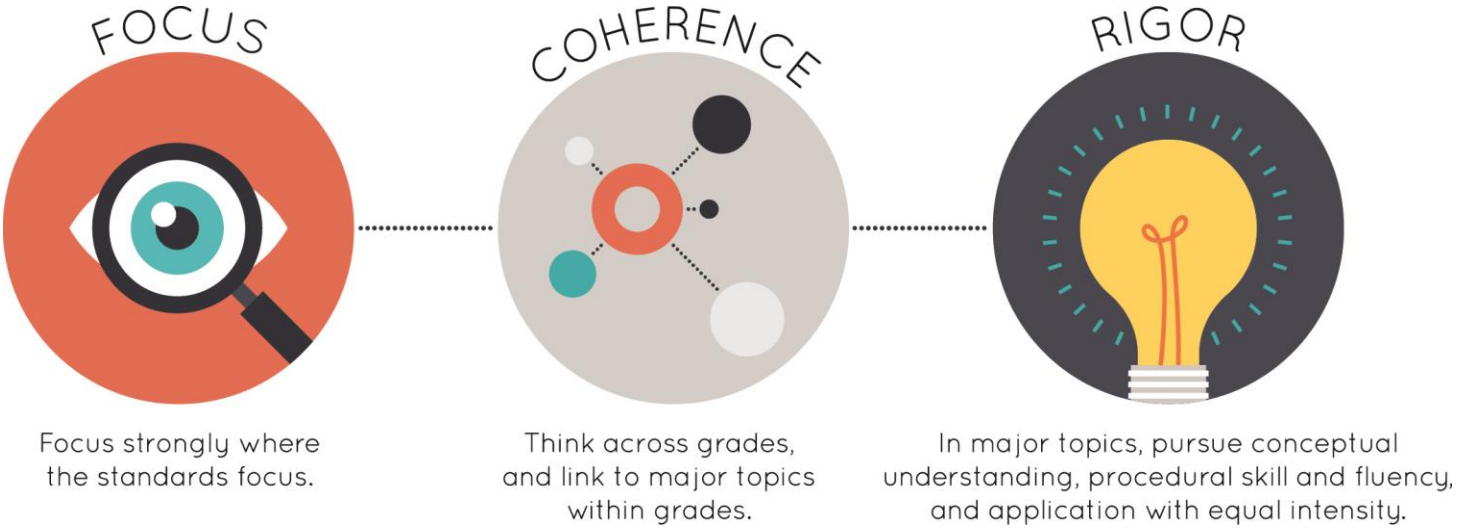
DEPARTMENT of EDUCATION
Louisiana Believes

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

BENCHMARK ASSESSMENTS

Strong mathematics instruction contains the following elements:



Title: **CASE Benchmark Assessments**

Grade/Course: **K-2**

Publisher: **TE21, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
2. Focus on Major Work (Non-negotiable)	1. Alignment of Test Items (Non-negotiable)
4. Rigor and Balance (Non-negotiable)	3. Focus (Non-negotiable)

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

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 (Criteria 1 – 4), but at least one "No" in Section II.
Tier 3 ratings receive a "No" in Column 1 in Section I.

**The criteria in Section I apply to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the full intent of the indicators*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. ALIGNMENT OF TEST ITEMS**: Test items and/or sets of items elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted Standard(s) ☐ Yes ☒ No	**1a)** 90% of items and/or sets of items exhibit alignment to the full intent of the LSSM for that grade/course.	**No**	Less than 90% of items exhibit alignment to the full intent of the standards for each grade level. 80% of items (28 out of 35 items) on the Grade 1 assessment exhibit alignment to the full intent of LSSM for Grade 1. For example, Standard 1.NBT.C.6 requires students to subtract multiples of 10 from multiples of 10 using concrete models or drawings or other strategies and also to relate the strategy used to a written method and explain the reasoning used. Problems 5 and 21 address part of this standard, as they ask students to compute a multiple of 10 minus another multiple of 10. Students, however, are never asked to relate the strategy they used to a written method or explain the reasoning used. In addition, Standard 1.MD.A.1 requires students to order three objects by length and compare the lengths of two objects indirectly using a third object. Problem 14 addresses part of this standard as it asks students to order three objects by length; however, students are never asked to compare two objects indirectly using a third object. On the Grade 2 assessment, 60% of items (24 out of 40 items) align with the full intent of the standards for grade 2. For example, Standard 2.OA.A.1 requires students to solve addition and subtraction word problems with the unknown in all positions and use equations with a symbol for the unknown number; however, all addition and subtraction word problems on this assessment, Problems 9, 15, 18, 19, are Result Unknown. Students are not given the opportunity to show mastery of Start Unknown or Change Unknown problems. Also, there are no addition or subtraction problems using an equation with a symbol to represent the unknown on the entire assessment. In addition, Standard 2.NBT.B.9 requires students

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			to explain why addition and subtraction strategies work. Problems 21 and 37 have students analyze a strategy used and decide what problem was being solved and choose a strategy that could be used to solve a problem, respectively; however, students never have to explain why a strategy works. On the Grade 4 assessment, 47% of items (21 out of 45 items) exhibit full alignment to the LSSM for Grade 4. For example, Standards 4.NBT.B.5 and 4.NBT.B.6 call for students to multiply and divide whole numbers using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and also to illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. Problems 7, 12, 19 and Problem 2 in the Gridded Response section of the test require students to interpret a given area model to determine the final step in multiplying or dividing, to choose the correct expression, or to find a quotient. Students are never required to do any calculations themselves. It should be noted that 91% of items for Grade K exhibit full alignment to the standards.
	1b) Items and/or sets of items adhere to content limitations outlined in the LSSM and the Assessment Guides. All limitations for all grade K-HS provided in footnotes of the LSSM are also followed.	**Yes**	Items on most assessments adhere to content limitations outlined in LSSM for each grade level. For example, Problem 23 on the Grade K assessment requires students to decompose the number 9 into pairs in more than one way and record each decomposition with an equation. This adheres to the content limits of Standard K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Problem 13 on the Grade 2 assessment requires students to mentally subtract 100 from 764. In Grade 2, the Standard 2.NBT.B.8

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			requires students to mentally subtract 10 or 100 from a given number 100 through 900. The assessment item does not exceed 900. Therefore, the assessment item is appropriate for Grade 2 and adheres to content limitations. Problems 5, 9, and 28 on the Grade 5 assessment require students to perform operations with decimals to hundredths, which adheres to the content limits of Standard 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths. In Grade 4, students use fractions limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Problem 4 on the Grade 4 assessment includes incorrect answer choices with fractions using denominators beyond the limitations stated in LSSM, and Problem 17 includes all answer choices with denominators beyond the content limitations. In addition, Standard 4.NF.C.7 limits students to comparing decimals to hundredths. Problem 2 on the Grade 4 assessment includes an incorrect answer choice with a decimal to thousandths.
	1c) Items and/or sets of items use the number system appropriate to the grade/course. For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers.	**Yes**	Items on the K-5 assessments use the number system appropriate for each grade level. For example, in Grade 1, addition and subtraction items are above 10, which should have been mastered in Grade K. Standard 1.NBT.C.4 requires students to add within 100, including understanding that sometimes it is necessary to compose a ten. Problem 1 requires addition of 20 and 23, and Problem 34 requires addition of 16 and 20. However, it should be noted that there are no items that require students to compose a ten, as required by Standard 1.NBT.C.4b, and all sums are under 50. In Grade 2, Standard 2.OA.A.1 calls for students to use addition and subtraction within 100 to solve word problems. Problem 8 requires students to subtract 27 from 55, and Problem

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			19 requires students to add 57 and 38. These numbers are appropriate for Grade 2 because addition and subtraction within 20 should have been mastered in Grade 1. In Grade 4, Standard 4.NBT.B.4 calls for students to add and subtract numbers with sums less than or equal to 1,000,000. In Grade 3, students should have mastered addition and subtraction with sums within 1000 according to Standard 3.NBT.A.2.
Non-Negotiable **2. FOCUS ON MAJOR WORK:** The large majority of points in each grade/course are devoted to the major work of the grade. ☒ Yes ☐ No	**2a)** Each grade/course's assessments **meet or exceed** the following score-point distributions for the major work of the grade. • 85% of the total points in grades K–2 align exclusively to the major work of the grade. • 75% of the total points in grades 3–5 align exclusively to the major work of the grade. • 65% of the total points in grades 6–12 align exclusively to the major work of the grade.	**Yes**	Using the alignment documents provided by the publisher, each grade's assessment meets or exceeds the score-point distributions for major work of the grade. 86% of items (30 out of 35) on the Kindergarten and Grade 1 assessments align exclusively to the major work of that grade. For example, Standard K.CC.A.2 is a major standard for Kindergarten and requires students to count forward from a given number. Problem 26 aligns with this standard and requires students to count forward from 27. In Grade 2, 85% of items (33 out of 40) align exclusively to the major work of that grade. For example, Problem 3 requires students to choose the number in standard form that matches the number name eight hundred thirty-four. This aligns with major Standard 2.NBT.A.3, which requires students to read and write numbers to 1000 using base-ten numerals, number names, and expanded form. In Grade 3, 78% of the items (35 out of 45) align exclusively to the major work of the grade. For example, Problem 11 shows students a figure separated into six equal parts and asks what fraction can be used to describe one of the parts. This aligns to the major Standard 3.NF.A.1, which requires students to understand a fraction 1/b, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into b equal parts. 76% of the items (34 out of 45) on the

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			Grade 4 and 5 assessments align exclusively to the major work of the grade. For example, Problem 27 on the Grade 4 assessment requires students to choose the correct comparison with justification of two given decimals. This aligns to major Standard 4.NF.C.7, which requires students to compare two decimals to hundredths based on reasoning about their size, record the comparison with mathematical symbols, and justify the conclusion.
Non-Negotiable **3. FOCUS:** No item assesses topics directly or indirectly before they are introduced in the LSSM. ☐ Yes ☒ No	**3a)** 100% of items on an assessment address only knowledge of topics found in the LSSM in the specified grade/course.	**No**	Less than 100% of items on the K-2 and Grade 4 assessments address only knowledge of topics found in LSSM for each grade level. According to the publisher's alignment document, Problem 10 on the K assessment is aligned to Standard K.OA.A.5 Fluently add and subtract within 5. This problem gives students an addition equation with the second addend unknown and asks, "Which number can be placed in the box to make the equation true?" While the numbers used are within 5, the way this item is assessed requires students to think beyond the expectations of this standard. It more explicitly aligns with Standard 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Another example of an item assessing knowledge beyond the topics in LSSM for each grade level is on the Grade 1 assessment. According to the publisher's alignment document for the Grade 1 assessment, Problem 6 aligns with Standard 1.G.A.2 Compose two-dimensional shapes. This problem asks student what shape would be made by composing a triangle and a square and to identify the resulting shape as a pentagon. While composing the triangle and square into a composite shape aligns with the stated standard, identifying it as a pentagon goes beyond Grade 1 standards. The term pentagon is not introduced until Grade 2,

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			Standard 2.G.A.1. According to the publisher's document for the Grade 2 assessment, Problem 6 aligns to Standard 2.MD.A.2, which requires students to measure an object in two different units and then describe how the measurements relate to the size of the units. This problem requires students to know common equivalent measurements in different measurement systems, including knowing that 1 yard is about the same length as 90 centimeters, 1 meter, and 36 inches. It should be noted that in Grades 3-5, 100% of items address only knowledge of topics found in LSSM in the specified grade.
Non-Negotiable **4. RIGOR AND BALANCE:** Each grade/course's assessments reflect the balances in the Standards and help students meet the Standards' rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**4a)** ***For Conceptual Understanding:*** ***K–High School*:** At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding especially where called for in specific content standards.	**Yes**	At least 20% of the total score-points on the assessments for each grade explicitly require students to demonstrate conceptual understanding especially where called for in specific content standards. On the Grade K assessment, 66% (23 out of 35 items) of the assessment items require students to demonstrate conceptual understanding and assess standards that call for the component of conceptual understanding. For example, Problem 13 asks which set of squares shows the number of tens and ones in the number 14. This aligns with Standard K.NBT.A.1a, which requires students to demonstrate understanding that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 57% of the total score points on the benchmark assessment for Grade 1 explicitly require students to demonstrate conceptual understanding. For example, Problem 4 requires students to understand the associative property of addition to understand the second two addends in an addition equation can be added to make a ten and then added to the first addend. This aligns with Standard 1.OA.B.3 which requires students to

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			demonstrate conceptual understanding by applying properties of operations to add and subtract. On the Grade 5 assessment, 49% (22 out of 45 items) of items explicitly require students to demonstrate conceptual understanding. For example, Problem 18 requires students to demonstrate conceptual understanding of division by choosing the area model that represents a given division expression. This aligns with Standard 5.NF.B.6, which explicitly calls for conceptual understanding and requires students to find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using various strategies based on place value.
	4b) ***For Procedural Skill and Fluency:*** ***K–High School*****:** At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate procedural skill and fluency, especially where called for in specific content standards.	**Yes**	At least 20% of the total score-points on the assessment for each grade explicitly require students to demonstrate procedural skill and fluency, especially where called for in specific content standards. On the Grade K assessment, 34% (12 out of 35 items) of the assessment items require students to demonstrate procedural skill and fluency and assess standards that call for the component of procedural skill and fluency. For example, Problem 4 requires students to count by tens. This assessment item specifically addresses Standard K.CC.A.1 Count to 100 by ones and by tens. In Grade 1, 43% (15 out of 35 items) of the assessment items require students to demonstrate procedural skill and fluency and assess standards that call for the component of procedural skill and fluency. For example, Problem 33 requires students to determine the unknown whole number in an addition equation that relates three whole numbers. This assessment item specifically addresses Standard 1.OA.D.8 Determine the unknown

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			whole number in an addition or subtraction equation relating three whole numbers. In Grade 2, 43% (17 out of 40 items) of the assessment items require students to demonstrate procedural skill and fluency and assess standards that call for the component of procedural skill and fluency. For example, Problem 11 requires students to skip count by tens. This assessment item specifically address Standard 2.NBT.A.2 Skip-count by 5s, 10s, and 100s. On the Grade 3 assessment, 29% (13 out of 45 items) of items require students to demonstrate procedural skill and fluency. For example, Problem 1 requires students to identify the number that can be used to make the given division number sentence true. This aligns with Standard 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. On the Grades 4 and 5 assessments, 22% (10 out of 45 items) of the items explicitly require students to demonstrate procedural skill and fluency. For example, Problem 16 on the Grade 4 assessment requires students to add two mixed numbers with like denominators. This aligns with Standard 4.NF.B.3c Add and subtract mixed numbers with like denominators. In addition, Problem 13 on the Grade 5 assessment requires students to find the difference of two given fractions. This aligns with Standard 5.NF.A.1 Add and subtract fractions with unlike denominators. However, it should be noted that some standards that specifically call for procedural skill and fluency are not assessed in this way. For example, Standard 2.NBT.5 calls for

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			procedural skill with fluently adding and subtracting within 100. On the Grade 2 assessment, this standard is assessed exclusively through word problems, putting the focus for these problems on application rather than procedural skill.
	4c) ***For Applications*** • ***K–5:*** At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • ***6–8:*** At least 25% of the total score points on the assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models. • ***High School:*** At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems.	**Yes**	At least 20% of the total score-points on the assessment for most grades explicitly assess solving single- or multi-step word problems. On the Grade 2 assessment, 30% (12 out of 40 items) of items require students solve word problems. For example, Problem 8 requires students to solve a single step subtraction word problem. This aligns to Standard 2.OA.A.1, which requires students to use addition and subtraction within 100 to solve one- and two-step word problems. On the Grade 3 and 4 assessments, 27% (12 out of 45 items) of items explicitly assess solving single- or multi-step word problems. For example, Problem 21 on the Grade 3 assessment is a division word problem, which assesses Standard 3.OA.A.3 Use multiplication and division within 100 to solve word problems. On the Grade 4 assessment, Problem 22 is a multi-step word problem, which assesses Standard 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations. On the Grade 5 assessment, 31% (15 out of 45 items) of items explicitly assess solving single- or multi-step word problems. For example, Problem 8 is a word problem requiring addition of fractions with unlike denominators. This aligns with Standard 5.NF.A.2 Solve word problems involving addition and subtraction of fractions. However, it should be noted that on the Grades K and 1 assessments, less than 20% of the total score points assess solving word problems. On the Grade K assessment, 9% (3

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			out of 35 items) of the items require students to solve single step word problems. The only Kindergarten standard that requires solving word problems is Standard K.OA.A.2. Problems 16, 18, and 31 on the Grade K assessment align with this standard and require students to solve an addition or subtraction word problem. On the Grade 1 assessment, 14% (5 out of 35 items) of the items require students to solve word problems. Some items feature a context, however application of skills is not required. For example, Standard 1.OA.2 specifically calls for solving word problems that involve addition of three whole numbers. Problem 11 assesses this standard, and there is a context given, but the equation used to solve the word problem is also given, which takes away the need for students to apply their knowledge to solve the word problem. This causes the problem to assess procedural skill rather than application.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
5. Practice-Content Connections. Each grade/course's assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice, and there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
6. Assessing Supporting Content. Supporting content and major work are not always be assessed together and not always assessed separately. There exists Items and/or sets of items assessing supporting content that enhance focus and coherence simultaneously by engaging students in the major work of the grade or course.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
7. Calling for Variety in Item Type and Student Work. Assessments include a variety of item types (e.g., multiple choice, multiple select, numeric response, constructed response) that require a variety in what students produce. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations (including items that explicitly assess expressing and/or communicating mathematical reasoning), diagrams, mathematical models, etc.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
8. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to		**Not Evaluated**	This section was not evaluated because the

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use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.			non-negotiable criteria were not met.
9. Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 4 and a "Yes" for all additional indicators 5 – 11. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" for additional indicators 5 – 9. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one criteria in Section I.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-Negotiables	1. Alignment of Test Items	**No**	While most assessment items adhere to the content limitations of the grade levels and use the number systems appropriate to each grade, less than 90% of items or sets of items exhibit alignment to the full intent of the LSSM for each grade.
	2. Focus on Major Work	**Yes**	Each grade level assessment meets or exceeds the required score-point distributions for the major work of the grade.
	3. Focus	**No**	Less than 100% of items on the K-2 and Grade 4 assessments address only knowledge of topics found in LSSM for each grade level. There are some items on some assessments that assess knowledge before the grade required by LSSM.
	4. Rigor and Balance	**Yes**	Most assessments exhibit balance in assessing the three components of rigor: conceptual understanding, procedural skill and fluency, and application.
II: Additional Indicators of Quality	5. Practice-Content Connections	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Assessing Supporting Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Calling for Variety in Item Type and Student Work	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8. Constructing Forms Without Cueing Solution Processes	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	9. Quality Materials	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Appendix I.

Publisher Response

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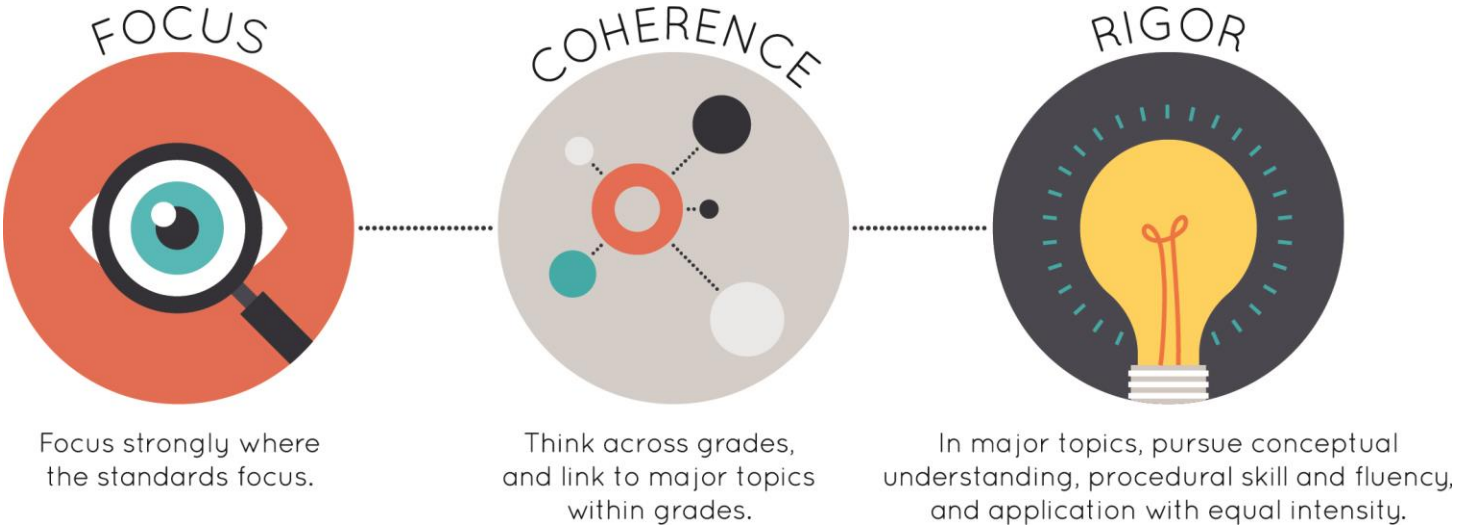

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Grade/Course: **K-2**

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

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2. Focus on Major Work (Non-negotiable)	1. Alignment of Test Items (Non-negotiable)
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SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.				
Non-Negotiable **1. ALIGNMENT OF TEST ITEMS**: Test items and/or sets of items elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted Standard(s) ☐ Yes ☒ No	**1a)** 90% of items and/or sets of items exhibit alignment to the full intent of the LSSM for that grade/course.	**No**	Less than 90% of items exhibit alignment to the full intent of the standards for each grade level. 80% of items (28 out of 35 items) on the Grade 1 assessment exhibit alignment to the full intent of LSSM for Grade 1. For example, Standard 1.NBT.C.6 requires students to subtract multiples of 10 from multiples of 10 using concrete models or drawings or other strategies and also to relate the strategy used to a written method and explain the reasoning used. Problems 5 and 21 address part of this standard, as they ask students to compute a multiple of 10 minus another multiple of 10. Students, however, are never asked to relate the strategy they used to a written method or explain the reasoning used. In addition, Standard 1.MD.A.1 requires students to order three objects by length and compare the lengths of two objects indirectly using a third object. Problem 14 addresses part of this standard as it asks students to order three objects by length; however, students are never asked to compare two objects indirectly using a third object. On the Grade 2 assessment, 60% of items (24 out of 40 items) align with the full intent of the standards for grade 2. For example, Standard 2.OA.A.1 requires students to solve addition and subtraction word problems with the unknown in all positions and use equations with a symbol for the unknown number; however, all addition and subtraction word problems on this assessment, Problems 9, 15, 18, 19, are Result Unknown. Students are not given the opportunity to show mastery of Start Unknown or Change Unknown problems. Also, there are no addition or subtraction problems using an equation with a symbol to represent the unknown on the entire assessment. In addition, Standard 2.NBT.B.9 requires students	The items submitted by TE21 were intentionally chosen and crafted into an example of a custom assessment which mirrors the length, design, curriculum balance, and difficulty of the LEAP assessment blueprint provided by the LA Department of Education. In addition, the assessments are collaboratively designed with the client to match the pacing of the district, which helps ensure validity as the content assessed matches the content that was taught. As such, the assessment was not intended to address every component of every standard. Rather, it would be one of 2-3 benchmark assessments given throughout a school year which would collectively address all standards and objectives. TE21 does not create "off the shelf" assessments for clients. As such, we do not maintain a centralized database of all items, and therefore are unable to provide all of our items to reveiwers. This is not to say that we do not have items to use, but that assessments are not created by generically "clicking buttons" to select items from a data bank. That is why, instead of a myriad of questions this samples consisted of only 45 (or less) items in accordance with the LEAP blueprints. In the limited space of those items, it is impossible to capture the full extent of the content of the K-5 standards, especially taking into account the different sub-parts included in some standards such as 5.NBT.B.7 including all 4 operations. Further, attempting to assess multiple aspects of a standard in a single question would be irresponsible as it would confound the item's ability to identify a student's misunderstandings. As noted above the assessments are collaboratively designed with the client's pacing, and through multiple benchmarks given throughout the course the full curriculum is assessed in a more

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			to explain why addition and subtraction strategies work. Problems 21 and 37 have students analyze a strategy used and decide what problem was being solved and choose a strategy that could be used to solve a problem, respectively; however, students never have to explain why a strategy works. On the Grade 4 assessment, 47% of items (21 out of 45 items) exhibit full alignment to the LSSM for Grade 4. For example, Standards 4.NBT.B.5 and 4.NBT.B.6 call for students to multiply and divide whole numbers using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and also to illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. Problems 7, 12, 19 and Problem 2 in the Gridded Response section of the test require students to interpret a given area model to determine the final step in multiplying or dividing, to choose the correct expression, or to find a quotient. Students are never required to do any calculations themselves. It should be noted that 91% of items for Grade K exhibit full alignment to the standards.	appropriate and timely manner. Examples of items that address the gaps the reviewers described are included in an attached document as they cannot be placed in this response form. Grade K: Thank you very much for your positive feedback. We are pleased that the assessment balance and alignment met the requirement. Grade 1: 1.NBT.C.6 - Relating to the strategy or method used when subtracting a multiple of 10 from a multiple of 10 is only a portion of the standard. As noted above, the assessment would have been one of several offered throughout the course to address all permutations of the standards. Each assessment will contain a variety of items with balanced levels difficulty and Depth of Knowledge (DOK) on a complete assessment. An example of an item with a written method/explanation has been provided. 1.MD.A.1 - Comparing two objects indirectly is only part of MD.A.1. An example of an item relating two objects by using a third object has been provided. Grade 2: 2.OA.A.1 – Also as noted above, these items were not intended to address all permutations of the standard in one assessment. The standard allows for the unknown to be in all positions. The sample items submitted were only a portion of the variety in which we assess this standard. Item #15 uses a blank as the symbol for the unknown. We have provided a Start Unknown item using a symbol other than blank for the unknown. Change unknown items are also included on other assessments which would be given throughout the course.

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				2.NBT.B.9 - Also as noted above, these items were not intended to address all permutations of the standard in one assessment. Analyzing and using strategies only assesses part of the standard. We also use items that require students to select valid explanation as to why strategies work. An example of this have been provided. Grade 3: 3.OA.D.9 - Also as noted above, these items were not intended to address all permutations of the standard in one assessment. The items provided for this standard only represent a portion of item types we used to assess the standard. Two sample items have been provided requiring students to find/or explain patterns in the multiplication/addition tables. Grade 4: 4.NBT.B.5 and 4.NBT.6 - In an assessment of this size we cannot fully address the sub-parts of every standard. Therefore, the sample items submitted do not represent the full extent of item types or variations we offer. Examples of items requiring students to perform a calculations correctly have been provided. Grade 5: 5.NBT.A.1 - Also as noted above, these items were not intended to address all permutations of the standard in one assessment. An item addressing a digit in a number representing 1/10 of the value of the digit to its left has been provided. 5.NF.B.7 - An example of dividing a unit fraction by a whole number has been provided. 5.NF.A.2b - The items provided were meant to assess at least a portion of every standard and not necessarily every sub-part of every standard. An example of an item assessing this sub-part has been provided. We would also like to note that even though

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				these assessments were not meant to represent all portions of each standard for the grade level, on each assessment many of the standards ARE satisfactorily assessed in their entirety.
	1b) Items and/or sets of items adhere to content limitations outlined in the LSSM and the Assessment Guides. All limitations for all grade K-HS provided in footnotes of the LSSM are also followed.	**Yes**	Items on most assessments adhere to content limitations outlined in LSSM for each grade level. For example, Problem 23 on the Grade K assessment requires students to decompose the number 9 into pairs in more than one way and record each decomposition with an equation. This adheres to the content limits of Standard K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Problem 13 on the Grade 2 assessment requires students to mentally subtract 100 from 764. In Grade 2, the Standard 2.NBT.B.8 requires students to mentally subtract 10 or 100 from a given number 100 through 900. The assessment item does not exceed 900. Therefore, the assessment item is appropriate for Grade 2 and adheres to content limitations. Problems 5, 9, and 28 on the Grade 5 assessment require students to perform operations with decimals to hundredths, which adheres to the content limits of Standard 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths. In Grade 4, students use fractions limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Problem 4 on the Grade 4 assessment includes incorrect answer choices with fractions using denominators beyond the limitations stated in LSSM, and Problem 17 includes all answer choices with denominators beyond the content limitations. In addition, Standard 4.NF.C.7 limits students to comparing decimals to hundredths. Problem 2 on the Grade 4 assessment includes an incorrect answer choice with a decimal to thousandths.	Thank you very much for your positive feedback. With regrard to the notes in the bottom of this section, In grade 3, Item #40 does involve the comparison of three fractions. This item is listed as a high difficulty level and is used to balance rigor over the assessment as a whole. In item #4 on the 4th grade assessment, the use of denominators in the false answer choices is puroseful. These answer choices represent common mistakes a student is likely to make when solving. The item is not dependent on the use of a denominator outside the scope of 4th grade to solve. In item #17, students are asked to compare fractions with denominators within the scope of grade 4. The comparison of these fractions results in a denominator of 24. Finding common denominators of many fractions will yeild similar outcomes. Item #2 does involve the use of a number in the thousandths place in foil D. However, the comparison is only reliant on the whole numbers and can easily be ruled out when solving as a result.

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	1c) Items and/or sets of items use the number system appropriate to the grade/course. For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers.	**Yes**	Items on the K-5 assessments use the number system appropriate for each grade level. For example, in Grade 1, addition and subtraction items are above 10, which should have been mastered in Grade K. Standard 1.NBT.C.4 requires students to add within 100, including understanding that sometimes it is necessary to compose a ten. Problem 1 requires addition of 20 and 23, and Problem 34 requires addition of 16 and 20. However, it should be noted that there are no items that require students to compose a ten, as required by Standard 1.NBT.C.4b, and all sums are under 50. In Grade 2, Standard 2.OA.A.1 calls for students to use addition and subtraction within 100 to solve word problems. Problem 8 requires students to subtract 27 from 55, and Problem 19 requires students to add 57 and 38. These numbers are appropriate for Grade 2 because addition and subtraction within 20 should have been mastered in Grade 1. In Grade 4, Standard 4.NBT.B.4 calls for students to add and subtract numbers with sums less than or equal to 1,000,000. In Grade 3, students should have mastered addition and subtraction with sums within 1000 according to Standard 3.NBT.A.2.	Thank you very much for your positive feedback. In response to the note at the bottom of this section, the items submitted are part of a typical benchmark assessment and are a representative of the type and rigor of items we offer. As with item #30, other benchmarks administered throughout the course would include assessing the use of fractions greater than one in this grade level.
Non-Negotiable **2. FOCUS ON MAJOR WORK:** The large majority of points in each grade/course are devoted to the major work of the grade. ☒ Yes ☐ No	**2a)** Each grade/course's assessments **meet or exceed** the following score-point distributions for the major work of the grade. • 85% of the total points in grades K–2 align exclusively to the major work of the grade. • 75% of the total points in grades 3–5 align exclusively to the major work of the grade. • 65% of the total points in grades 6–12 align exclusively to the major work of the grade.	**Yes**	Using the alignment documents provided by the publisher, each grade's assessment meets or exceeds the score-point distributions for major work of the grade. 86% of items (30 out of 35) on the Kindergarten and Grade 1 assessments align exclusively to the major work of that grade. For example, Standard K.CC.A.2 is a major standard for Kindergarten and requires students to count forward from a given number. Problem 26 aligns with this standard and requires students to count forward from 27. In Grade 2, 85% of items (33 out of 40) align exclusively to the major work of that grade. For example, Problem 3 requires	Thank you very much for your positive feedback. We are pleased that the assessments met or exceeded the required focus on major work in all grade levels for the assessments we submitted.

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			students to choose the number in standard form that matches the number name eight hundred thirty-four. This aligns with major Standard 2.NBT.A.3, which requires students to read and write numbers to 1000 using base-ten numerals, number names, and expanded form. In Grade 3, 78% of the items (35 out of 45) align exclusively to the major work of the grade. For example, Problem 11 shows students a figure separated into six equal parts and asks what fraction can be used to describe one of the parts. This aligns to the major Standard 3.NF.A.1, which requires students to understand a fraction 1/b, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into b equal parts. 76% of the items (34 out of 45) on the Grade 4 and 5 assessments align exclusively to the major work of the grade. For example, Problem 27 on the Grade 4 assessment requires students to choose the correct comparison with justification of two given decimals. This aligns to major Standard 4.NF.C.7, which requires students to compare two decimals to hundredths based on reasoning about their size, record the comparison with mathematical symbols, and justify the conclusion.	
Non-Negotiable **3. FOCUS:** No item assesses topics directly or indirectly before they are introduced in the LSSM. ☐ Yes ☒ No	**3a)** 100% of items on an assessment address only knowledge of topics found in the LSSM in the specified grade/course.	**No**	Less than 100% of items on the K-2 and Grade 4 assessments only address knowledge of topics found in LSSM for each grade level. According to the publisher's alignment document, Problem 10 on the K assessment is aligned to Standard K.OA.A.5 Fluently add and subtract within 5. This problem gives students an addition equation with the second addend unknown and asks, "Which number can be placed in the box to make the equation true?" While the numbers used are within 5, the way this item is assessed requires students to think beyond the expectations of this standard. It more explicitly aligns with Standard 1.OA.D.8	Thank you for your positive feedback regarding grades 3-5. We appreciate that 100% of the items on those three assessments fully align exclusively to knowledge of topics for each of those courses. With respect to the concern about item 10 on the Kindergarten assessment, we understand that it is a difficult one for Kindergarten, but disagree that it is misaligned to Kindergarten standards. To properly balance the assessment's difficulty a variety of difficulty and thinking within the items is required. A well balanced assessment ensures high quality student data with regard to validity and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Another example of an item assessing knowledge beyond the topics in LSSM for each grade level is on the Grade 1 assessment. According to the publisher's alignment document for the Grade 1 assessment, Problem 6 aligns with Standard 1.G.A.2 Compose two-dimensional shapes. This problem asks student what shape would be made by composing a triangle and a square and to identify the resulting shape as a pentagon. While composing the triangle and square into a composite shape aligns with the stated standard, identifying it as a pentagon goes beyond Grade 1 standards. The term pentagon is not introduced until Grade 2, Standard 2.G.A.1. According to the publisher's document for the Grade 2 assessment, Problem 6 aligns to Standard 2.MD.A.2, which requires students to measure an object in two different units and then describe how the measurements relate to the size of the units. This problem requires students to know common equivalent measurements in different measurement systems, including knowing that 1 yard is about the same length as 90 centimeters, 1 meter, and 36 inches. It should be noted that in Grades 3-5, 100% of items address only knowledge of topics found in LSSM in the specified grade.	reliability. As such, item #10, aligned to K.OA.A.5, does involve the use of grade level appropriate concepts. This item is seen as a difficult item for K because it uses K appropriate content in a way that is meant to challenge higher performing students. Because of the way the standards are written, it is possible that the item could also align to 1.OA.D.8, but at 1st grade it would be a much easier question. Fluency in adding and subtracting within 5 is required to answer the question and therefore can be used to assess the students' depth of understanding for K.OA.A.5. With respect to the item in question on the 1st grade assessment, item #6 (aligned to 1.G.A.2) requires students to know the word pentagon to solve. This item can be used as an indicator of students who show mastery of the standard and have exceeded expectations beyond grade level. However, if a parish does not wish to include this item on their assessment we would happily replace it. As noted above, all assessments are collaboratively designed with the customer's pacing and can be adjusted as needed. With respect to the item in question on the 2nd grade assessment, we agree that item #6 (aligned to 2.MD.A.2) is difficult for 2nd grade students but disagree that it is outside the scope of the knowledge for their grade. The item requires students to know common equivalent measurements in relation to a yard. Part of this standard focuses on relating measurements to the size of different units. Rather than providing two measurements of an object and asking for a comparison, this items provides one measurement (yards) and students select a length that is not equivalent. To answer the question, students must understand that feet and inches are smaller than yards and that one yard and one meter

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				are approximately the same as 3 feet. While we agree that this is a difficult question (level 4 difficulty) for 2nd graders, we disagree that it is outside the scope of knowledge of topics for the grade. As noted previously, to create a balanced assessment that meets the LEAP blueprint requirements, a range of difficulty of items within each standard is necessary. This item is meant to be used in conjunction with other items on a complete assessment to fully address the standard using different levels of difficulty and rigor.
Non-Negotiable **4. RIGOR AND BALANCE:** Each grade/course's assessments reflect the balances in the Standards and help students meet the Standards' rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**4a)** ***For Conceptual Understanding:*** ***K–High School*:** At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding especially where called for in specific content standards.	**Yes**	At least 20% of the total score-points on the assessments for each grade explicitly require students to demonstrate conceptual understanding especially where called for in specific content standards. On the Grade K assessment, 66% (23 out of 35 items) of the assessment items require students to demonstrate conceptual understanding and assess standards that call for the component of conceptual understanding. For example, Problem 13 asks which set of squares shows the number of tens and ones in the number 14. This aligns with Standard K.NBT.A.1a, which requires students to demonstrate understanding that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 57% of the total score points on the benchmark assessment for Grade 1 explicitly require students to demonstrate conceptual understanding. For example, Problem 4 requires students to understand the associative property of addition to understand the second two addends in an addition equation can be added to make a ten and then added to the first addend. This aligns with Standard 1.OA.B.3, which requires students to demonstrate conceptual understanding by applying properties of operations to add and	Thank you very much for your positive feedback. We appreciate the notation that 66% of grade K items, 57% of grade 1 items, 47% of grade 3 items, and 49% of grade 5 items explicitly require students to demonstrate conceptual understanding. We believe that students should not only develop procedural skill, but also understand the usefulness of a conept and be able to apply it appropriately in a variety of situations.

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			subtract. On the Grade 5 assessment, 49% (22 out of 45 items) of items explicitly require students to demonstrate conceptual understanding. For example, Problem 18 requires students to demonstrate conceptual understanding of division by choosing the area model that represents a given division expression. This aligns with Standard 5.NF.B.6, which explicitly calls for conceptual understanding and requires students to find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using various strategies based on place value.	
	4b) ***For Procedural Skill and Fluency:*** ***K–High School*:** At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate procedural skill and fluency, especially where called for in specific content standards.	**Yes**	At least 20% of the total score-points on the assessment for each grade explicitly require students to demonstrate procedural skill and fluency, especially where called for in specific content standards. On the Grade K assessment, 34% (12 out of 35 items) of the assessment items require students to demonstrate procedural skill and fluency and assess standards that call for the component of procedural skill and fluency. For example, Problem 4 requires students to count by tens. This assessment item specifically addresses Standard K.CC.A.1 Count to 100 by ones and by tens. In Grade 1, 43% (15 out of 35 items) of the assessment items require students to demonstrate procedural skill and fluency and assess standards that call for the component of procedural skill and fluency. For example, Problem 33 requires students to determine the unknown whole number in an addition equation that relates three whole numbers. This assessment item specifically addresses Standard 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Thank you very much for your positive feedback. In response to the note at the bottom of this section, the assessements submitted are meant to represent a typical benchmark that has been properly blanced with regard to difficulty and rigor according to the LEAP assessment blueprints. The use of word problems to assess fluency standards in some cases would accompany problems requiring lower order thinking skills. Using multiple levels of coneceptual thinking within standards allows for more accurate and reliable student data. As such, other benchmarks administered throughout the course would address students' procedural skill and fluency within each standard.

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			In Grade 2, 43% (17 out of 40 items) of the assessment items require students to demonstrate procedural skill and fluency and assess standards that call for the component of procedural skill and fluency. For example, Problem 11 requires students to skip count by tens. This assessment item specifically address Standard 2.NBT.A.2 Skip-count by 5s, 10s, and 100s. On the Grade 3 assessment, 29% (13 out of 45 items) of items require students to demonstrate procedural skill and fluency. For example, Problem 1 requires students to identify the number that can be used to make the given division number sentence true. This aligns with Standard 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. On the Grades 4 and 5 assessments, 22% (10 out of 45 items) of the items explicitly require students to demonstrate procedural skill and fluency. For example, Problem 16 on the Grade 4 assessment requires students to add two mixed numbers with like denominators. This aligns with Standard 4.NF.B.3c Add and subtract mixed numbers with like denominators. In addition, Problem 13 on the Grade 5 assessment requires students to find the difference of two given fractions. This aligns with Standard 5.NF.A.1 Add and subtract fractions with unlike denominators. However, it should be noted that some standards that specifically call for procedural skill and fluency are not assessed in this way. For example, Standard 2.NBT.5 calls for procedural skill with fluently adding and subtracting within 100. On the Grade 2	

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			assessment, this standard is assessed exclusively through word problems, putting the focus for these problems on application rather than procedural skill.	
	4c) *For Applications* • ***K–5:*** At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • ***6–8:*** At least 25% of the total score points on the assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models. • ***High School:*** At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems.	**Yes**	At least 20% of the total score-points on the assessment for most grades explicitly assess solving single- or multi-step word problems. On the Grade 2 assessment, 30% (12 out of 40 items) of items require students solve word problems. For example, Problem 8 requires students to solve a single step subtraction word problem. This aligns to Standard 2.OA.A.1, which requires students to use addition and subtraction within 100 to solve one- and two-step word problems. On the Grade 3 and 4 assessments, 27% (12 out of 45 items) of items explicitly assess solving single- or multi-step word problems. For example, Problem 21 on the Grade 3 assessment is a division word problem, which assesses Standard 3.OA.A.3 Use multiplication and division within 100 to solve word problems. On the Grade 4 assessment, Problem 22 is a multi-step word problem, which assesses Standard 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations. On the Grade 5 assessment, 31% (15 out of 45 items) of items explicitly assess solving single- or multi-step word problems. For example, Problem 8 is a word problem requiring addition of fractions with unlike denominators. This aligns with Standard 5.NF.A.2 Solve word problems involving addition and subtraction of fractions. However, it should be noted that on the Grades K and 1 assessments, less than 20% of the total score points assess solving word problems. On the Grade K assessment, 9% (3 out of 35 items) of the items require students to solve single step word problems. The only	In response to the note regarding the Kindergarten and 1st grade benchmarks, we understand that the requirement was for 20% of the items to assess solving word problems. The use of single and multi-step word problems in Kindergarten in particular must be limited due to the reading ability of students at this grade level. Additionally, as the reviewer notes, the only standard in the grade which requires word problems is K.OA.A.2. On a balanced assessment, having 20% (7 items) aligned to that specific standard would be incongruent with the LEAP blueprints for the grade. To address the need for assessing the application of concepts, however, the benchmarks include items that offer context and deeper conceptual understanding through the use of pictures and diagrams. For example, item #3 requires students to determine the number of additional hearts needed to make 10. While little context is provided in words, the item requires students to apply their understanding of addition and number sense to answer the question. Similarly, item #12 asks students to compare images of vegetables to determine which vegetable choice is similar to the ones pictured. To answer the question, students must compare the images to determine how the vegetables are connected, then find the item that fits that category in the foils. With respect to the 1st grade assessment, we also believe that reading ability should not undermine students' ability to demonstrate their mathematical understanding. While we believe that many of the items included on the assessment clearly assess application, we understand the reviewer's dissent, particularly

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			Kindergarten standard that requires solving word problems is Standard K.OA.A.2. Problems 16, 18, and 31 on the Grade K assessment align with this standard and require students to solve an addition or subtraction word problem. On the Grade 1 assessment, 14% (5 out of 35 items) of the items require students to solve word problems. Some items feature a context, however application of skills is not required. For example, Standard 1.OA.2 specifically calls for solving word problems that involve addition of three whole numbers. Problem 11 assesses this standard, and there is a context given, but the equation used to solve the word problem is also given, which takes away the need for students to apply their knowledge to solve the word problem. This causes the problem to assess procedural skill rather than application.	with reference to item #11. However, the standard here (1.OA.2) explicitly states that the equation can be included in the item. Interpretation of this standard has varied from client to client, and because we strongly believe in collaboratively designing our benchmarks with our clients, we have used items that both include and exclude the equation. If LA parishes prefer that the standard be assessed without equations in the stem, we are amply prepared to provide items meeting that need. As stated above, the benchmarks submitted are meant to represent an example of a typical assessment that has been properly blanced with regard to difficulty and rigor. Using multiple levels of coneceptual thinking within standards allows for more accurate and reliable student data.
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
5. Practice-Content Connections. Each grade/course's assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice, and there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
6. Assessing Supporting Content. Supporting content and major work are not always be assessed together and not always assessed separately. There exists Items and/or sets of items assessing supporting content that enhance focus and coherence simultaneously by engaging students in the major work of the grade or course.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
7. Calling for Variety in Item Type and Student Work. Assessments include a variety of item types (e.g., multiple choice, multiple select, numeric response, constructed response) that require a variety in what students produce. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations (including items that explicitly assess expressing and/or communicating mathematical reasoning), diagrams, mathematical models, etc.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
8. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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9. Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.		**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 4 and a "Yes" for all additional indicators 5 – 11. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" for additional indicators 5 – 9. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one criteria in Section I.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Alignment of Test Items	**No**	While most assessment items adhere to the content limitations of the grade levels and use the number systems appropriate to each grade, 90% of items or sets of items do not exhibit alignment to the full intent of the LSSM for each grade.	While grade K does meet the criteria, we understand that the other assessments contain items that align between 40% and 80% to the full intent of the LSSM for their grade. As noted above, these benchmarks are examples of balanced assessments created to the specifications of the LEAP blueprints provided by the LA Department of Education. Individual assessments are not intended to assess all standards nor all components of those standards, but rather to be part of a benchmark program which would assess all aspects of the standards in several assessments given throughout the course. Please see full response above.
	2. Focus on Major Work	**Yes**	Each grade level assessment meets or exceeds the required score-point distributions for the major work of the grade.	Thank you very much for your positive feedback.
	3. Focus	**No**	100% of items on the K-2 and Grade 4 assessments do not only address knowledge of topics found in LSSM for each grade level. There are some items on some assessments that assess knowledge before the grade required by LSSM.	We appreciate the reviewer's assessment that the grades 3-5 benchmarks meet this criteria fully. With respect to the evaluation of the grades K-2 benchmarks, we understand the reviewer's perspective as to the appropriateness of knowledge required to answer the questions referenced. However, we respectfully posit that the items which are in question are appropriate, although difficult, for the given grade levels. This is an intentional act, as creating a rigorous, balanced assessment that meets the LEAP blueprint standards requires the inclusion of such items. Please see the full response above.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	4. Rigor and Balance	**Yes**	Most assessments exhibit balance in assessing the three components of rigor: conceptual understanding, procedural skill and fluency, and application.	Thank you very much for your positive feedback.
II: Additional Indicators of Quality	5. Practice-Content Connections	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Assessing Supporting Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Calling for Variety in Item Type and Student Work	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Constructing Forms Without Cueing Solution Processes	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	9. Quality Materials	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.