

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: **6-8**

Publisher: **Achievement Network**

Copyright: **2016**

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>	<p>Yes</p>	<p>Over 90% of the Achievement Network (ANet) texts are authentic, previously published texts. All of the texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. These texts include literary, nonfiction, poetry, history, and science texts. In the sixth grade assessment, the text titled "Will it Snow Again?" Computers, Balloons, and Radar Help Figure Out the Forecast" is a scientific text about the advancement in technology towards weather patterns and predictions. The text titled "Hang The Witches" in the seventh grade is historical nonfiction text discussing the past events of witch-hunts. Lastly, "The Lottery Ticket" is an engaging literary text included in the eighth grade assessment. To conclude, the passages provided in these assessments across grades 6-8 uphold a level of rigor and complexity that challenges comprehension through a variety of subjects, terminology, and figurative language. Commissioned texts were not evident and most can be found in the public domain.</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>	<p>Yes</p>	<p>Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. The Lexile band for grades 6-8 is 925L-1185L. Eighteen out of the twenty texts provided reflect fair scores within this band. All texts on the ANet assessment have multiple layers and address many standards making the texts qualitatively appropriate for these grade levels. The sixth grade contains texts such as "Will it Snow Again?" measuring at a score of 1020L. In the same grade, the poem "Those to Come" is qualitatively appropriate</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>due to the multiple layers of meaning and opportunities for analysis. The seventh grade assessment provides the text "The Runaway Quilt" reflecting a score of 1000L and "Night Lights" reflecting a score of 1180L. In the eighth grade assessment, the text titled "Walking Softly in the Wilderness" measures 1050L and the text titled "Watership Down" measures 1010L. Many of these complex texts ask students to look at tone, author's purpose, analyze structure, decipher figurative language, and other skills the are prevalent to each grade level set of standards.</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>Most texts are placed within the grade band indicated by the quantitative analysis. The literary texts typically encouraged students to think critically about descriptive language and apply previous knowledge in the areas of social studies or science. Using an outside source, it was concluded that the texts did align with appropriate scoring. For example, "Hang the Witches" in seventh grade scored 1100L and "Walking Softly in the Wilderness" scored 1130L. This is considered challenging and suitable for the students based on the required Lexile range of 860L-1010L with a "stretch" range of 925-1185L. On the other hand, the qualitative outlook trumped the quantitative score when it lacked the required Lexile score. To be specific, the excerpt from "The Journal of Hannah Smalls" in seventh grade is a fictional journal entry about a woman and her husband who are planning to escape from slavery. A student would need to know the historical background on this time period in order to fully comprehend the text. This is an example of how a text may exceed qualitatively rather than quantitatively. Therefore, it is agreed that nearly all texts are placed within the grade level indicated by the quantitative analysis.</p>

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	<p>REQUIRED</p> <p>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>Each grade level has two sets of text sets. The sixth grade assessment has two sections of paired or multiple texts. The first, from "Backwater" and "Those to Come" pairs a literary text with a poem. The students are asked to make thematic connections using structure and literary devices in a literary task analysis. The seventh grade assessment has three sets of paired or multiple texts. "The Journal of Hannah Smalls" and "The Runaway Quilt" are two literature texts paired together categorized as historical fiction pieces. The students are asked to consider characterization, conflict, and setting within the literary task analysis. In the eighth grade assessment, there are two sets of paired or multiple texts. The paired texts titled "Watership Down" and "How the Zebra Got His Stripes" represents pieces of literature. The students are asked to analyze characters and plot elements, then write a compare and contrast essay about theme to complete the literary analysis task.</p>
	<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>	<p>Yes</p>	<p>The texts do not consistently increase in complexity as materials progress throughout the grade level and across grade bands. Although some texts from the eighth grade are clearly more complex than those found in sixth grade, the Lexile scores tend to fluctuate within the grade levels. In other words, the first assessment in seventh grade scored 1100, but the second assessment scored a 980L. "Building A Better Life" in the eighth grade assessment actually scored 970L, which is lower than a text found in the seventh grade. Therefore, it cannot be found that the texts steadily increase in rigor.</p> <p>Because there is only one sample provided for each grade-level, it is not possible to determine an increase in complexity across the grade-level; however, texts do show an increase in complexity</p>

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			across grade-bands.
<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 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	The texts on the assessment for grades sixth through eighth represent a balance between literary and informational texts. In grade six, there are a total of six passages containing two literary pieces, one poetry, and three informational texts. In the seventh grade, there are more informational texts with ten passages in total. It contains two literary, one poetry, and seven informational texts. In the eighth grade, there are seven passages in total where five are informational and two are literary. To conclude, the item bank across these grade levels represents a wholesome balance between literary and informational texts.
	<p>REQUIRED 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	The ANET Assessment is available in paper version, or an online version. The submitted online samples do not provide examples of video or audio. Artwork, charts and diagrams are provided in the paper version.
	<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>	Yes	The assessment does include many informational texts with an informational text structure. The sixth grade has four informational texts, the seventh grade has six informational texts, and the eighth grade assessment has six informational texts. These pieces of literature range from the genres of science to history. Plus, the texts reflect various informational structures, such as headings, subheadings, and other various features. This can be seen in the sixth grade where students read "A Comet Is Coming. Again: A Newly Discovered Comet May Be the Brightest in Decades" and in the seventh grade where students read "Light Pollution--Does Anyone Care?"
Section II. Design			
<p>Tier 1 and 2 Non-Negotiable 3. DESIGN, SCORING, AND</p>	<p>REQUIRED 3a) Assessments incorporate performance tasks, which</p>	Yes	The assessments for grades six through eight do incorporate performance tasks, which allow students

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<p>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>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>to respond to a set of texts through reading and writing. There is a combination of performance tasks involving a research simulation, a literary analysis, and a narrative response. This is evident in all three grade levels. A strong example of this would be seen in sixth grade where a research simulation instructs the following: "Discuss how and why scientists study comets. Imagine that the federal government has decided to stop giving money to the scientists to research comets. Using all three texts, write a letter to the government arguing why it is or it is not important for the government to continue funding comet research. In your letter, be sure to consider the pros and cons of funding comet research." Additionally, the students are scored based on their performance with the task based on a variety of standards. The scoring rubric includes sections for reading comprehension, writing expression, and language and conventions.</p>
	<p>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.</p>	<p>Yes</p>	<p>The Achievement Network does provide many evaluation tools for the teachers to use on grading, such as a PCR rubric and other rubrics for written evaluations. For example, for a student to score a 4 in written expression, the rubric explains, "(The student) addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence." The Constructed Response Scoring Guide provided by the publisher also includes exemplar quotes from each linked text and an exemplar outline that scorers can look for in students answers. These tools are solely based on CCSS and provide sufficient guidance in assessing a student's academic standing in both reading and writing. Distractor guides are also included for teachers to use</p>

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			when assessing student data.
	<p>3c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).</p>	Yes	The CrossNetwork document presents data for 4 assessments per grade level to demonstrate understanding of complex text, vocabulary, language, and writing periodically throughout the school year.
	<p>3d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	The materials are unbiased and accessible to all students. Some of the ideas may be complex for lower-level students, but the texts are included in the sets that increase in rigor, allowing for a base of understanding. For example, in the sixth grade assessment, students are given three scientific and/or technical texts about comets. While some of the scientific information might be out of a student's grasp, the texts include footnotes and graphics that aid in understanding. The texts are also structured in a way to give general background information before presenting new ideas.
	<p>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.</p>	Yes	The publisher has broken the standards into strands and reporting can be analyzed by the strand rather than by the standard. Each grade level's texts addresses a variety of standards within the language, writing, and reading informational text, or reading literature strands. Additionally, teachers receive feedback on overall performance, informational text, literature, and vocabulary interpretation, which is a holistic approach integrating knowledge.
	<p>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.</p>	Yes	Teachers can evaluate the strand reports and then analyze by standard. For example, a teacher can identify that language is a lower-scoring strand and then analyze the questions that students missing for the connected standards.

Section III. Assessment Items

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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>Most questions on the assessments are text dependent. In order for students to successfully respond to a question, they must refer to the text. Many question items involve a Part A and a Part B where Part B requires students to choose the detail from the text that best supports their decision from Part A. The written responses also require the involvement of textual evidence to proficiently answer the prompt. In eighth grade, the text titled "Walking Softly in the Wilderness" includes the following question item: "How does the author use the details in paragraphs 1-5 to develop a central idea of the text?" Using the same passage, students are asked to identify how the author proves that hikers need to "walk softly in the wilderness." They must incorporate 1-2 details from the text. This question item structure is consistent throughout the grade levels of sixth through eighth.</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>Every passage has at least one Part A and B question that requires students to pull evidence directly from the text. For example, in grade six, students answer questions such as, "How does the author introduce the idea that meteorologists need to understand and report on a large amount of data? Which detail from the text supports the answer to Part A?" Not only are the standards evident in the terminology and complexity of the question items themselves, but also the document provided by The Achievement Network shows the involvement of the standards used across the board. This includes the categories of Reading Informational texts, Reading Literature, Vocabulary Interpretation, and Writing. No items were assessed in isolation of a standard.</p>
	<p>4c) Assessments or item banks contain a variety of types</p>	<p>Yes</p>	<p>The sixth through eighth grade levels contain a</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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	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.		variety of types of test questions and tasks. This includes format such as multiple choice, multiple response, selecting actual evidence from the text with a drag and drop method, sequencing, and constructed written responses. To be more specific, one technology-enhanced item on the eighth grade assessment asks students to sort ways that a character's attitude changes. Another technology-enhanced item in the same grade level has students sort main ideas into three concepts. It can be concluded that the assessments utilize unique ways to approach the texts using a variety of question types.
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. ALIGNMENT: Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) Items on an assessment and in an item bank focus on key ideas (concepts, themes, perspectives, topics, etc.) of the text, rather than superficial or peripheral concepts.</p>	Yes	Items on the assessments in grade sixth through eighth focus on key ideas of the text. Furthermore, assessment question items build toward the written response task at the end of each assessment. In each grade level, test items pull out key ideas to then be integrated in the written response. In grade six, students answer a series of question items leading into a written response. The prompt instructs, "You have read both 'Backwater' and 'Those to Come,' which both convey similar themes about the topics of memory, history, and legacy. Compare and contrast how each author approaches these themes. Be sure to consider the structure and literary devices, and support your answer with details from both the passage and the poem." Moreover, the question items trigger higher order thinking relating to the texts provided, including author's point of view, tone, and overall text structure.
	<p>REQUIRED</p> <p>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</p>	Yes	Each grade level includes question items that assess the depth and complexity required by the standards and is sufficiently complex to align to more than one standard. For example, in grade six, the question item asks, "How does the conflict between William and

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	advance and deepen student learning. (<i>Note: Not every standard must be assessed with every text.</i>)		Margot develop the theme about loneliness and isolation?" This requires students to pull evidence and infer using details from the text. Overall, the question items presented in the assessment tools maintain depth and complexity over time.
	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.	Yes	Many question items throughout grades six through eighth assessments promote understanding of the meaning of the words as they are used in the text. Most often, the question items ask the students to examine how the meaning of the word relates to the usage in the text. For example, in the third assessment for sixth grade, the eighth question asks, "What does the word calamities mean as it is used in the article?" Students use the sentence from the text to make an educated decision on the connotation of the term.
	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 sustained attention to the text and its connection to other texts, where appropriate.	Yes	In all grade levels provided, the test items build from minor key ideas to central ideas, messages, and themes of the texts. Questions begin with items about the meaning of the text and then build toward making inferences and drawing conclusions.
6. WRITING TO SOURCES: The majority of writing prompts and tasks are text-dependent and reflect the writing genres named in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 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.	Yes	All written tasks reviewed require students to analyze and synthesize from a source or sources. Students present careful analyses, well-defended claims, and clear information. They also draw from textual evidence to support valid inferences from the text. In the sixth grade, students write from three sources when discussing the importance behind researching comets. Another example in the eighth grade instructs students to write an essay where they either support or criticize the use of technology as an educational tool in the classroom. They must incorporate evidence from all three texts provided.

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	REQUIRED 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.	Yes	Written assessments reviewed require students to write both short answers and essays as culminating writing prompts.
	6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).	Yes	Students write to more than one mode of writing over the course of the school year. The sample SAS chart shows how each writing type is addressed at least once per year.
	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.	Yes	There are no narrative prompts reviewed that lacked connection to the text. In the sixth grade, students answer the narrative prompt: "You have read 'All Summer in a Day' which describes Margot's experiences on Venus as compared to her previous life on Earth. Imagine that you are Margot and write a letter from her point of view to a friend living on Earth. Be sure to explain what life is like on Venus and why you miss living on Earth." In the seventh and eighth grades, students do not answer a narrative prompt.
<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><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*Applicable if speaking and listening is included on the assessment.</p>	REQUIRED 7a) Speaking and listening assessments use texts and other stimuli measured by Criteria 1 and 2.	N/A	
	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).	N/A	
	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	

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<p>8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Yes</p>	<p>Most language standards are assessed throughout students' written responses. The PCR writing rubrics assess some language standards. Some language standards are also assessed through multiple-choice questions. In the sixth grade, students answer questions such as, "How does paragraph 24 fit into the overall structure of the passage?" In the seventh grade, students answer questions such as, "What is emphasized by the use of the word actresses in paragraph 11?" In the eighth grade, students answer questions such as, "What does the phrase diminution of solitude mean as it is used in paragraph 19?" Therefore, 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.</p>
	<p>REQUIRED 8b) Questions and tasks address common student errors and the grammar and language conventions specified by the Language standards at each grade level.</p>	<p>Yes</p>	<p>The PCR Writing Rubric includes Knowledge of Language and Conventions. It addresses grammar as a whole in the "grade level standards."</p>
	<p>REQUIRED 8c) Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.</p>	<p>Yes</p>	<p>Although the Cross Network paper indicates that the only language standards assessed through questions are vocabulary standards, the language convention standards are assessed through the writing tasks and the writing rubrics.</p>
	<p>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.).</p>	<p>Yes</p>	<p>Language conventions are addressed and assessed in writing prompts at the end of each assessment.</p>

FINAL EVALUATION

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
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	All of the texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards
	2. Range of Texts	Yes	Texts used in the assessments reflect the desired balance in type and genres.
II: Design	3. Design, Scoring, and Reporting (Non-Negotiable)	Yes	There is a fair combination of performance tasks involving a research simulation, a literary analysis, and a narrative response.
III: Assessment Items	4. Text-Dependent Questions and Tasks (Non-Negotiable)	Yes	The written responses also require the involvement of textual evidence to proficiently answer the prompt.
	5. Alignment (Non-Negotiable)	Yes	Assessment question items build toward the written response task at the end of each assessment.
	6. Writing to Sources	Yes	Students present careful analyses, well-defended claims, and clear information. They also draw from textual evidence to support valid inferences from the text.
	7. Speaking and Listening*	N/A	
	8. Language	Yes	Most language standards are assessed throughout students' written responses. Questions and tasks address grammar and language conventions.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix I.

Publisher Response

Assessment Evaluation Tool for Alignment in ELA/Literacy Grade 3-12 (AET)

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: **6-8**

Publisher: **The Achievement Network**

Copyright: **2016**

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	

Assessment Evaluation Tool for Alignment in ELA/Literacy Grade 3-12 (AET)

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Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Assessment Evaluation Tool for Alignment in ELA/Literacy Grade 3-12 (AET)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection and Other Stimuli				
<p>Tier 1 and 2 Non-Negotiable 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 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>	<p>Yes</p>	<p>Over 90% of the Achievement Network (ANet) texts are authentic, previously published texts. All of the texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards. These texts include literary, nonfiction, poetry, history, and science texts. In the sixth grade assessment, the text titled "Will it Snow Again?" Computers, Balloons, and Radar Help Figure Out the Forecast" is a scientific text about the advancement in technology towards weather patterns and predictions. The text titled "Hang The Witches" in the seventh grade is historical nonfiction text discussing the past events of witch-hunts. Lastly, "The Lottery Ticket" is an engaging literary text included in the eighth grade assessment. To conclude, the passages provided in these assessments across grades 6-8 uphold a level of rigor and complexity that challenges comprehension through a variety of subjects, terminology, and figurative language. Commissioned texts were not evident and most can be found in the public domain.</p>	<p>As mentioned in our submission overview, "100% of ANet texts are...authentic, previously published texts which offer rich opportunities for students to demonstrate evidence of meeting grade-level standards." While we leverage the public domain for some of our selections, a large majority of the texts in our bank actually reflect more current or contemporary pieces. Further, we obtain permissions annually to be able to reproduce them on the assessments. All of the texts submitted for review, as an example, required us to obtain rights for reprint. Please see the corresponding list of titles and publishers for all of the reviewed texts. We aim to have a diversity of texts to include both traditional and contemporary pieces, and our openness to both public domain as well as more current/contemporary works is one part of securing a strong variety.</p>

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	<p>REQUIRED 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>	<p>Yes</p>	<p>Texts are appropriately complex for the identified grade level according to the requirements outlined in the standards. The Lexile band for grades 6-8 is 925L-1185L. Eighteen out of the twenty texts provided reflect fair scores within this band. All texts on the ANet assessment have multiple layers and address many standards making the texts qualitatively appropriate for these grade levels. The sixth grade contains texts such as "Will it Snow Again?" measuring at a score of 1020L. In the same grade, the poem "Those to Come" is qualitatively appropriate due to the multiple layers of meaning and opportunities for analysis. The seventh grade assessment provides the text "The Runaway Quilt" reflecting a score of 1000L and "Night Lights" reflecting a score of 1180L. In the eighth grade assessment, the text titled "Walking Softly in the Wilderness" measures 1050L and the text titled "Watership Down" measures 1010L. Many of these complex texts ask students to look at tone, author's purpose, analyze structure, decipher figurative language, and other skills the are prevalent to each grade level set of standards.</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>Most texts are placed within the grade band indicated by the quantitative analysis. The literary texts typically encouraged students to think critically about descriptive language and apply previous knowledge in the areas of social studies or science. Using an outside source, it was concluded that the texts did align with appropriate scoring. For example, "Hang the Witches" in seventh grade scored 1100L and "Walking Softly in the Wilderness" scored 1130L. This is considered challenging and suitable for the students based on the required Lexile range of 860L-1010L with a "stretch" range of 925-1185L. On the other hand, the qualitative outlook trumped the quantitative score when it lacked the required Lexile score. To be specific, the excerpt from "The Journal of Hannah Smalls" in seventh grade is a fictional journal entry about a woman and her husband who are planning to escape from slavery. A student would need to know the historical background on this time period in order to fully comprehend the text. This is an example of how a text may exceed qualitatively rather than quantitatively. Therefore, it is agreed that nearly all texts are placed within the grade level indicated by the quantitative analysis.</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>REQUIRED</p> <p>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>Each grade level has two sets of text sets. The sixth grade assessment has two sections of paired or multiple texts. The first, from "Backwater" and "Those to Come" pairs a literary text with a poem. The students are asked to make thematic connections using structure and literary devices in a literary task analysis. The seventh grade assessment has three sets of paired or multiple texts. "The Journal of Hannah Smalls" and "The Runaway Quilt" are two literature texts paired together categorized as historical fiction pieces. The students are asked to consider characterization, conflict, and setting within the literary task analysis. In the eighth grade assessment, there are two sets of paired or multiple texts. The paired texts titled "Watership Down" and "How the Zebra Got His Stripes" represents pieces of literature. The students are asked to analyze characters and plot elements, then write a compare and contrast essay about theme to complete the literary analysis task.</p>	
	<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>	<p>Yes</p>	<p>The texts do not consistently increase in complexity as materials progress throughout the grade level and across grade bands. Although some texts from the eighth grade are clearly more complex than those found in sixth grade, the Lexile scores tend to fluctuate within the grade levels. In other words, the first assessment in seventh grade scored 1100, but the second assessment scored a 980L. "Building A Better Life" in the eighth grade assessment actually scored 970L, which is lower than a text found in the seventh grade. Therefore, it cannot be found that the texts steadily increase in rigor.</p> <p>Because there is only one sample provided for each grade-level, it is not possible to determine an increase in complexity across the grade-level; however, texts do show an increase in complexity across grade-bands.</p>	

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<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 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>	<p>Yes</p>	<p>The texts on the assessment for grades sixth through eighth represent a balance between literary and informational texts. In grade six, there are a total of six passages containing two literary pieces, one poetry, and three informational texts. In the seventh grade, there are more informational texts with ten passages in total. It contains two literary, one poetry, and seven informational texts. In the eighth grade, there are seven passages in total where five are informational and two are literary. To conclude, the item bank across these grade levels represents a wholesome balance between literary and informational texts.</p>	
	<p>REQUIRED 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>	<p>Yes</p>	<p>The ANET Assessment is available in paper version, or an online version. The submitted online samples do not provide examples of video or audio. Artwork, charts and diagrams are provided in the paper version.</p>	
	<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>The assessment does include many informational texts with an informational text structure. The sixth grade has four informational texts, the seventh grade has six informational texts, and the eighth grade assessment has fix informational texts. These pieces of literature range from the genres of science to history. Plus, the texts reflect various informational structures, such as headings, subheadings, and other various features. This can be seen in the sixth grade where students read "A Comet Is Coming. Again: A Newly Discovered Comet May Be the Brightest in Decades" and in the seventh grade where students read "Light Pollution--Does Anyone Care?"</p>	

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Section II. Design			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. DESIGN, SCORING, AND REPORTING:</p> <p>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>REQUIRED</p> <p>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>The assessments for grades six through eight do incorporate performance tasks, which allow students to respond to a set of texts through reading and writing. There is a combination of performance tasks involving a research simulation, a literary analysis, and a narrative response. This is evident in all three grade levels. A strong example of this would be seen in sixth grade where a research simulation instructs the following: "Discuss how and why scientists study comets. Imagine that the federal government has decided to stop giving money to the scientists to research comets. Using all three texts, write a letter to the government arguing why it is or it is not important for the government to continue funding comet research. In your letter, be sure to consider the pros and cons of funding comet research." Additionally, the students are scored based on their performance with the task based on a variety of standards. The scoring rubric includes sections for reading comprehension, writing expression, and language and conventions.</p>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>The Achievement Network does provide many evaluation tools for the teachers to use on grading, such as a PCR rubric and other rubrics for written evaluations. For example, for a student to score a 4 in written expression, the rubric explains, "(The student) addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence." The Constructed Response Scoring Guide provided by the publisher also includes exemplar quotes from each linked text and an exemplar outline that scorers can look for in students answers. These tools are solely based on CCSS and provide sufficient guidance in assessing a student's academic standing in both reading and writing. Distractor guides are also included for teachers to use when assessing student data.</p>

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	<p>3c) A variety of assessments for different uses are included (e.g., pre-, formative, summative and self-assessment measures).</p>	<p>Yes</p>	<p>The CrossNetwork document presents data for 4 assessments per grade level to demonstrate growth at different times of the school year.</p>	<p>As mentioned in the overview language “Our English Language Arts assessments are formative periodic assessments.” While the principles of design are consistent across interims, each assessment assesses different genres, text types, and combinations of standards. As such, the assessments are not designed to measure growth over the year, even when the same standards are assessed in different cycles. ANet specializes in formative periodic assessments and does not produce pre-, summative, or self-assessment measures.</p>
	<p>3d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials are unbiased and accessible to all students. Some of the ideas may be complex for lower-level students, but the texts are included in the sets that increase in rigor, allowing for a base of understanding. For example, in the sixth grade assessment, students are given three scientific and/or technical texts about comets. While some of the scientific information might be out of a student's grasp, the texts include footnotes and graphics that aid in understanding. The texts are also structured in a way to give general background information before presenting new ideas.</p>	
	<p>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.</p>	<p>Yes</p>	<p>The publisher has broken the standards into strands and reporting can be analyzed by the strand rather than by the standard. Each grade level's texts addresses a variety of standards within the language, writing, and reading informational text, or reading literature strands. Additionally, teachers receive feedback on overall performance, informational text, literature, and vocabulary interpretation, which is a holistic approach integrating knowledge.</p>	
	<p>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.</p>	<p>Yes</p>	<p>Teachers can evaluate the strand reports and then analyze by standard. For example, a teacher can identify that language is a lower-scoring strand and then analyze the questions that students missing for the connected standards.</p>	

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Section III. Assessment Items				
<p>Tier 1 and 2 Non-Negotiable</p> <p>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</p> <p>4a) Nearly all of the questions on assessments or in an item bank are text dependent.²</p>	<p>Yes</p>	<p>Most questions on the assessments are text dependent. In order for students to successfully respond to a question, they must refer to the text. Many question items involve a Part A and a Part B where Part B requires students to choose the detail from the text that best supports their decision from Part A. The written responses also require the involvement of textual evidence to proficiently answer the prompt. In eighth grade, the text titled "Walking Softly in the Wilderness" includes the following question item: "How does the author use the details in paragraphs 1-5 to develop a central idea of the text?" Using the same passage, students are asked to identify how the author proves that hikers need to "walk softly in the wilderness." They must incorporate 1-2 details from the text. This question item structure is consistent throughout the grade levels of sixth through eighth.</p>	
	<p>REQUIRED</p> <p>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>Every passage has at least one Part A and B question that requires students to pull evidence directly from the text. For example, in grade six, students answer questions such as, "How does the author introduce the idea that meteorologists need to understand and report on a large amount of data? Which detail from the text supports the answer to Part A?" Not only are the standards evident in the terminology and complexity of the question items themselves, but also the document provided by The Achievement Network shows the involvement of the standards used across the board. This includes the categories of Reading Informational texts, Reading Literature, Vocabulary Interpretation, and Writing. No items were assessed in isolation of a standard.</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>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>The sixth through eighth grade levels contain a variety of types of test questions and tasks. This includes format such as multiple choice, multiple response, selecting actual evidence from the text with a drag and drop method, sequencing, and constructed written responses. To be more specific, one technology-enhanced item on the eighth grade assessment asks students to sort ways that a character's attitude changes. Another technology-enhanced item in the same grade level has students sort main ideas into three concepts. It can be concluded that the assessments utilize unique ways to approach the texts using a variety of question types.</p>	
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. ALIGNMENT: Items reflect the rigor and cognitive complexity demanded by the standards; they assess the depth and breadth of the standards at each grade level.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) Items on an assessment and in an item bank focus on key ideas (concepts, themes, perspectives, topics, etc.) of the text, rather than superficial or peripheral concepts.</p>	<p>Yes</p>	<p>Items on the assessments in grade sixth through eighth focus on key ideas of the text. Furthermore, assessment question items build toward the written response task at the end of each assessment. In each grade level, test items pull out key ideas to then be integrated in the written response. In grade six, students answer a series of question items leading into a written response. The prompt instructs, "You have read both 'Backwater' and 'Those to Come,' which both convey similar themes about the topics of memory, history, and legacy. Compare and contrast how each author approaches these themes. Be sure to consider the structure and literary devices, and support your answer with details from both the passage and the poem." Moreover, the question items trigger higher order thinking relating to the texts provided, including author's point of view, tone, and overall text structure.</p>	

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	<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>Each grade level includes question items that assess the depth and complexity required by the standards and is sufficiently complex to align to more than one standard. For example, in grade six, the question item asks, "How does the conflict between William and Margot develop the theme about loneliness and isolation?" This requires students to pull evidence and infer using details from the text. Overall, the question items presented in the assessment tools maintain depth and complexity over time.</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>Many question items throughout grades six through eighth assessments promote understanding of the meaning of the words as they are used in the text. Most often, the question items ask the students to examine how the meaning of the word relates to the usage in the text. For example, in the third assessment for sixth grade, the eighth question asks, "What does the word calamities mean as it is used in the article?" Students use the sentence from the text to make an educated decision on the connotation of the term.</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 sustained attention to the text and its connection to other texts, where appropriate.</p>	<p>Yes</p>	<p>In all grade levels provided, the test items build from minor key ideas to central ideas, messages, and themes of the texts. Questions begin with items about the meaning of the text and then build toward making inferences and drawing conclusions.</p>	

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<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 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>	Yes	All written tasks reviewed require students to analyze and synthesize from a source or sources. Students present careful analyses, well-defended claims, and clear information. They also draw from textual evidence to support valid inferences from the text. In the sixth grade, students write from three sources when discussing the importance behind researching comets. Another example in the eighth grade instructs students to write an essay where they either support or criticize the use of technology as an educational tool in the classroom. They must incorporate evidence from all three texts provided.	
	<p>REQUIRED 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>	Yes	Written assessments reviewed require students to write both short answers and essays as culminating writing prompts.	
	<p>6c) Assessments include more than one mode of writing (opinion/argumentative, informative, narrative) or blended mode (i.e., analytical writing).</p>	Yes	Students write to more than one mode of writing over the course of the school year. The sample SAS chart shows how each writing type is addressed at least once per year.	
	<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>	Yes	There are no narrative prompts reviewed that lacked connection to the text. In the sixth grade, students answer the narrative prompt: "You have read 'All Summer in a Day' which describes Margot's experiences on Venus as compared to her previous life on Earth. Imagine that you are Margot and write a letter from her point of view to a friend living on Earth. Be sure to explain what life is like on Venus and why you miss living on Earth." In the seventh and eighth grades, students do not answer a narrative prompt.	
<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>	N/A		
	<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>	N/A		

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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		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8. LANGUAGE: Items adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s). 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	Most language standards are assessed throughout students' written responses. The PCR writing rubrics assess some language standards. Some language standards are also assessed through multiple-choice questions. In the sixth grade, students answer questions such as, "How does paragraph 24 fit into the overall structure of the passage?" In the seventh grade, students answer questions such as, "What is emphasized by the use of the word actresses in paragraph 11?" In the eighth grade, students answer questions such as, "What does the phrase diminution of solitude mean as it is used in paragraph 19?" Therefore, 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.	
	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	The PCR Writing Rubric includes Knowledge of Language and Conventions. It addresses grammar as a whole in the "grade level standards."	
	REQUIRED 8c) Questions and tasks focus on conventions most important for college and career readiness that build from previous grade levels.	Yes	Although the Cross Network paper indicates that the only language standards assessed through questions are vocabulary standards, the language convention standards are assessed through the writing tasks and the writing rubrics.	
	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	Language conventions are addressed and assessed in writing prompts at the end of each assessment.	

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FINAL EVALUATION			
<p><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.</p> <p><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.</p> <p><i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.</p>			
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	All of the texts offer rich opportunities for students to demonstrate evidence of meeting grade-level standards
	2. Range of Texts	Yes	Texts used in the assessments reflect the desired balance in type and genres.
II: Design	3. Design, Scoring, and Reporting (Non-Negotiable)	Yes	There is a fair combination of performance tasks involving a research simulation, a literary analysis, and a narrative response.
III: Assessment Items	4. Text-Dependent Questions and Tasks (Non-Negotiable)	Yes	The written responses also require the involvement of textual evidence to proficiently answer the prompt.
	5. Alignment (Non-Negotiable)	Yes	Assessment question items build toward the written response task at the end of each assessment.
	6. Writing to Sources	Yes	Students present careful analyses, well-defended claims, and clear information. They also draw from textual evidence to support valid inferences from the text.
	7. Speaking and Listening*	N/A	
	8. Language	Yes	Most language standards are assessed throughout students' written responses. Questions and tasks address grammar and language conventions.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix II.

Public Comments

There were no public comments submitted.