

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. 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 provides a full picture of student performance in reading, writing, speaking and listening, and language study.



Title: **ELA Interim Assessments**

Grade: **3-5**

Publisher: **Achievement Network**

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Overall Rating: **Tier I, Exemplifies quality**

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range of Texts	
3. Design, Scoring, and Reporting (Non-Negotiable)	
4. Text-Dependent Questions, Tasks (Non-Negotiable)	
5. Alignment (Non-Negotiable)	
6. Writing to Sources	
8. Language	

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

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, 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
Section I. Text Selection and Other Stimuli			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: The test passages and other stimuli are of highest quality —they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Reading passages have the appropriate level of complexity as stated by Reading Standard 10 and Reading Foundational Standard 4.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) 90% of texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. Assessments or item banks include previously published passages and other stimuli for each grade level (commissioned works are allowed, but should not represent the majority of passages); texts exhibit the professional qualities expected of each discipline (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	Yes	<p>100% of the texts offer opportunities for students to demonstrate evidence of mastering grade-level standards. Passages are authentic and include various disciplines including science, technical subjects, and literature.</p> <p>3rd Grade texts include: Who Says Women Can't Be Doctors, The School Lunch that Almost Killed Me!, Ruby Lu: Brave and True Chapters 1 and 2, Your Picture Windows, and Extraordinary Eyes</p> <p>4th Grade texts include: Robots, Yia Yia's Dance, Watching a Dancer, Deep-Sea Detective, The Titanic: Found, and Only the Best</p> <p>5th Grade texts include: Turning the Key: Anne Sullivan, Helen's Teacher, The Kite Fighters, A Test of Honor, The Boy Who Hunted Grasshoppers, Rachel Carson: Environmentalist and Writer, and Rachel Carson: Witness for Nature.</p>
	<p>REQUIRED</p> <p>1b) 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.¹ Poetry and drama are analyzed only using qualitative measures.</p>	Yes	<p>Each text includes a "text complexity summary." A rubric is used for Literary Texts and Informational Texts.</p> <p>In Grade 3, the text School Lunch That Almost Killed Me has a Lexile of 540 and is appropriate for 3rd Grade.</p> <p>In Grade 4, the text Yia Yia's Dance has a Lexile of 880 and is appropriate for 4th Grade.</p> <p>In Grade 5, the text A Test of Honor has a Lexile of 990 and is appropriate for 5th Grade.</p> <p>The organization and language demands are appropriate for the assigned grade level. In addition, the knowledge demands required of students to comprehend the text is appropriate for the grade</p>

¹ 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>.

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			<p>levels. For example, grade 3 texts address concepts and ideas that are familiar and interesting to younger students and grade 5 texts address more complicated situations, such as the challenges that one faces when trying to achieve a goal.</p>
	<p>REQUIRED 1c) Nearly all texts are placed within the grade band indicated by the quantitative analysis (as applicable). Rare exceptions (in which the qualitative measure has taken precedence over the quantitative measures and placed the text outside the grade band) are usually reserved for literary texts in the upper grades.</p>	<p>Yes</p>	<p>The Cross Network Schedules of Assessed Standards (SAS) are provided for each grade level, showing the Lexile range used for each grade.</p> <p>The texts in Grade 3 represent a range of quantitative Lexile ratings from 540 (School Lunch) to 770 (Your Picture Windows).</p> <p>The texts in Grade 4 represent a range of quantitative Lexile ratings from 780 (Only the Best) to 1080 (Titanic Found).</p> <p>The texts in Grade 5 represent a range of quantitative Lexile ratings from 700 (Kite Fighters) to 1010 (Witness for Teacher).</p> <p>The majority of texts for 3rd, 4th, and 5th grade fall within the recommended quantitative grade-level band. Those that do not are qualitatively appropriate.</p>
	<p>REQUIRED 1d) Provides paired or multiple texts for students to demonstrate mastery of standards which require students to make connections among 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 represents a variety of texts and text lengths.</p>	<p>Yes</p>	<p>Paired texts are referred to as "linked texts." The SAS are presented for each grade level. This document provides information on which texts are linked and which standards are assessed through the texts.</p> <p>In Grade 3, Ruby Lu Chapter 1 is linked with Ruby Lu Chapter 2. Questions 16 to 21 require students to make connections between the texts. Your Picture Windows is linked with Extraordinary Eyes with questions 14 to 16 requiring students to make connections between the texts.</p> <p>In Grade 4, Yia Yia's Dance is linked with the poem Watching a Dancer. Questions 18 to 21 require students to make connections between the two texts.</p> <p>Deep-Sea Detective and The Titanic: Found are linked texts, questions 17 to 20 requiring students to make connections between the texts.</p>

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			In Grade 5, A Test of Honor and The Boy Who Hunted Grasshoppers are linked texts. Questions 20 to 22 require students to make connections between the texts. Rachel Carson: Environmentalist and Writer is linked with Rachel Carson: Witness to Nature are linked with questions 17 to 19 requiring students to make a connection between the two texts. Students are required to compare and contrast different scenes in the same text, characters of two different texts with similar topics, and the same event told from two different points of view.
	<p>1e) In a set of reading assessments, texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	The texts increase in complexity and tend to be at a higher Lexile at the end of the year for each grade level. There are 4 assessments given through the school year, using texts of varying levels for each assessment.
<p>2. RANGE OF TEXTS: Texts used on reading assessments or in an item bank reflect the distribution of text types and genres suggested by the standards (e.g., RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, RI.11-12.8, RI.11-12.9, and RL.10/RI.10 across grade levels).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) In grades 3-12, passages on ELA assessments or in an item bank represent a balance between literary and informational texts. In grades 6-12, the inclusion of historical and scientific texts might shift the balance toward more informational texts.</p>	Yes	<p>According to the Cross Network SAS document for each grade level, there is a balance between literary and informational texts.</p> <p>In Grade 3, there are 5 informational and 5 literary texts used.</p> <p>In Grade 4, there are 5 informational and 6 literary texts used.</p> <p>In Grade 5, there are 6 informational and 5 literary texts used.</p>
	<p>REQUIRED</p> <p>2b) Assessments or item banks include texts of different formats (e.g., print and non-print, including video, artwork, audio, charts, etc.) and lengths.</p>	Yes	<p>A majority of the items are two-part multiple choice, multiple select, multiple choice, short answer, and constructed writings. However, texts of different formats, including charts, illustrations, and timelines are evident in all three grade levels. Texts and assessment items vary in length.</p> <p>In Grade 3, there is a question from Ruby Lu that refers to an image. Questions 6 for Who Says Women Can't Be Doctors references a timeline.</p> <p>In Grade 4, Question 6 for Robots references an</p>

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	<p>2c) Assessments or item banks include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	<p>Yes</p>	<p>image. In Grade 5, various text lengths are provided.</p> <p>Through out the informational texts the reader will see informational text structures including, sub headings, timelines, footnotes, images, and diagrams. In Grade 3, the following texts are informational, following an informational text structure: -Your Picture Window linked with Extraordinary Eyes In Grade 4, the following texts are informational, following an informational text structure: -Deep-Sea Detective linked with The Titanic: Found -Robots -Only the Best In Grade 5, the following text is informational, following an informational text structure: -Rachel Carson: Environmentalist and Writer linked with Rachel Carson: Witness to Nature</p>
Section II. Design			
<p>Tier 1 and 2 Non-Negotiable 3. DESIGN, SCORING, AND REPORTING: 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) Assessments incorporate performance tasks, which allow students to respond to a set of texts through reading and writing. Student scores are based on their performance with texts, tasks, and a combination of standards with texts, rather than isolated standards.</p>	<p>Yes</p>	<p>Each assessment for grades 3, 4, and 5 includes a performance task that allows students to respond to a set of texts through reading and writing standards. Items include multiple choice, multiple select, Part A Part B, constructed response, and short answer. In Grade 3, Ruby Lu Chapter 1 linked with Chapter 2 is a literary text with a writing prompt requiring students to use both texts for evidence. Several Reading Literature Standards and Writing Standards are assessed through the question set and writing task. In Grade 4, Deep-Sea Detective linked with The Titanic: Found are informational texts with writing prompt requiring students to use evidence from both texts to complete an opinion piece. Several Reading Informational Texts and Writing Standards are assessed through the question set and writing task.</p>

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			In Grade 5, Rachel Carson: Environmentalist and Writer linked with Rachel Carson: Witness to Nature are informational texts requiring students to complete a writing prompt siting evidence from both texts. Several Reading Informational Texts and Writing Standards are assessed through the question set and writing prompt.
	REQUIRED 3b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	There is a rubric for text complexity and writing to assess various standards. There are guides included to support teachers in evaluating short answer and prose-constructed response/essay writing items.
	3c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).	Yes	This assessment provides interim assessments to use formatively three to four times a year. There is also a Quiz Tool, allowing teachers to create quizzes for progress monitoring.
	3d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	In grades 3, 4, and 5 the materials and texts used are unbiased. Test questions and tasks are directly related to the texts and do not require previous background knowledge. The assessments are accessible to all students.
	3e) Assessment results are analyzed by major claims and sub-claims that indicate integration of knowledge or trends in student performance over time instead of reporting performance on individual standards or assessment items.	Yes	Results are intended to give reports on many standards including: Reading Informational Text, Reading Literature, and Vocabulary. There are Domain Level Reports for this included in the materials.
	3f) Assessment results are clearly communicated for the purpose of determining areas of weakness based on indicator 3e and provide actionable information which leads to clear next steps for how to address student weaknesses instructionally.	Yes	Assessment reports are available online and can be used to determine strengths and weaknesses per student. Using the rubrics and answer key distractor guide teachers can identify trends and develop an action plan for further instruction. The Domain Reports give information for next steps and address Reading Informational Texts, Reading Literature, and Vocabulary Interpretation.

Section III. Assessment Items			
<p>Tier 1 and 2 Non-Negotiable 4. TEXT-DEPENDENT QUESTIONS AND TASKS: Items are text-dependent, reflecting the expectations of Reading Standard 1; they require students to use the text to find or infer the answers and use textual evidence as support for meeting the expectations of other grade-level standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Nearly all of the questions on assessments or in an item bank are text dependent.²</p>	<p>Yes</p>	<p>In grades 3, 4, and 5 all questions are text dependent. None of the questions require outside knowledge, but are directly related to the text.</p> <p>In Grade 3, in the text Who Says Women Can't Be Doctors question 4 asks, "What does the phrase (toughen herself up) mean as it is used in the text?"</p> <p>In Grade 4, in the text Yia Yia's Dance Questions 9 and 10 ask, "What does this students suggest about Yia Yia's family?" and "Which sentence best supports the answer to Part A?"</p> <p>In Grade 5, in the text The Kite Fighters Question 15 asks, "How does the narrator's point of view influence how events are described in the passage?"</p>
	<p>REQUIRED 4b) A large majority of items on a reading assessment reflects the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers to questions which measure other grade-level standards. No items assess Reading Standard 1 in isolation.</p>	<p>Yes</p>	<p>A majority of the text items require students to select direct evidence from the text to support their answers. Selected responses and writing items also require students to use direct evidence from the texts.</p> <p>In Grade 3, for the text Ruby Lo, Questions 9 and 20 ask students to find the best sentence, statement, or evidence to support the Part A answer.</p> <p>In Grade 4, for the text Only the Best, Questions 4 and 6 ask students to find the best sentence, statement, or evidence to support the Part A answer.</p> <p>In Grade 5, for the text Rachel Carson, Questions 8 and 13 ask students to find the best sentence, phrase, or evidence to support the Part A answer.</p>
	<p>4c) Assessments or item banks contain a variety of types of test questions and tasks, including, when possible, technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.</p>	<p>Yes</p>	<p>A variety of test items are evident, including selected-response, multiple choice, evidence-based select response, technology enhanced, and constructed response.</p>
<p>Tier 1 and 2 Non-Negotiable 5. ALIGNMENT: Items reflect the rigor and cognitive complexity</p>	<p>REQUIRED 5a) Items on an assessment and in an item bank focus on key ideas (concepts, themes, perspectives, topics,</p>	<p>Yes</p>	<p>Central ideas from the text are used to form all questions for each text.</p> <p>In Grade 3, for Your Picture Windows, Question 8</p>

² Text-dependent 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").

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<p>demanding by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>etc.) of the text, rather than superficial or peripheral concepts.</p>		<p>asks how details support the main idea.</p> <p>In Grade 4, for Watching a Dancer, Questions 16 and 17 ask what the theme of the poem is and text evidence to support the answer.</p> <p>In Grade 5, for Turning the Key: Anne Sullivan, Helen's Teacher, question 8 asks for the two main ideas of the text.</p>
	<p>REQUIRED 5b) Questions on an assessment or in an item bank assess the depth and complexity required by the standards and are sufficiently complex to align to more than one standard at each grade-level over time to advance and deepen student learning. (<i>Note: Not every standard must be assessed with every text.</i>)</p>	<p>Yes</p>	<p>All of the test items are designed to assess the depth and complexity required of the standards. Distractor Guides, Analysis Guides, and Text Complexity Summaries are included for each assessment text. These demonstrate the process of determining complexity for each text used and question sets developed.</p>
	<p>REQUIRED 5c) 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 and 2.</p>	<p>Yes</p>	<p>Vocabulary that is assessed is essential to the meaning of the text.</p> <p>In Grade 3, Who Says Women Can't Be Doctors, Questions 1 asks, "What does the phrase gnawed at show about Elizabeth?" Part B asks for a detail to support Part A.</p> <p>In Grade 4, Robots, Question 1 asks, "What is the meaning of mechanical in paragraph 1? Also, questions 3 and 4 ask, "What is the meaning of navigate?" and "Which phrase from the text supports Part A?"</p> <p>In Grade 5, Rachel Carson: Environmentalist and Writer, question 7 and 8 ask, "What is the meaning of launch as it is used in paragraph 1?" and Which sentence from the text demonstrates the meaning of launch in Part A?"</p>
	<p>5d) Sets of questions for given text(s) are coherently sequenced to assess whether students are able to read, understand, and express their understanding of the language, topics, themes, and ideas of grade-level, complex texts and illustrations (as applicable) and elicit</p>	<p>Yes</p>	<p>The test questions are ordered in a way that follows the passage. Question sets begin with vocabulary meaning and smaller ideas, moving to events and into point of view and theme. Each text or linked texts end with a short answer or writing prompt where students are required to site evidence from the text.</p>

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	sustained attention to the text and its connection to other texts, where appropriate.		
<p>6. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>6a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analyses, well-defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>	<p>Yes</p>	<p>All writing tasks require students to provide evidence from the text to support their claims. Where applicable, linked texts require students to pull evidence from both texts.</p> <p>In Grade 3, a writing prompt for the linked texts <i>Your Picture Windows</i> and <i>Extraordinary Eyes</i> states: "Imagine that your teacher asks you what you want to learn in Science class. Decide whether human eyes or animal eyes are more interesting to learn about and write an essay explaining why. Make sure to include details about how humans and animals see from the articles."</p> <p>In Grade 4, a writing prompt for the linked texts <i>Yia Yia's Dance</i> and <i>Watching a Dancer</i> states: "Write an essay that explains how the main characters and their dancing are described in both the passage and the poem. Be sure to include details about how the dancers look and feel when they are dancing."</p> <p>In Grade 5, a writing prompt for <i>The Kite Fighters</i> states: "Think about how the older brother, Kee-sup, might have felt when he watched his younger brother, Young-sup, fly the kite easily. Pretend you are Kee-sup and write a story about what happens the next day when you go out again to try to fly your kite. In your story, make sure to reflect on your feelings from the previous day and explain how you are learning from Young-sup's lesson."</p>
	<p>REQUIRED</p> <p>6b) Assessments include multiple writing tasks with varied lengths (e.g., notes, charts, summaries, short-answer responses, essays, etc.) and time demands as outlined in standard 10.</p>	<p>Yes</p>	<p>There are 4 assessments per grade level. Each assessment includes a writing task, either a short answer or an essay from a writing prompt directly related to the texts.</p>

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	<p>6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	<p>Yes</p>	<p>More than one mode of writing is required. Students are prompted to write opinion essays in response to text, informational essays, and narratives based on events of text.</p> <p>In Grade 3, for The School Lunch that Almost Killed Me students are asked to write a narrative from a character's point of view. The writing prompt for the linked texts, Your Picture Windows and Extraordinary Eyes, students are asked to write an opinion/persuasive piece.</p> <p>In Grade 4, for the linked texts Deep-Sea Detective and The Titanic: Found, students are asked to write an opinion piece. The writing prompt for the linked texts Yia Yia's Dance and Watching a dancer students are asked to a descriptive piece.</p> <p>In Grade 5, for the text The Kite Fighters, the students are asked to write a narrative from a character's point of view. The writing prompt for A Test of Honor and the linked text The Boy Who Hunted Grasshoppers, the students are asked to discuss character achievements. The writing prompt for the two linked texts for Rachel Carson, students are asked to discuss Rachel Carson's lasting impact on the United States.</p>
	<p>6d) In later grades, narrative prompts decrease in number and increase in being based on text(s), e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	<p>Yes</p>	<p>Throughout the grade levels, student writing tasks are text-based. All writing prompts prompt require students to use textual evidence in their work.</p>
<p>7. SPEAKING AND LISTENING: * Items assessing speaking and listening must be text-dependent and reflect true communication skills required for college and career readiness.</p>	<p>REQUIRED 7a) Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.</p>	<p>N/A</p>	
	<p>7b) Assessments measure students' ability to gather and use evidence to orally present findings from research and express well-supported ideas clearly; effective engagement includes using appropriate, grade-level academic language (including vocabulary and syntax).</p>	<p>N/A</p>	

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<input type="checkbox"/> Yes <input type="checkbox"/> No *Applicable if speaking and listening is included on the assessment.	7c) 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.	N/A	
8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) The majority of language points on the assessments 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.	Yes	Language Standards L.1, L.2, L.3, and L.6 are assessed through the student essays. Language standards L.4 and L.5 are assessed through the question sets for each text.
	REQUIRED 8b) Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.	Yes	Scoring rubrics include a Knowledge of Language and Conventions component that addresses language and grammar conventions.
	REQUIRED 8c) Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	Yes	Analysis guides provided for each grade level indicate which standards are addressed. Questions and tasks for the 3rd, 4th, and 5th grade assessments build on understanding from the previous assessment, as indicated in the analysis guide. Students are asked to think critically about text and provide evidence to support their thinking at each grade level.
	8d) 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.).	Yes	The writing tasks for each assessment are to be done in one sitting. Although students are not asked to show edits and revisions they may take these steps on their own before submitting a final writing for each assessment.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Design, Scoring, and Reporting, 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.			

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Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection and Other Stimuli	1. Quality of Texts (Non-Negotiable)	Yes	100% of the texts used are content rich and authentic.
	2. Range of Texts	Yes	The texts used reflect a balanced distribution of text types and genres.
II: Design	3. Design, Scoring, and Reporting (Non-Negotiable)	Yes	Assessments measure progress and supply various reports for valuable information.
III: Assessment Items	4. Text-Dependent Questions and Tasks (Non-Negotiable)	Yes	All question sets and writing prompts are text dependent.
	5. Alignment (Non-Negotiable)	Yes	Items align with the rigor of the Louisiana State Standards.
	6. Writing to Sources	Yes	All of the writing prompts are text-dependent.
	7. Speaking and Listening*	N/A	
	8. Language	Yes	Testing items address the Language Standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.