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# Assessment Evaluation Tool (AET)

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- Mathematics, Grades K–HS ..... III-27
- English Language Arts/Literacy, Grades 3–12..... III-34

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

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

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 grade<sup>1</sup> 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](http://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: \_\_\_\_\_

<sup>1</sup> For more on the major work of each grade, see [achievethecore.org/emphases](http://achievethecore.org/emphases).

SECTION I	METRICS	
<p><b>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.<sup>2</sup></b></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><b>For grades K–8</b>, each grade/course’s assessments meet <b>or exceed</b> the following score-point distributions for the major work of the grade.</p> <ul style="list-style-type: none"> <li>• 85% of the total points in grades K–2 align exclusively to the major work of the grade.</li> <li>• 75% of the total points in grades 3–5 align exclusively to the major work of the grade.</li> <li>• 65% of the total points in grades 6–8 align exclusively to the major work of the grade.</li> </ul> <p><b>For high school</b>, aligned assessments or sets of assessments meet <b>or exceed</b> the following score-point distribution:</p> <ul style="list-style-type: none"> <li>• 50% of the total points in high school align to widely applicable prerequisites for postsecondary work.</li> </ul>	
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK</b></p> <p><i>To be aligned to the CCSSM, each grade/course’s assessments should meet or exceed the score-point distributions in the metrics.</i></p>	<p><b>Meet (Y/N)</b></p>	<p><b>Justification / Comments</b></p>

<sup>2</sup> 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).

SECTION I	METRICS	
<p><b>Non-Negotiable 2. FOCUS IN K-8:</b>  <b>No item assesses topics directly or indirectly before they are introduced in the CCSSM.<sup>3</sup></b></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 an assessment 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"> <li>• <b>Probability</b>, including chance, likely outcomes, probability models. (Introduced in the CCSSM in grade 7)</li> <li>• <b>Statistical distributions</b>, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and <b>statistical association or trends</b>, 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.)</li> <li>• <b>Similarity, congruence, or geometric transformations</b>. (Introduced in the CCSSM in grade 8)</li> <li>• <b>Symmetry</b> of shapes, including line/reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4)</li> </ul>	
<p><b>Non-Negotiable 2. FOCUS IN K-8:</b></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><b>Meet (Y/N)</b></p>	<p><b>Justification / Comments</b></p>

<sup>3</sup> Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

SECTION I	METRICS	
<p><b>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.<sup>4</sup></b></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><b>For Conceptual Understanding:</b></p> <ul style="list-style-type: none"> <li>• <b>K–High School:</b> 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.</li> </ul> <p><b>For Procedural Skill and Fluency:</b></p> <ul style="list-style-type: none"> <li>• <b>K–6:</b> At least 20% of the score-points on the assessment(s) for each grade explicitly assess procedural skill and fluency requirements in the Standards.</li> <li>• <b>7–8 and High School:</b> At least 20% of the score-points on the assessment(s) for each grade or course explicitly assess procedural skill and fluency.</li> </ul> <p><b>For Applications</b></p> <ul style="list-style-type: none"> <li>• <b>K–5:</b> At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems.</li> <li>• <b>6–8:</b> 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.</li> <li>• <b>High School:</b> 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.</li> </ul>	
<p><b>Non-Negotiable 3. RIGOR AND BALANCE</b></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><b>Meet (Y/N)</b></p>	<p><b>Justification / Comments</b></p>

<sup>4</sup> 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><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> 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.<sup>5</sup></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 shows how the Standards for Mathematical Practice are meaningfully connected to the Standards for Mathematical Content assessed. Practice demands are grade-appropriate, beginning in an elementary way in grades K–5 and showing an arc of growing sophistication across the grades.</p>	
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS</b></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><b>Meet (Y/N)</b></p>	<p><b>Justification / Comments</b></p>

<sup>5</sup> 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><b>Non-Negotiable 5. ALIGNMENT OF TEST ITEMS:</b> 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><b>Metrics for Non-Negotiable 5:</b></p> <p>100% of items and/or sets of items exhibit alignment to the full intent of the CCSSM for that grade or course<sup>67</sup>:</p> <ul style="list-style-type: none"> <li>• Directly reflecting the language of individual standards. <ul style="list-style-type: none"> <li>○ For example, 6.EE.3 puts the emphasis on applying properties of operations and generating equivalent expressions, not just mechanically simplifying.</li> <li>○ Most items aligned to a single standard should assess the central concern of the standard in question.</li> </ul> </li> <li>• Reflecting the progressions in the Standards. <ul style="list-style-type: none"> <li>○ For example, multiplication and division items in grade 3 emphasize equal groups, with no rate problems (grade 6 in CCSS).</li> </ul> </li> <li>• Assessing all levels of the content hierarchy. <ul style="list-style-type: none"> <li>○ For example, by including some items that assess clusters.</li> </ul> </li> <li>• Using the number system appropriate to the grade level. <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>	
<p><b>Non-Negotiable 5. ALIGNMENT OF TEST ITEMS</b></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><b>Meet (Y/N)</b></p>	<p><b>Justification / Comments</b></p>
<p><b>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.</b></p>	<p><b># Criteria Met:</b></p>	

<sup>6</sup> 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).

<sup>7</sup> 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
<b>1. Assessing Supporting Content.</b> Assessment of supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade or course. <sup>8</sup>	2    1    0	
<b>2. Addressing Every Standard for Mathematical Practice.</b> Every Standard for Mathematical Practice is represented on the assessment(s) for each grade or course.	2    1    0	
<b>3. Expressing Mathematical Reasoning.</b> 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	
<b>4. Constructing Forms Without Cueing Solution Processes.</b> Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.	2    1    0	
<b>5. Calling for Variety in Student Work.</b> 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. <sup>9</sup>	2    1    0	
<b>6. Quality Materials.</b> The assessment items, answer keys, and documentation are free from mathematical errors.	2    1    0	
<b>ADD UP TOTAL POINTS EARNED</b>	Total _____	Notes/Justification:

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

<sup>9</sup> 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).

## 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 proportions in the 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 the following:

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
<b>I. Texts and Other Stimuli</b>			
<p><b>Non-Negotiable 1.</b> <b>COMPLEXITY OF TEXTS:</b></p> <p><b>Reading texts have the appropriate level of complexity for the grade, according to both quantitative measures and qualitative analysis of text complexity.</b></p>	<p><b>1A)</b> 100% of texts on reading 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.</p> <p style="padding-left: 20px;"><i>Indicator of Superior Quality: Reading texts have been analyzed by <b>two</b> or more research-based quantitative measures, rather than just one.</i></p> <p><b>1B)</b> 100% of texts on an assessment 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.</p> <p><b>1C)</b> All, or nearly all, of the reading texts are placed within 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 outside the grade band) are usually reserved for literary texts in the upper grades.</p> <p><b>1D)</b> In a set of reading assessments, the complexity of reading texts increases during each year and year by year. Listening texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p> <p style="padding-left: 20px;"><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><b>Non-Negotiable 2.</b> <b>RANGE OF TEXTS:</b></p> <p><b>ELA/literacy assessments reflect the distribution of text types and genres required by the standards.</b></p>	<p><b>2A)</b> Texts on reading assessments or in an item bank meet the following distributions of text types:</p> <ul style="list-style-type: none"> <li>• Grades 3-5: 50% literature / 50% informational text</li> <li>• Grades 6-8: 45% literature / 55% informational text</li> <li>• High School: 30% literature / 70% informational text</li> </ul> <p><b>2B)</b> In grades 6-12, informational texts on reading assessments or in an item bank reflect a balance of literary nonfiction, history/social studies, and science/technical subjects:</p> <ul style="list-style-type: none"> <li>• Literary nonfiction                      20% - 40%</li> <li>• History/Social Science                      20% - 40%</li> <li>• Science/Technical                      20% - 40%</li> </ul> <p><b>2C)</b> 100% of the texts used on reading assessments or in an item bank represent the genres and text characteristics that are specifically required by the standards at each grade level.</p> <p><b>2D)</b> The vast majority of score points on a reading assessment relate to single texts, with the selection of paired or multiple text sets governed by 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, and uses a variety of texts and text lengths.</i></p>		
<p><b>Non-Negotiable 3.</b> <b>QUALITY OF TEXTS:</b></p> <p><b>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.</b></p>	<p><b>3A)</b> 100% of passages are texts worth reading; they are content rich and well crafted, representing the best available 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><b>3B)</b> 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><b>3C)</b> 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 a narrative structure are found in history and literary nonfiction.</p>		

NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO THE COMMON CORE	METRICS	MEETS METRICS? (Y/N)	JUSTIFICATION / COMMENTS
<b>II. Reading Test Questions</b>			
<p><b>Non Negotiable 4. TEXT-DEPENDENT AND TEXT-SPECIFIC QUESTIONS:</b></p> <p><b>Test questions are text-dependent and text-specific: They require students to read closely, find the answers within the text(s), and use textual evidence to support their responses.</b></p>	<p><b>4A)</b> 100% of the questions on reading assessments are text-dependent: The questions arise from and require close reading and analysis of the text(s); they can be answered correctly without prior knowledge; and they are linked to a text (i.e., not “stand alone”).</p> <p><b>4B)</b> A large majority of questions are text specific (i.e., not “generic” questions).</p> <p><b>4C)</b> A large majority of items on a reading assessment reflect the requirements of Reading Standard 1 by requiring students to directly select or provide evidence from the text to support their answers.</p> <p><b>4D)</b> Reading 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><b>Non-Negotiable 5.</b></p> <p><b>ALIGNMENT OF TEST QUESTIONS:</b></p> <p><b>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.</b></p>	<p><b>5A)</b> 100% of the questions on reading assessments and in an item bank are rigorous and challenging; they assess the depth and complexity of the analytical thinking required by the standards.</p> <p><b>5B)</b> 100% of the questions on reading assessments and in an item bank focus on the central ideas and important particulars of the text, rather than superficial or peripheral concepts. Sequences of items build student understanding.</p> <p><i>Indicator of Superior Quality: More than half of the questions on reading assessments or in an item bank are sufficiently rich and complex that they align to two or more standards in addition to Standard 1 (see 4C above).</i></p> <p><b>5C)</b> 100% of the questions on reading 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><b>5D)</b> A vast majority of vocabulary items on assessments and in an item bank assess academic vocabulary (tier 2 words).</p> <p><b>5E)</b> 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												
	<p><b>5F)</b> Vocabulary items comprise a significant percentage of the total points on a reading assessment and the total number of reading items in an item bank.</p> <p><i>Indicator of Superior Quality: Simulated research tasks comprise a significant percentage of the total number of points on reading assessments.</i></p>														
<b>III. Writing to Sources and Research</b>															
<p><b>Non-Negotiable 6.</b></p> <p><b>WRITING TO SOURCES:</b></p> <p><b>The majority of writing prompts, at all grade levels, are text-dependent and reflect the writing genres named in the standards.</b></p>	<p><b>6A)</b> A vast majority of written tasks at all grade levels, including narrative tasks whenever possible, require students to confront text or other stimuli directly, to draw on textual evidence, and to support valid inferences from text or stimuli.</p> <p><b>6B)</b> All writing tasks on assessments or in an item bank reflect the following proportions. Alternately, they may reflect blended forms (e.g. exposition and persuasion) in similar proportions.</p> <table border="0" data-bbox="625 678 1388 773"> <tr> <td>Grades 3-5:</td> <td>exposition 35 %</td> <td>persuasion 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><b>6C)</b> 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 being dominant in the 20% of high school writing that is in the narrative genre.</i></p> <p><i>Indicator of Superior Quality: Tests whose purpose is to assess reading abilities include brief or extended writing tasks as part of the variety of test questions for each passage (see 4D).</i></p>	Grades 3-5:	exposition 35 %	persuasion 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 %	persuasion 30%	narrative 35%												
Grades 6-8:	exposition 35%	argument 35%	narrative 30%												
High School:	exposition 40%	argument 40%	narrative 20%												
<b>IV. Speaking and Listening Test Questions</b>															
<p><b>Non-Negotiable 7.</b></p> <p><b>SPEAKING AND LISTENING:</b></p> <p><b>Items assessing speaking and listening reflect true communication skills required for college and career readiness.</b></p>	<p><b>7A)</b> 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><b>7B)</b> 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><b>7C)</b> 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><b>7D)</b> 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><b>7E)</b> 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
<b>V. Language Test Questions</b>			
<b>Non-Negotiable 8. LANGUAGE:</b>  <b>Items assessing conventions and writing strategies reflect actual practice to the extent possible.</b>	<b>8A)</b> The points awarded on a writing assessment or in a system of ELA/literacy assessments include a significant number of points devoted to measuring language skills. The language points may be obtained from test questions specifically designed to assess language, or the points may be obtained from scores on student writing. If the purpose of a given assessment is solely to measure reading abilities, language questions are not required. <b>8B)</b> A vast majority of items assessing language mirror real-world activity (e.g., actual editing or revision, actual writing). <b>8C)</b> Questions focused on English conventions represent common student errors and focus on the conventions most important for college and career readiness. <b>8D)</b> Questions focused on writing strategies represent flaws common to student writing and focus on the strategies most important for college and career readiness.		