the students to respond to questions in written format. There are also no two part questions that would allow the students to provide supporting evidence to a previous answer. Each passage only contains one question. There is no direct correlation to standards.</p>	<p>Items that require extensive student written responses cannot be instantly scored, leading to a delay between assessment and modification of instruction. New TEIs being added to our test pools do offer the opportunity for selecting multiple correct responses and for creating responses from information given in a tool bar. We continue to focus on those that can be instantly scored so as to provide information to educators in as timely a manner as possible.</p>
	<p><b>5c)</b> 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><b>No</b></p>	<p>Most of the test questions in the item bank are multiple-choice questions. There are a few drag and drop questions, but no questions are in the constructed-response format.</p>	<p>Items that require extensive student written responses cannot be instantly scored, leading to a delay between assessment and modification of instruction. New TEIs being added to our test pools do offer the opportunity for selecting multiple correct responses and for creating responses from information given in a tool bar. We continue to keep our main focus on item types that can be instantly scored so as to provide information to educators in as timely a manner as possible.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>6. ALIGNMENT:</b> Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> 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.</p>	<p><b>No</b></p>	<p>Although questions focus on the standards as they relate to the text, they do not assess at the depth or complexity of the standards. Each text has one question, which is simply stated and does not require close reading or “digging” deeper for understanding of the text.</p>	<p>Most standards are intended to encompass a range of cognitive demand levels. For this reason, we strive to include varying levels of cognitive demand – the most basic “building block” aspect of a standard to the more analytical or evaluative aspects of the standard. Because not every student is functioning at the end-of-year standard level, our pools include items that help measure students who are on their way to meeting the standard as well as those who can meet or exceed the standard.</p> <p>Ongoing acquisition and development efforts will increase the number of copyrighted and published public domain literary and informational texts in the pool that will serve as stimuli for item sets and that will expand and enrich the depth and quality of our item pools.</p>
	<p><b>REQUIRED</b>  <b>6b)</b> 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><b>No</b></p>	<p>Most of the questions in the item bank do not include the language of the standards nor do they assess at the depth and complexity required by the standards. While the passages grow in length, the language of the questions in many instances stay the same. For example, many of the questions ask the students to identify the main idea or a supporting detail from the passage provided. The rigor of that standard progresses through the grade bands but the progression is not noticeable in the questions in the item bank. The questions do not allow a student to demonstrate a deep understanding of the concept that is outlined in the standard. Many of the standards require the students to explain ideas and concepts but the questions in the item bank do not allow for that type of language.</p>	<p>The size of our adaptive cross-grade pool requires that we use items written before the Common Core State Standards (CCSS) were in existence, so not every item uses the exact language of those standards. Each item, however, was carefully reviewed for alignment to the standards before being included in the test pools. The pools have been reviewed for alignment to the CCSS by a third party and, by their criteria, have been found to contain a very high (&gt;80%) number of items that align well to the standards. Over the last several years, we have acquired over 1,000 items written directly to assess the CCSS and are continuing item and passage development efforts to expand and enrich the depth and quality of our item pools.</p>
	<p><b>REQUIRED</b>  <b>6c)</b> 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><b>No</b></p>	<p>There are some vocabulary items that focus on essential words in the text, but often this text is limited to one sentence. The students use the context clues or relationships/connections to determine a word’s meaning. However, there are many instances where the vocabulary item is in isolation and is not related to the central meaning of a passage. For example, question 5 on MAP: Reading 2-5 Common Core 2010 which makes no</p>	<p>The MAP for Reading test includes items that assess vocabulary comprehension in the context of a passage as well as shorter standalone items that target fundamental vocabulary skills and strategies (using dictionaries, word relationships, and affixes and roots) as articulated in many of the L.4 standards (e.g., L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root [e.g., company, companion]). Shorter</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	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.		connection to any passage. There are also items dealing with prefixes, suffixes, and root words that are not associated with a text and only address the skill in isolation.	standalone items that assess such fundamental vocabulary skills are essential for younger students who may not yet be proficient readers and who are still building a foundation of vocabulary acquisition skills and strategies.
	<b>6d)</b> 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.	<b>No</b>	The texts are limited to one question per text and only a small sample of questions required students to make connections to other texts (2 out of 200 questions).	The MAP for Reading test includes common stimulus item sets where students see multiple items associated with a longer passage as well as paired passages that require students to make connections between texts. It also includes many standalone items that are well suited to younger students who may not yet be proficient readers and who may struggle with the reading load of a lengthy passage.  Ongoing acquisition and development efforts will increase the number of copyrighted and published public domain literary and informational texts in the pool that will serve as stimuli for item sets and that will expand and enrich the depth and quality of our item pools.
<b>7. WRITING TO SOURCES:</b> The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7b)</b> Assessments include multiple writing tasks with varied length and time demands (e.g., notes, charts, summaries, short-answer responses, essays, on-demand, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7c)</b> Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7d)</b> Narrative prompts decrease in number and increase in being based on text(s) in later grades, e.g., narrative description (text-based, chronological	<b>Not Evaluated</b>	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 COMMENTS
	writing) rather than imaginative narratives.			
<b>8. SPEAKING AND LISTENING*:</b> Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness.  <input type="checkbox"/> Yes <input type="checkbox"/> No  *As applicable	<b>REQUIRED</b> <b>8a)</b> Speaking and listening assessments use texts and other stimuli measured by Criteria 1, 2, and 3.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>8b)</b> 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).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>8c)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>9. LANGUAGE:</b> Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>9b)</b> Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>9c)</b> 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 <a href="#">standards</a> .	<b>Not Evaluated</b>	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 COMMENTS
	<b>9d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <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.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection and Other Stimuli	1. Quality of Texts <b>(Non-Negotiable)</b>	<b>No</b>	Many of the text do not represent quality texts where students would be able to demonstrate understanding of grade level standards.	<p>The MAP for Reading test includes common stimulus item sets where students see multiple items associated with a longer passage as well as paired passages that require students to make connections between texts. It also includes many standalone items that are well suited to younger students who may not yet be proficient readers and who may struggle with the reading load of a lengthy passage.</p> <p>Ongoing acquisition and development efforts will increase the number of copyrighted and published public domain literary and informational texts in the pool that will serve as stimuli for item sets and that will expand and enrich the depth and quality of our item pools.</p>
	2. Complexity of Texts <b>(Non-Negotiable)</b>	<b>No</b>	Most of the texts are within the grade band, but they are not of a high quality making them not worth reading. Many of the passages only contain a few sentences and will not truly show that students can read or comprehend proficiently.	The MAP for Reading test includes common stimulus item sets where students see multiple items associated to a longer passage as well as paired passages that require students to make connections between texts. It also includes many standalone items that are well suited to younger students who may not yet be proficient readers and who may struggle with the reading load of a lengthy



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
				passage. We are adding more common stimulus item sets to our tests, including many that feature copyrighted and published public domain literary and informational texts. Common stimulus items present the student with multiple items associated to a longer passage.
	3. Range of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
II: Design	4. Design and Scoring ( <b>Non-Negotiable</b> )	<b>No</b>	All assessment items are in a multiple choice format. There is no student writing required.	The MAP for Reading test includes multiple-choice, choice multiple, and drag and drop item types as noted by the reviewer in section 5c. These items types are all scored instantly, providing teachers with data that they can use to immediately begin customizing instruction.
III: Assessment Items	5. Text-Dependent Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	Many of the questions are surface questions which do not require students to "dig deeper" into the text.	The MAP for Reading test includes items that require students to cite evidence from the text or use context to determine the meaning of a word. It also includes more basic "building block" items that target more fundamental aspects of a standard. Because not every student is functioning at the end-of-year standard level, our pools include items that help measure students who are on their way to meeting the standard as well as those who can meet or exceed a standard.
	6. Alignment ( <b>Non-Negotiable</b> )	<b>No</b>	Depth and complexity of the standards are not assessed. There is no alignment between the standards and the assessment items.	
	7. Writing to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Speaking and Listening*	<b>Not Evaluated</b>	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 COMMENTS
	9. Language	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>				

\*As applicable

Appendix II.

Public Comments

There were no public comments submitted.