
Assessment Evaluation Tool (AET)

- Mathematics, Grades K–HS III-58
- English Language Arts/Literacy, Grades 3–12..... III-66

TOOLKIT for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards

CCSS Assessment Evaluation Tool (AET) – MATHEMATICS GRADES K–High School

To evaluate each grade/course’s assessments for alignment with the Common Core State Standards (CCSS), analyze the assessments against the non-negotiable criteria on the following pages. Each grade/course’s assessments and item banks must meet all of the non-negotiable criteria and associated metrics to align with the CCSSM.

BEFORE YOU BEGIN

ALIGNMENT TO THE COMMON CORE STATE STANDARDS

Evaluators of assessments should understand that at the heart of the Common Core State Standards there are substantial shifts in mathematics that require the following:

- 1) Focus strongly where the Standards focus
- 2) Coherence: Think across grades and link to major topics within grade
- 3) Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Evaluators of assessments must be well versed in the CCSS for the grade level of the materials in question, including understanding the major work of the grade¹ vs. the supporting and additional work, how the content fits into the progressions in the Standards, and the expectations of the Standards with respect to conceptual understanding, procedural skill and fluency, and application. It is also recommended that evaluators refer to the Spring 2013 K–8 Publishers’ Criteria for Mathematics and the Spring 2013 High School Publishers’ Criteria for the Common Core State Standards for Mathematics while using this tool (achievethecore.org/publisherscriteria).

ORGANIZATION

SECTION 1: NON-NEGOTIABLE ALIGNMENT CRITERIA

All grade or course assessments must meet all of the non-negotiable criteria at each grade/course level to be aligned to CCSS.

SECTION 2: INDICATORS OF QUALITY.

Indicators of quality are scored differently from the non-negotiable criteria; a higher score in Section 2 indicates that assessments are more closely aligned.

REVIEW

Evaluator: _____ Assessments: _____ Grade: _____ Date: _____

¹ For more on the major work of each grade, see achievethecore.org/emphases.

| SECTION I | METRICS | |
|--|--|------------------------|
| <p>Non-Negotiable 1. FOCUS ON MAJOR WORK: The large majority of points in each grade K–8 are devoted to the major work of the grade, and the majority of points in each High School course are devoted to widely applicable prerequisites.²</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.</i></p> | <p>For grades K–8, each grade/course’s assessments meet or exceed the following percentages for the major work of the grade.</p> <ul style="list-style-type: none"> • 85% or more of the total points in each grade Kindergarten, 1, and 2 align exclusively to the major work of the grade.³ • 75% or more of the total points in each grade 3, 4, and 5 align exclusively to the major work of the grade. • 65% or more of the total points in each grade 6, 7, and 8 align exclusively to the major work of the grade. <p>For high school, aligned assessments or sets of assessments meet or exceed the following percentages:</p> <ul style="list-style-type: none"> • 50% or more of the total points in each high school course align to widely applicable prerequisites for postsecondary work.⁴ | |
| <p>Non-Negotiable 1. FOCUS ON MAJOR WORK</p> <p><i>To be aligned to the CCSSM, each grade/course’s assessments should meet or exceed the percentages in the metrics.</i></p> | <p>Meet (Y/N)</p> | <p>Evidence</p> |

² Refer also to criterion #1 in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013) and criterion #1 in the High School Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

³ The major work of each grade is listed at <http://achievethecore.org/focus>.

⁴ The widely applicable prerequisites for postsecondary work is listed at <http://achievethecore.org/prerequisites>.

| SECTION I | METRICS | |
|--|---|------------------------|
| <p>Non-Negotiable 2. FOCUS IN K–8: No item assesses topics directly or indirectly before they are introduced in the CCSSM.⁵</p> <p><i>This criterion applies to fixed form or CAT assessments, whether a summative assessment or a set of interim/benchmark assessments. All items also should reflect the metric.</i></p> | <p>100% of items on the assessment(s) do not assess knowledge of topics before the grade level they are introduced in the CCSSM.</p> <p>Commonly misaligned topics include, but are not limited to:</p> <ul style="list-style-type: none"> • Probability, including chance, likely outcomes, probability models. (Introduced in the CCSSM in grade 7) • Statistical distributions, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and statistical association or trends, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced in the CCSSM in grades 6–8; see CCSSM for specific expectations by grade level.) • Similarity, congruence, or geometric transformations. (Introduced in the CCSSM in grade 8) • Symmetry of shapes, including line/reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4) | |
| <p>Non-Negotiable 2. FOCUS IN K-8:</p> <p><i>To be aligned to the CCSSM, each grade/course’s assessments do not assess topics directly or indirectly before they are introduced in the CCSSM.</i></p> | <p>Meet (Y/N)</p> | <p>Evidence</p> |

⁵ Refer also to criterion #2 in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

| SECTION I | METRICS | |
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| <p>Non-Negotiable 3. RIGOR AND BALANCE: Each grade/course’s assessments reflect the balances in the Standards and help students meet the Standards’ rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application.⁶</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the proportions in the metrics.</i></p> | <p>For Conceptual Understanding: Standards requiring student “understanding” (e.g., 3.NF.A.1, 6.RP.A.2, 7.NS.A.1, A-REI.D.10) are explicitly listed in the blueprint(s) and assessed to ensure students have met these expectations.</p> <ul style="list-style-type: none"> • K–High School: At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings. <p>For Procedural Skill and Fluency: Standards requiring students to “fluently” compute (e.g., 3.OA.C.7, 4.NBT.B.4, 5.NBT.B.5, 6.NS.B.2) are explicitly listed in the blueprint(s) and assessed to ensure students have met these expectations.</p> <ul style="list-style-type: none"> • K–6: At least 20% of the score-points on the assessment(s) for each grade explicitly assess procedural skill and fluency requirements in the Standards. • 7–8 and High School: At least 20% of the score-points on the assessment(s) for each grade or course explicitly assess procedural skill and fluency. <p>For Applications: Standards requiring students to “solve” “real-life and mathematical problems” (e.g., 1.OA.A.2, 4.OA.A.3, 7.EE.B.3, A-REI.B.4) are explicitly listed in the blueprint(s) and assessed to ensure students have met these expectations.</p> <ul style="list-style-type: none"> • K–5: At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • 6–8: At least 25% of the total score-points on the assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models. • High School: At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems. | |
| <p>Non-Negotiable 3. RIGOR AND BALANCE</p> <p><i>To be aligned to the CCSSM, each grade/course’s assessments meet or exceed the percentages in the metrics.</i></p> | <p>Meet (Y/N)</p> | <p>Evidence</p> |

⁶ Refer also to criterion #4 in the K-8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013) and criterion #2 in the High School Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

| SECTION I | METRICS | |
|---|---|------------------------|
| <p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Each grade/course’s assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice. And there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.⁷</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the metrics.</i></p> | <p>All assessments or sets of assessments include accompanying analysis, aimed at evaluators, which describes:</p> <ul style="list-style-type: none"> • how the Standards for Mathematical Practice meaningfully connect to the Standards for Mathematical Content assessed. • how each item that assesses one or more Standards for Mathematical Practice also aligns to one or more Standards for Mathematical Content. • how the Standards for Mathematical Practice enhance the focus on major content, rather than detracting from focus. • how the demands of the Standards for Mathematical Practice are grade-appropriate, • how items assess the Standards for Mathematical Practice with an arc of growing sophistication, beginning in an elementary way in grades K–5. | |
| <p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS</p> <p><i>To be aligned to the CCSSM, a grade/course’s assessments must meaningfully connect the Standards for Mathematical Practice and the Standards for Mathematical Content and include a narrative that describes how they are meaningfully connected.</i></p> | <p>Meet (Y/N)</p> | <p>Evidence</p> |

⁷ Refer also to criterion #7 in the K-8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013) and criteria #5 High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

| SECTION I | METRICS | |
|---|--|-------------------------------|
| <p>Non-Negotiable 5. ALIGNMENT OF TEST ITEMS: Test items elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s), adhering to the full intent of the CCSSM.</p> <p><i>This criterion applies to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. All items and/or sets of items should reflect the metric.</i></p> | <p>100% of items and/or sets of items exhibit alignment to the full intent of the CCSSM for that grade or course⁸⁹:</p> <ul style="list-style-type: none"> • Directly reflecting the language of individual standards. <ul style="list-style-type: none"> ○ For example, 6.EE.3 puts the emphasis on applying properties of operations and generating equivalent expressions, not just mechanically simplifying. ○ Most items aligned to a single standard should assess the central concern of the standard in question. • Reflecting the progressions in the Standards. <ul style="list-style-type: none"> ○ For example, multiplication and division items in grade 3 emphasize equal groups, with no rate problems (grade 6 in CCSS). • Assessing all levels of the content hierarchy. <ul style="list-style-type: none"> ○ For example, by including some items that assess clusters. • Using the number system appropriate to the grade level. <ul style="list-style-type: none"> ○ For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers. | |
| <p>Non-Negotiable 5. ALIGNMENT OF TEST ITEMS</p> <p><i>To be aligned with the CCSSM, each grade/course’s assessments only include items that align with the CCSSM.</i></p> | <p>Meet (Y/N)</p> | <p>Evidence</p> |
| <p>Each grade/course’s assessments must meet all five of the non-negotiable criteria to be aligned to the CCSS and to continue to the evaluation in Section II.</p> | | <p># Criteria Met:</p> |

⁸ Refer also to the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013) and the High School Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

⁹ See the Quality Criteria Checklist for Mathematics Items created by Student Achievement Partners:
<http://www.ccssitemdevelopment.org/downloads/Quality%20Criteria%20Checklists%20for%20Items.pdf>

SECTION II: INDICATORS OF QUALITY

Each grade/course’s assessments must meet all five of the non-negotiable criteria to be aligned to the CCSS and to continue to the evaluation in Section II. Section 2 includes indicators of quality. *Indicators of quality are scored differently from the non-negotiable criteria; a higher score in Section 2 indicates that assessments are more closely aligned.*

Consider this guidance when evaluating:

- 2 – (meets criteria): A score of 2 means that the assessments meet the full intention of the criterion in a grade/course.
- 1 – (partially meets criteria): A score of 1 means that the assessments meet the criterion in many aspects but not the full intent of the criterion.
- 0 – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion.

| SECTION II INDICATORS OF QUALITY | SCORE | | | JUSTIFICATION/NOTES |
|--|----------|----------|----------|---------------------|
| 1. Assessing Supporting Content. Assessment of supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade or course. ¹⁰ | 2 | 1 | 0 | |
| 2. Addressing Every Standard for Mathematical Practice. Every Standard for Mathematical Practice is represented on the assessment(s) for each grade or course. | 2 | 1 | 0 | |
| 3. Expressing Mathematical Reasoning. There are sufficiently many points on the assessment(s) for each grade or course that explicitly assess expressing and/or communicating mathematical reasoning. | 2 | 1 | 0 | |
| 4. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to use a certain solution process during problem solving and assessment(s) include problems requiring different types of solution processes within the same section. | 2 | 1 | 0 | |
| 5. Calling for Variety in Student Work. Items require a variety in what students produce. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc. ¹¹ | 2 | 1 | 0 | |
| 6. Utilizing a Variety in Presentation of the Content. Items present mathematical content in a variety of ways so that students must thoughtfully engage with various application contexts, mathematical representations, and structures of equations. | 2 | 1 | 0 | |
| 7. Using Grade-Appropriate Presentation. The graphics, diagrams, vocabulary, and sentence structure in each item are appropriate for students at that grade level. | 2 | 1 | 0 | |

¹⁰ Refer also to criterion #3 in the K-8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

¹¹ Refer also to criterion #9 in the K-8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013) and criteria #7 High School Publishers' Criteria for the CCSSM (Spring 2013).

| | | |
|---|---------------------------|------------------------------------|
| <p>8. Providing Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.</p> | <p>2 1 0</p> | |
| <p>9. Offering Coherent Representations. Where specific features of the standards do not vary strongly across the grades, consistent, coherent representations are used (e.g., area models are used for multiplication of whole numbers and fractions in grades 3–5, number line models are used for representing order and magnitude of numbers in grades 2–8, and similar situation types are used for word problems in grades K–6).</p> | <p>2 1 0</p> | |
| <p>10. Generating Focused Score Reports. All score report information, including subscores, supporting texts, and performance level descriptors, highlight the focus of the assessment(s). They give instructionally valuable information and provide information about progress toward college and career readiness.</p> | <p>2 1 0</p> | |
| <p>ADD UP TOTAL POINTS EARNED</p> | <p>Total _____</p> | <p>Notes/Justification:</p> |

Assessment Evaluation Tool for CCSS Alignment in ELA/Literacy Grades 3 -12 (AET) – Student Achievement Partners

To evaluate a set of assessments for alignment with the Common Core State Standards (CCSS), analyze the assessments against the non-negotiable criteria in the table below. Assessments and item banks must meet all of the relevant non-negotiable criteria and the corresponding metrics to align with the CCSS. Criteria labeled as Indicators of Superior Quality are different from the non-negotiables: Although the assessments may be aligned without meeting the Indicators of Superior Quality, assessments that do reflect these indicators are better aligned.

BEFORE YOU BEGIN . . .

Evaluators of assessments should be aware that at the heart of the Common Core State Standards there are substantial shifts in ELA/Literacy that require:

1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. **Knowledge:** Building knowledge through content-rich non-fiction

Evaluators should be well versed in the standards for the grade level(s) of the assessments being reviewed. It is also recommended that evaluators refer to the [Publishers’ Criteria for the Common Core State Standards in ELA/literacy grades 3-12](#) and the [Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity](#).

| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO THE COMMON CORE | METRICS | MEETS METRICS (Y/N) | JUSTIFICATION / COMMENTS |
|---|--|---------------------|--------------------------|
| I. Texts and Other Stimuli | | | |
| <p>Non-Negotiable 1. COMPLEXITY OF TEXTS: ELA/literacy texts have the appropriate level of complexity for the grade, according to both quantitative measures and qualitative analysis of text complexity.</p> | <p>1A) 100% of texts on ELA/literacy assessments or in an item bank are accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for <u>grade-band</u> placement. (See the Supplement to Appendix A of the Common Core State Standards for ELA/Literacy.) <i>Indicator of Superior Quality: Reading texts have been analyzed by two or more research-based quantitative measures, rather than just one.</i></p> <p>1B) 100% of texts on ELA/literacy assessments or in an item bank are accompanied by specific evidence that they have been analyzed with a qualitative measure indicating a specific <u>grade-level</u> placement. (For a sample qualitative measure, see the Supplement to Appendix A.)</p> <p>1C) All, or nearly all, of the reading texts are placed within or above the <u>grade band</u> indicated by the quantitative analysis. Rare exceptions (in which the qualitative measure has trumped the quantitative measures and placed the text below the grade band) are usually reserved for literary texts in the upper grades.</p> <p>1D) In a set of ELA/literacy assessments, the complexity of reading texts increases during each year and year by year. Because the standards have raised the bar for text complexity, assessments must thoughtfully balance total word count per test form with the time allotted, so that students have sufficient time to study each text carefully and deeply. <i>Indicator of Superior Quality: In assessments and item banks, texts vary in length; students are challenged by complex texts across a range of word counts.</i></p> | | |

| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO THE COMMON CORE | METRICS | MEETS METRICS (Y/N) | JUSTIFICATION / COMMENTS |
|---|--|---------------------|--------------------------|
| <p>Non-Negotiable 2. RANGE OF TEXTS:</p> <p>ELA/literacy assessment texts reflect the distribution of text types and genres required by the standards.</p> | <p>2A) Texts on ELA/literacy assessments or in an item bank approximate the following distributions of text types:</p> <ul style="list-style-type: none"> • Grades 3-5: 50% literature / 50% informational text • Grades 6-8: 45% literature / 55% informational text • High School: 30% literature / 70% informational text <p>2B) In grades 6-12, informational texts on ELA/literacy assessments or in an item bank approximate an equal balance of literary nonfiction, history/social studies, and science/technical subjects.</p> <p>2C) 100% of the texts used on ELA/literacy assessments or in an item bank represent the genres and text characteristics that are specifically required by the standards at each grade.</p> <p>2D) The vast majority of score points on ELA/literacy assessments relate to single texts, with the selection of paired or multiple texts meeting the requirements of the standards at each grade.</p> <p><i>Indicator of Superior Quality: 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, providing foundational knowledge and leading naturally to additional exploration.</i></p> | | |
| <p>Non-Negotiable 3. QUALITY OF TEXTS:</p> <p>The quality of texts and other stimuli is high-- they are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.</p> | <p>3A) 100% of passages are texts worth reading; they are content rich and well crafted, representing quality writing in their genre and subject matter. Nearly all texts and other stimuli thus are previously published rather than “commissioned.”</p> <p><i>Indicator of Superior Quality: If any commissioned texts are used, evidence is provided that these texts have been reviewed and edited by professional publication editors in addition to assessment editors.</i></p> <p>3B) 100% of history/social studies and science/technical texts, specifically, reflect the quality of writing that is produced by authorities in the particular academic discipline and enable students to develop rich content knowledge.</p> <p>3C) 50% or more of informational texts use informational text structures rather than a narrative structure, while still following the distribution of subject matter in Non-Negotiable 2. Most informational texts with narrative structures are found in history and literary nonfiction.</p> <p>3D) Illustrations in previously published texts are included in the assessment—or new illustrations are added—when illustrations aid student understanding of the text and/or provide important additional information.</p> <p>3E) When reading texts are presented with introductory material (e.g., information about the author or the context in which the text is written), the introduction is brief and avoids explaining the meaning of the text or giving students answers to questions.</p> | | |

| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO THE COMMON CORE | METRICS | MEETS METRICS (Y/N) | JUSTIFICATION / COMMENTS |
|--|--|---------------------|--------------------------|
| II. Reading Test Questions | | | |
| <p>Non Negotiable 4. TEXT-DEPENDENT AND TEXT-SPECIFIC QUESTIONS:</p> <p>Test questions are always text-dependent and usually text-specific: They require students to read closely, find the answers within the text(s), and use textual evidence to support their responses.</p> | <p>4A) 100% of the questions on reading assessments are text-dependent: The questions arise from and require close reading and analysis of the text; they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not “stand alone”).</p> <p>4B) A large majority of questions are text specific (i.e., not “generic” questions that could be asked about any text).</p> <p>4C) A majority of score points on ELA/literacy assessments is based on items that reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.</p> <p>4D) ELA/literacy assessments rely on a variety of types of test questions, including when possible technology-enhanced and constructed-response formats, to approach the texts in ways uniquely appropriate to each text.</p> | | |
| <p>Non-Negotiable 5. ALIGNMENT OF TEST QUESTIONS:</p> <p>Test questions 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>5A) 100% of the questions on ELA/literacy assessments and in an item bank are rigorous and challenging; they assess the range of complexity and the depth of analytical thinking required by the standards.</p> <p>5B) 100% of the questions on ELA/literacy assessments and in an item bank focus on the central ideas and important particulars of the text, rather than superficial or peripheral aspects.</p> <p>5C) 100% of the questions on ELA/literacy assessments and in an item bank assess the specific requirements delineated in the standards at each grade level, i.e., the concepts, topics, and texts named in the grade-level standards. (However, not every standard must be assessed with every text.)</p> <p>5D) A vast majority of vocabulary items on assessments and in an item bank assess academic vocabulary (tier 2 words).</p> <p>5E) 100% of vocabulary items on assessments and in an item bank assess words that are important to the central ideas of the text.</p> | | |

| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO THE COMMON CORE | METRICS | MEETS METRICS (Y/N) | JUSTIFICATION / COMMENTS | | | | | | | | | | | | |
|---|--|---------------------|--------------------------|-------------|---------------|-------------|----------------|--------------|---------------|--------------|----------------|--------------|---------------|--|--|
| III. Writing to Sources and Research | | | | | | | | | | | | | | | |
| <p>Non-Negotiable 6. WRITING TO SOURCES:</p> <p>Most writing prompts, at all grade levels, are text-dependent, and all reflect the writing types named in the standards.</p> | <p>6A) A vast majority of written tasks at all grade levels, including narrative tasks whenever possible, require students to write to sources, i.e., to confront text or other stimuli directly, to draw on textual evidence, and to support valid inferences from text or stimuli.</p> <p>6B) All writing tasks on ELA/literacy assessments or in an item bank approximate the following proportions. Alternately, they may reflect blended forms (e.g., exposition and persuasion) in similar proportions.</p> <table border="0" data-bbox="638 545 1388 638"> <tr> <td>Grades 3-5:</td> <td>exposition 35 %</td> <td>opinion 30%</td> <td>narrative 35%</td> </tr> <tr> <td>Grades 6-8:</td> <td>exposition 35%</td> <td>argument 35%</td> <td>narrative 30%</td> </tr> <tr> <td>High School:</td> <td>exposition 40%</td> <td>argument 40%</td> <td>narrative 20%</td> </tr> </table> <p>6C) 100% of research tasks include writing to sources.</p> <p><i>Indicator of Superior Quality: Narrative prompts are increasingly text-based as students progress through the grades, with narrative description (text-based, chronological writing) rather than imaginative narratives dominant in the 20% of high school writing that is the narrative type.</i></p> <p><i>Indicator of Superior Quality: Tests whose purpose is to assess reading abilities include brief or extended writing tasks or other constructed-response questions as part of the variety of test questions for each test form (see 4D).</i></p> | Grades 3-5: | exposition 35 % | opinion 30% | narrative 35% | Grades 6-8: | exposition 35% | argument 35% | narrative 30% | High School: | exposition 40% | argument 40% | narrative 20% | | |
| Grades 3-5: | exposition 35 % | opinion 30% | narrative 35% | | | | | | | | | | | | |
| Grades 6-8: | exposition 35% | argument 35% | narrative 30% | | | | | | | | | | | | |
| High School: | exposition 40% | argument 40% | narrative 20% | | | | | | | | | | | | |
| IV. Speaking and Listening Test Questions | | | | | | | | | | | | | | | |
| <p>Non-Negotiable 7. SPEAKING AND LISTENING:</p> <p>Items assessing speaking and listening reflect true communication skills required for college and career readiness.</p> | <p>7A) 100% of the texts and other stimuli used in speaking and listening assessments meet the criteria for complexity, range, and quality of texts (Non-Negotiables 1, 2, and 3).</p> <p>7B) In a set of listening assessments, the complexity of texts increases during each year and year by year. Because, however, listening skills in elementary school generally outpace reading skills, listening texts may exhibit greater variability in complexity during a year.</p> <p>7C) 100% of assessments focused on speaking assess students’ ability to engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others’ ideas.</p> <p>7D) 100% of items assessing listening permit the evaluation of active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p> <p>7E) 100% of assessments focused on speaking include some items that measure students’ ability to marshal evidence to orally present findings from a research performance task.</p> | | | | | | | | | | | | | | |

| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO THE COMMON CORE | METRICS | MEETS METRICS (Y/N) | JUSTIFICATION / COMMENTS |
|---|---|---------------------|--------------------------|
| V. Language Test Questions | | | |
| <p>Non-Negotiable 8. LANGUAGE:</p> <p>Items assessing conventions and writing strategies reflect actual practice to the extent possible.</p> | <p>8A) A majority of items assessing language mirror real-world activity (e.g., actual editing or revision, actual writing).</p> <p>8B) Questions focused on English conventions represent common student errors and focus on the conventions most important for college and career readiness (see “Language Progressive Skills, by Grade” http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).</p> <p>8C) Questions focused on writing strategies represent flaws common to student writing and focus on strategies most important for college and career readiness (see “Language Progressive Skills, by Grade” http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).</p> | | |
| VI. Test Blueprints and Score Reports | | | |
| <p>Non-Negotiable 9. TEST BLUEPRINTS AND SCORE REPORTS:</p> <p>Test blueprints and the corresponding score reports reflect the focus of the standards.</p> | <p>9A) Score reports provide actionable data regarding a student’s progress on the continuum toward college and career readiness. Reports are based on test blueprints consisting of domains that are research based and instructionally actionable (e.g., reading literature, reading informational texts, vocabulary, writing, language skills). Because they do not provide research-based instructionally actionable guidance, the ELA/literacy cluster headings (e.g., “Key Ideas and Details,” “Craft and Structure,” “Production and Distribution of Writing”) are not used either as domains in test blueprints or as reporting categories.</p> <p>9B) The blueprints (or other design documents) for ELA/literacy assessments reflect the distributions of text types described in 2A above, and there is a sufficient number of score points so that reading literature and reading informational texts could be reporting categories (separate reporting categories for literature and informational texts are not required).</p> <p>9C) A reading assessment or a system of ELA/literacy assessments includes a sufficient number of points for the domain of vocabulary acquisition and use so that vocabulary could be a reporting category (a reporting category for vocabulary is not required).</p> <p>9D) A writing assessment or a system of ELA/literacy assessments includes a sufficient number of points for the domain of language so that language could be a reporting category (however, a reporting category for language is not required). The language points may be obtained from test questions assessing language, or the points may be obtained from student writing. If the purpose of an assessment is solely to measure reading abilities, language items are not required.</p> <p><i>Indicator of Superior Quality: Simulated research tasks comprise a significant percentage of the total number of score points on reading assessments.</i></p> | | |