

# 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: **6-8**

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 texts are not long enough to provide rich opportunities for students to demonstrate evidence of meeting grade-level standards. Texts are not well-crafted, and do not represent the quality of content, language, and writing produced by experts in various disciplines.	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 while questions are text-dependent, they do not require students to do close reading or deep analysis. When a question is asked about the text, students are never required to directly cite evidence of their answer from the text.	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: **6-8**

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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 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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	1. Quality of Texts (Non-Negotiable)
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	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></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>	<p><b>No</b></p>	<p>Most texts are not long enough to provide rich opportunities for students to demonstrate evidence of meeting grade-level standards.</p> <p>For example, eighth-grade items provide short text, from one to four sentences in length, with corresponding questions that do not represent quality eighth-grade text and do not allow students to demonstrate understanding of grade-level standards.</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>	<p><b>No</b></p>	<p>Items include texts that are both previously published and commissioned.</p> <p>When students answer earlier questions on the assessment correctly, items begin to include short excerpts from published authors (e.g. Emerson, Dickens, and Twain). However, when students do not master earlier questions, texts used in the items are not well-crafted, and do not represent the quality of content, language, and writing produced by experts in various disciplines. For example, in Reading 6+ Common Core 2010, passages include brief statements that fall below grade level. For the students not answering the questions correctly, texts are far below grade level and do not represent the quality of content produced by experts.</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</p>	<p><b>No</b></p>	<p>There was only evidence of a few items where students were presented with paired texts. When presented with paired texts, a research simulation is not included. Further, text excerpts are minimal. For example, in Reading 6+ Common Core 2010, many of the passages (whether</p>

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	at least two texts, one of which is an anchor text, and uses a variety of texts and text lengths.		<p>single or paired) under consideration were only three sentences long.</p> <p>When paired texts were longer than a few sentences, they were only seen by the students who had answered earlier questions correctly. Further, students are only asked one question, not a set of questions, when given paired texts. For example, in Reading 6+ Common Core 2010, students read a few sentences on the Mississippi River and the Rio Grande and are only asked to make an inference about the rivers supported by both passages.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><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></p> <p><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>The MAP Overview states that, "MAP assessments are designed to optimally engage each student by adjusting to his or her instructional level through our adaptive test engine."</p> <p>Further, "the assessment begins by delivering the student a grade-level question. If the student answers the question correctly, the test taker is rewarded with a more difficult question. Conversely, an incorrect response triggers the delivery of an easier second question. Within about seven questions, all students are working on a unique version of the test, calibrated to an individual difficulty level where they will achieve approximately fifty percent correct answers. As a result, the grade outliers – struggling students who typically become frustrated at testing, and high achievers who may find traditional tests boring – encounter a test that is appropriately challenging, increasing engagement and reducing the propensity to</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](#).

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			<p>randomly guess answers. "</p> <p>A quantitative analysis was provided within the technical manual, but test bank items do not reflect the appropriate grade level complexity as they often only include two to three sentences from reading passages.</p> <p>Moreover, texts used in the item banks only exhibit the appropriate level of complexity when students answer previously questions correctly.</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>Only when the student is already reading on grade level and continually answers questions correctly do the texts included in the items appear to be within the appropriate grade band.</p> <p>However, as this is a benchmarking product, all students should be exposed to texts at the appropriate grade band. The texts included in the item banks are not indicative of the grade band and do not present the vocabulary, syntax, or levels of meanings/purpose similar to those in Appendices A and B necessary to determine if students are reading at grade-level at different times in the school year.</p> <p>For example, brief text can be found in Reading 6+ Common Core 2010 which do not represent text within the grade band.</p>

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	<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>	<p><b>No</b></p>	<p>Though it appears that text increase in complexity and questions increase in difficult as material progress, this only happens if the student answers preceeding questions correctly.</p> <p>Even when questions and texts increase in complexity, they are not at the appropriate grade-level complexity. It is not evident that texts are at the appropriate grade level for the time of school year because excerpts in item banks are minimal.</p> <p>For example, questions in the eighth grade items may have no text or context at all, with corresponding questions that fall below grade level. Moreover, text excerpts may include only four sentences with questions that even if used as a scaffold, neither the text nor language of the question itself is appropriately complex for the eighth grade.</p> <p>Overall, students not answering questions correctly are not exposed to reading passages with the appropriate level of complexity as stated in Reading Standard 10.</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><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> <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>	<p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<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>	No performance tasks were noted. There was no evidence of students completing any type of writing.  Each item assesses one standard in isolation rather than a progression of questions that lead to a deeper understanding of the text.  Only one question is given per text and excerpts appear to be used as a platform to assess a discrete standard and/or skill 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>	There are no rubrics or student work exemplars.
	<b>4c)</b> A variety of assessments for different uses are included, e.g., pre-, formative, summative and self-assessment measures.	<b>No</b>	There are no pre-assessments and no formative assessments. A teacher could determine to use the assessment itself as a pre, formative, or summative assessment, yet the multiple-choice item bank is the only assessment format available.
	<b>4d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	The materials are accessible to all students. Moreover, the materials assess student proficiency as they "provide current and historical student performance data, including growth and growth projections. Reports provide

<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.



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			normative data to indicate performance relative to district and norming group averages. Reports also provide Lexile® scores to assist students, teachers, and parents in selecting suitable reading texts."
<b>III. Assessment Items</b>			
<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>	<b>No</b>	<p>While questions are text-dependent, in most instances, they do not require students to do close reading or deep analysis. Rather, most questions ask students to recall information.</p> <p>Students are exposed to questions requiring an analysis of the text if they have mastered earlier, complex questions.</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>	<b>No</b>	<p>Even though there are some text-dependent questions (for those students who receive increasingly harder questions), the questions are not fully based on the standards. When a question is asked about the text, students are never required to directly cite evidence of their answer from the text.</p> <p>For example, in Reading 6+ Common Core 2010, students are expected to read five sentences about the bonobo and are asked to answer questions that do not reflect requirements of Reading Standard 1.</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>	<b>No</b>	<p>All questions are multiple choice and do not ask the students to respond in a constructed-response format.</p>

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<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>Not all items on the assessments were worth asking, especially for the students who did not answer the questions correctly.</p> <p>In one passage, that was only two sentences long, related questions asked students about spelling, opinion, and genre (e.g., see Language 2-12 and Reading 6+ Common Core assessment).</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>Although MAP indicates that "rather than indicating what a student might be able to do relative to grade-level standards, MAP tests indicate what a student is ready to learn relative to Common Cores State Standards (CCSS) – not bound by grade," not all of the questions on the assessments include the language of the standards nor do the questions or texts assess the depth and complexity asked of the Standards.</p> <p>For example, as students continue to answer incorrectly questions fall well below grade level.</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 tone); questions and tasks also support students in examining the language (sentences and structure) of</p>	<p><b>No</b></p>	<p>Vocabulary questions asked were written within a sentence rather than a full text. In addition, vocabulary was asked in isolation, with the words discretely selected. The words selected were not essential to the central meaning and purpose of the text.</p>

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	texts measured by Criteria 1, 2, and 3.		
	<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>	There are no sets of questions associated with sets of texts. Even when students are given a set of paired texts, only one question is asked.
<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 and reflect true communication skills required for college and career readiness.</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.
	<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,</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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<input type="checkbox"/> Yes <input type="checkbox"/> No  *As applicable	grade-level academic language (including vocabulary and syntax).		
	<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.
	<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.

**FINAL EVALUATION**

*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.

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<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>	Texts are only quality and content rich if students answer a series of questions correctly. Therefore, unless students are already reading at grade-level, the majority of texts that students are exposed to are below grade level and commissioned.
	2. Complexity of Texts <b>(Non-Negotiable)</b>	<b>No</b>	If students answer questions correctly, they receive an excerpt from an appropriately complex text. However, when they answer questions incorrectly, texts are far below the appropriate level of complexity as stated in Reading Standard 10.
	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>	Only one question is asked per text and standards are assessed in isolation. Texts serve as platforms to assess discrete skills. There are no paired texts that end in a performance task. Further, no rubrics or student work is included.
III: Assessment Items	5. Text-Dependent Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	Even when questions are text-dependent, they only require superficial consideration and surface comprehension.
	6. Alignment <b>(Non-Negotiable)</b>	<b>No</b>	Questions do not always assess words that are essential to the texts. When questions are answered correctly, students are exposed to the language of the standards within the questions. However, items do not always reflect the rigor and cognitive complexity demanded by

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			the standards.
	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.



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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 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)



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: **6-8**

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>	<p><b>No</b></p>	<p>Most texts are not long enough to provide rich opportunities for students to demonstrate evidence of meeting grade-level standards.</p> <p>For example, eighth-grade items provide short text, from one to four sentences in length, with corresponding questions that do not represent quality eighth-grade text and do not allow students to demonstrate understanding 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,</p>	<p><b>No</b></p>	<p>Items include texts that are both previously published and commissioned.</p> <p>When students answer earlier questions on the</p>	<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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>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>assessment correctly, items begin to include short excerpts from published authors (e.g. Emerson, Dickens, and Twain). However, when students do not master earlier questions, texts used in the items are not well-crafted, and do not represent the quality of content, language, and writing produced by experts in various disciplines. For example, in Reading 6+ Common Core 2010, passages include brief statements that fall below grade level. For the students not answering the questions correctly, texts are far below grade level and do not represent the quality of content produced by experts.</p>	<p>make connections between texts. The assessment also includes standalone items with shorter passages that assess discrete reading comprehension and vocabulary skills. All items contribute data that establishes a student's precise level of academic achievement, which can then be used to inform instruction. Ongoing item and passage development efforts are aimed at increasing the number of copyrighted and published public domain literary and informational texts, some of which will be used in paired common stimulus item sets. 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, and uses a variety of texts and text lengths.</p>	<p><b>No</b></p>	<p>There was only evidence of a few items where students were presented with paired texts. When presented with paired texts, a research simulation is not included. Further, text excerpts are minimal. For example, in Reading 6+ Common Core 2010, many of the passages (whether single or paired) under consideration were only three sentences long.</p> <p>When paired texts were longer than a few sentences, they were only seen by the students who had answered earlier questions correctly. Further, students are only asked one question, not a set of questions, when given paired texts. For example, in Reading 6+ Common Core 2010,</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 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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			students read a few sentences on the Mississippi River and the Rio Grande and are only asked to make an inference about the rivers supported by both passages.	
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><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></p> <p><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>The MAP Overview states that, "MAP assessments are designed to optimally engage each student by adjusting to his or her instructional level through our adaptive test engine."</p> <p>Further, "the assessment begins by delivering the student a grade-level question. If the student answers the question correctly, the test taker is rewarded with a more difficult question. Conversely, an incorrect response triggers the delivery of an easier second question. Within about seven questions, all students are working on a unique version of the test, calibrated to an individual difficulty level where they will achieve approximately fifty percent correct answers. As a result, the grade outliers – struggling students who typically become frustrated at testing, and high achievers who may find traditional tests boring – encounter a test that is appropriately</p>	<p>The reviewer comments, "Moreover, texts used in the item banks only exhibit the appropriate level of complexity when students answer previously questions correctly." This comment accurately describes the way in which the MAP test adapts. If a student can correctly answer a series of questions, the test engine will deliver increasingly difficult items to the student in order to establish that student's level of achievement or growth, which is the aim of a growth measure assessment. If a student is presented with a question associated with a text that is "on level" for the student's grade and he or she cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student</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>challenging, increasing engagement and reducing the propensity to randomly guess answers. "</p> <p>A quantitative analysis was provided within the technical manual, but test bank items do not reflect the appropriate grade level complexity as they often only include two to three sentences from reading passages.</p> <p>Moreover, texts used in the item banks only exhibit the appropriate level of complexity when students answer previously questions correctly.</p>	<p>has demonstrated he or she cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade. Instead the test engine will adapt to provide that student with easier items that provide data about a student's specific instructional level and needs.</p>
	<p><b>REQUIRED 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>Only when the student is already reading on grade level and continually answers questions correctly do the texts included in the items appear to be within the appropriate grade band.</p> <p>However, as this is a benchmarking product, all students should be exposed to texts at the appropriate grade band. The texts included in the item banks are not indicative of the grade band and do not present the vocabulary, syntax, or levels of meanings/purpose similar to</p>	<p>MAP tests 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 tests 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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			<p>those in Appendices A and B necessary to determine if students are reading at grade-level at different times in the school year.</p> <p>For example, brief text can be found in Reading 6+ Common Core 2010 which do not represent text within the grade band.</p>	<p>understanding and achievement.</p> <p>To assess students with high accuracy at the level at which they are currently performing our tests require a large pool of items (~5,000 per test) associated with texts at a range of difficulties. Ongoing acquisition and development efforts will increase the number of complex copyrighted and published public domain literary and informational texts that will serve as stimuli for item sets and 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> <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>	<p><b>No</b></p>	<p>Though it appears that text increase in complexity and questions increase in difficult as material progress, this only happens if the student answers preceding questions correctly.</p> <p>Even when questions and texts increase in complexity, they are not at the appropriate grade-level complexity. It is not evident that texts are at the appropriate grade level for the time of school year because excerpts in item banks are minimal.</p>	<p>See also the response in Section 2b. In addition, if a student is presented with a question associated with a text that is "on level" for the student's grade and he or she cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he or she cannot correctly</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			<p>For example, questions in the eighth grade items may have no text or context at all, with corresponding questions that fall below grade level. Moreover, text excerpts may include only four sentences with questions that even if used as a scaffold, neither the text nor language of the question itself is appropriately complex for the eighth grade.</p> <p>Overall, students not answering questions correctly are not exposed to reading passages with the appropriate level of complexity as stated in Reading Standard 10.</p>	<p>answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade. Instead the test engine will adapt to provide them with easier items that provide data about a student's specific instructional level and needs</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>	<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>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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<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>No performance tasks were noted. There was no evidence of students completing any type of writing.</p> <p>Each item assesses one standard in isolation rather than a progression of questions that lead to a deeper understanding of the text.</p> <p>Only one question is given per text and excerpts appear to be used as a platform to assess a discrete standard and/or skill in isolation.</p>	<p>The MAP for Reading test includes items that can be instantly computer scored in order to provide teachers with information as quickly as possible. These item types include multiple-choice and Technology Enhanced Items (TEIs) as well as common stimulus item sets. Ongoing item and passage development efforts are aimed at increasing the number of copyrighted and published public domain literary and informational texts that will serve as the stimuli for item sets. Common stimulus items present the student with multiple items associated to a longer passage.</p> <p>However, 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. We presume that teachers, when triangulating data on students, are using the performance of students in their classroom in addition to the MAP test results to inform their instruction.</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>There are no rubrics or student work exemplars.</p>	<p>The MAP for Reading test includes items that can be instantly computer scored in order to provide teachers with information as quickly as possible. These item types include multiple-choice and Technology Enhanced Items (TEIs) as well as common stimulus item sets. Ongoing</p>

<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>item and passage development efforts are aimed at increasing the number of copyrighted and published public domain literary and informational texts that will serve as the stimuli for item sets. Common stimulus items present the student with multiple items associated to a longer passage.</p> <p>However, 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. We presume that teachers, when triangulating data on students, are using the performance of students in their classroom in addition to the MAP test results to inform their instruction.</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>There are no pre-assessments and no formative assessments. A teacher could determine to use the assessment itself as a pre, formative, or summative assesment, yet the multiple-choice item bank is the only assessment format available.</p>	<p>The MAP test is not intended for use as a summative assessment. It is an interim/benchmark test that measures individual student growth. 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>The materials are accessible to all students. Moreover, the materials assess student proficiency as they "provide current and historical student performance data, including growth and growth projections. Reports provide</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			normative data to indicate performance relative to district and norming group averages. Reports also provide Lexile® scores to assist students, teachers, and parents in selecting suitable reading texts."	
<b>III. Assessment Items</b>				
<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 questions are text-dependent, in most instances, they do not require students to do close reading or deep analysis. Rather, most questions ask students to recall information.</p> <p>Students are exposed to questions requiring an analysis of the text if they have mastered earlier, complex questions.</p>	<p>The MAP for Reading test includes items that require student 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 the standard.</p> <p>The reviewer comments that "Students are exposed to questions requiring an analysis of the text only if they have mastered earlier, complex questions." This comment accurately describes the way in which the MAP test adapts. If a student can correctly answer a series of questions, the test engine will deliver increasingly difficult items to the student in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
				<p>order to establish that student's level of achievement or growth, which is the aim of a growth measure assessment. If a student is presented with a question associated with a text that is "on level" for the student's grade and he or she cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Instead the test engine will adapt to provide a student with easier items that provide data about a student's specific instructional level and needs.</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>Even though there are some text-dependent questions (for those students who receive increasingly harder questions), the questions are not fully based on the standards. When a question is asked about the text, students are never required to directly cite evidence of their answer from the text.</p> <p>For example, in Reading 6+ Common Core 2010, students are expected to read five sentences about the bonobo and are asked to answer questions that do not reflect requirements of</p>	<p>See also the response in section 5a. In addition, the MAP assessment item pools do contain items that require close reading of the text and ask students to cite evidence. TEIs in development will take this task a step further by allowing for students to both answer a question about the text and then cite the text in the passage that supports their response.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<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>	<b>No</b>	<p>Reading Standard 1.</p> <p>All questions are multiple choice and do not ask the students to respond in a 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 that are 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>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>Not all items on the assessments were worth asking, especially for the students who did not answer the questions correctly.</p> <p>In one passage, that was only two sentences long, related questions asked students about spelling, opinion, and genre (e.g., see Language 2-12 and Reading 6+ Common Core assessment).</p>	<p>Because the MAP test is a growth measure assessment, students will see items with difficulty levels appropriate to where they are currently functioning. This may be above, below, or at the student's designated grade level. Each student will see items that are at the appropriate difficulty level to best assess that student's current level of achievement. 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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<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>Although MAP indicates that "rather than indicating what a student might be able to do relative to grade-level standards, MAP tests indicate what a student is ready to learn relative to Common Cores State Standards (CCSS) – not bound by grade," not all of the questions on the assessments include the language of the standards nor do the questions or texts assess the depth and complexity asked of the Standards.</p> <p>For example, as students continue to answer incorrectly questions fall well below grade level.</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 was carefully reviewed for alignment to the standards, however, before being included in the test pool. 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 pool.</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 tone); questions and tasks also support students in examining the language (sentences and structure) of texts measured by Criteria 1, 2, and 3.</p>	<p><b>No</b></p>	<p>Vocabulary questions asked were written within a sentence rather than a full text. In addition, vocabulary was asked in isolation, with the words discretely selected. The words selected were not essential to the central meaning and purpose of the text.</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 discrete vocabulary skills and strategies (using dictionaries, word relationships, and affixes and roots) as articulated in many of the L.4 standards (e.g., L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word e.g., precede, recede, secede). Shorter standalone items that target essential vocabulary skills and strategies help provide data to teachers about vocabulary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p><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.</p>	<p><b>No</b></p>	<p>There are no sets of questions associated with sets of texts. Even when students are given a set of paired texts, only one question is asked.</p>	<p>skills and strategies that may need reinforcement.</p> <p>The MAP for Reading test does include 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. The assessment also includes standalone items with shorter passages that assess discrete reading comprehension and vocabulary skills. All items contribute data that establishes a student's precise level of academic achievement, which can then be used to inform instruction.</p> <p>Ongoing item and passage development efforts are aimed at increasing the number of complex copyrighted and published public domain literary and informational texts, some of which will be used in paired common stimulus item sets. Common stimulus items present the student with multiple items associated to a longer passage.</p>
<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><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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<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 writing) rather than imaginative narratives.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<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).	<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.	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<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.	
	<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>	Texts are only quality and content rich if students answer a series of questions correctly. Therefore, unless students are already reading at grade-level, the majority of texts that students are exposed to are below grade level and commissioned.	The reviewer comments, "Texts are only quality and content rich if students answer a series of questions correctly." This comment accurately describes the way in which the MAP test adapts. If a student can correctly answer a series of questions, the test engine will deliver increasingly difficult items to the student in order to establish that student's level of achievement or growth, which is the aim of a growth measure assessment. If a student is presented with a question associated with a



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				<p>text that is "on level" for the student's grade and cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade. Instead the test engine will adapt to provide them with easier items that provide data about a student's specific instructional level and needs.</p>
	<p>2. Complexity of Texts <b>(Non-Negotiable)</b></p>	<p><b>No</b></p>	<p>If students answer questions correctly, they receive an excerpt from an appropriately complex text. However, when they answer questions incorrectly, texts are far below the appropriate level of complexity as stated in Reading Standard 10.</p>	<p>The reviewer comments, "Texts are only quality and content rich if students answer a series of questions correctly." This comment accurately describes the way in which the MAP test adapts. If a student can correctly answer a series of questions, the test engine will deliver increasingly difficult items to the student in order to establish that student's level of achievement or growth, which is the aim of a growth measure assessment. If a student is presented with a question associated with a text that is "on level" for the student's grade</p>

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				<p>and cannot answer it correctly, the test engine will provide the student with an easier (lower RIT) item that may well have a less complex passage. In line with the purpose of MAP tests – to assess students with high accuracy at the level at which they are currently performing – continuing to present a student with items of a difficulty level that the student has demonstrated he cannot correctly answer will not achieve the test's goal. Therefore, students who are performing below grade level may see few texts that would be deemed to be complex enough for their grade. Instead the test engine will adapt to provide them with easier items that provide data about a student's specific instructional level and needs.</p>
	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>	<p>Only one question is asked per text and standards are assessed in isolation. Texts serve as platforms to assess discrete skills. There are no paired texts that end in a performance task. Further, no rubrics or student work is included.</p>	<p>The MAP for Reading test does include 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. The assessment also includes standalone items with shorter passages that assess discrete reading comprehension and vocabulary skills. All items contribute data that establishes a student's</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS? (Yes/No)	JUSTIFICATION / COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
				<p>precise level of academic achievement, which can then be used to inform instruction. Ongoing item and passage development efforts are aimed at increasing the number of copyrighted and published public domain literary and informational texts, some of which will be used in paired common stimulus item sets.</p> <p>The test does not include items that require extensive student written responses because they cannot be instantly scored, leading to a delay between assessment and modification of instruction. 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>
III: Assessment Items	5. Text-Dependent Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	Even when questions are text-dependent, they only require superficial consideration and surface comprehension.	The MAP for Reading test includes items that require student 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 the standard.

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	6. Alignment <b>(Non-Negotiable)</b>	<b>No</b>	Questions do not always assess words that are essential to the texts. When questions are answered correctly, students are exposed to the language of the standards within the questions. However, items do not always reflect the rigor and cognitive complexity demanded by the standards.	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. Each item was carefully reviewed for alignment to the CCSS standards before being included in the test pool. The MAP assessment item 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 (>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.
	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.	

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	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.