

B.1 Assessing student reading and writing achievement in both ELA and literacy: The assessments are English language arts and literacy tests that are based on an aligned balance of high-quality literary and informational texts.					
	Type	Evidence Descriptors	Location of Evidence	Scoring Guidelines	Tentative Cut-Offs
B.1.1	Outcome	<p>Texts are balanced across literary and informational text types and across genres, with more informational than literary texts used as the assessments move up in the grade bands.</p> <p>Goals include;</p> <ul style="list-style-type: none"> In grades 3-8, approximately half of the texts are literature and half are informational. In high school, because comprehension of complex informational texts is crucial for readiness, texts are approximately one-third literature and two-thirds informational. 	<p>Evidence: Test forms, meta-data</p> <p>Coding Sheets:</p> <ul style="list-style-type: none"> Is the passage informational or literary? <p>Metrics Auto-Calculated:</p> <ul style="list-style-type: none"> Percent of passages informational. Percent of passages literary. 	<p>Calculate the percentage of informational texts vs. literary texts on the reading and writing assessments (not language skills assessments). Assign a score and provide notes under Comments (for each form):</p> <p>Assign a score <u>for grades 3-8</u>:</p> <p>2 – Meets: Approximately half of the texts are informational. 1 – Partially Meets: At least one-third of the texts are informational. 0 – Does Not Meet: Less than one-third or nearly all of the texts are informational.</p> <p>Assign a score for <u>high school</u>:</p> <p>2 –Meets: Approximately two-thirds of the texts are informational. 1 – Partially Meets: Less than approximately two-thirds are informational. 0 – Does Not Meet: Less than half or nearly all of the texts are informational.</p> <p>Note: Because the percentage of informational text should increase as students move up through the grades, it is also appropriate for the percentages of informational texts in grades 6-8 to be closer to the high school guidelines as students prepare for reading more informational texts in high school.</p> <p>Insufficient information box checked if there is insufficient information to score. Comments must be added to explain rationale for insufficient information determination. For example, one or more pieces of evidence listed in the “Location of Evidence” column were not available.</p>	<p>For grades 3 - 8: 2 – Meets: 45-55% 1 – Partially Meets: 33-44% or 56-84%. 0 – Does Not Meet: 0-32% or 85-100%.</p> <p>For <u>high school</u> grades: 2 –Meets: 60-72%. 1 – Partially Meets: 40-59% or 73-90%. 0 – Does Not Meet: 0-39% or 91-100%</p>
B.1.2	Outcome	<p>Texts and other stimuli (e.g., audio, visual, graphic) are previously published or of publishable quality. They are content-rich, exhibit exceptional craft and thought, and/or provide useful information.</p>	<p>Evidence: Test forms, meta-data</p> <p>Coding Sheet</p> <ul style="list-style-type: none"> Is the passage is previously published (Y/N) If not previously published, is the passage of publishable quality? (Y/N) <p>Metrics Auto-Calculated:</p> <ul style="list-style-type: none"> Number/% of previously published passages Number/% of passages of publishable quality 	<p>If the writing test does not employ passages, the rating will be based on reading passages only. Calculate the percentage of passages that meet the quality criteria. Assign a score and provide notes under Comments (for each form):</p> <p>2 –Meets: Nearly all passages are high quality (previously published or of publishable quality). 1 – Partially Meets: The large majority of passages (i.e. three-quarters or more) are high quality (previously published or of publishable quality). 0 – Does Not Meet: Less than the large majority of passages are high quality (previously published or of publishable quality).</p> <p>Definition: Publishable quality texts are content-rich, exhibit exceptional craft and thought, and/or provide useful information.</p> <p>Insufficient information box checked if there is insufficient information to score. Comments must be added to explain rationale for insufficient information determination. For example, one or more pieces of evidence listed in the “Location of Evidence” column were not available.</p>	<p>2 – Meets: 90-100% 1 – Partially Meets: 75-89% 0 – Does Not Meet: 0-74%</p>

B.1.3	Outcome	<p>In all grades, informational texts are primarily expository rather than narrative in structure, and in grades 6-12, informational texts are approximately one-third each literary nonfiction, history/social science, and science/technical.</p>	<p>Evidence: Test forms and meta-data</p> <p>Coding Sheet:</p> <ul style="list-style-type: none"> • If the passage is informational, is the structure primarily narrative or expository? (Narrative/Expository) <ul style="list-style-type: none"> • If the passage is informational, which discipline best describes the passage content (Literary Nonfiction; History/Literary Nonfiction; Science and Technical/Literary Nonfiction; History/Science and Technical; History/Science and Technical/Literary Nonfiction Informational Passages) <p>Metrics Auto-Calculated:</p> <ul style="list-style-type: none"> • Number and percent of informational passages with a narrative structure • Number and percent of informational passages with an expository structure • Number and percent of history informational passages • Number and percent of science/technical informational passages • Number and percent of literary nonfiction informational passages • Number and percent of History/Literary nonfiction informational passages • Number and percent of science and technical/literary nonfiction informational passages • Number and percent of history/science and technical informational passages • Number and percent of history/science and technical/literary nonfiction informational passages 	<p>For informational texts at ALL grades, calculate the number of passages that are primarily expository in structure. For informational texts at grades 6-12, calculate the balance of literary nonfiction, history/social science, and science/technical texts. Assign a score and provide notes under Comments (for each form):</p> <p>2 - Meets: Nearly all informational passages are expository in structure AND for grades 6-12, the informational texts are split nearly evenly for literary nonfiction, history/social science, and science/technical.</p> <p>1 - Partially Meets: The large majority of informational passages (i.e., three-quarter) are expository in structure AND/OR for grades 6-12, the informational texts address only two of the three disciplines mentioned above.</p> <p>0 - Does Not Meet: Less than the large majority of informational passages (i.e., less than three-quarters) are expository in structure AND/OR for grades 6-12, the informational texts address only one of the three disciplines mentioned above.</p> <p>Insufficient information box checked if there is insufficient information to score. Comments must be added to explain rationale for insufficient information determination. For example, one or more pieces of evidence listed in the "Location of Evidence" column were not available.</p>	<p>2 - Meets: 90-100% are expository AND for grades 6-12, the informational texts are split nearly evenly for literary nonfiction, history/social science, and science/technical</p> <p>1 - Partially Meets: 75-89% are expository AND/OR for grades 6-12, the informational texts address only two of the three disciplines mentioned above.</p> <p>0 - Does Not Meet: 0-74% are expository AND/OR for grades 6-12, the informational texts address only one of the three disciplines mentioned above.</p>
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<p>B.1.4</p>	<p>Generalizability</p>	<p>Test blueprints and/or other specifications specify for each grade level the proportions of each text type and genre each student should be administered.</p> <p>The test blueprints distribution of emphasis of text types follows the CCSSO <i>Criteria</i>. Goals include:</p> <ul style="list-style-type: none"> • Texts are balanced across literary and informational text types and across genres, with more informational than literary texts used as the assessments move up in the grade bands. ▪ In grades 3-8, approximately half of the texts are literature and half are informational; ▪ In high school, texts are approximately one-third literature and two-thirds informational; ▪ In all grades, informational texts are primarily expository rather than narrative in structure, and in grades 6-12, informational texts are approximately one-third each literary nonfiction, history/social science, and science/technical. 	<p>Evidence: Test blueprints and/or other documents identified by the program.</p>	<p>Rate the extent to which the documentation represents the distributions of the type of passages. Assign a score and provide notes under Comments:</p> <p>Assign a score for <u>grades 3-8</u>:</p> <p>2 – Meets: Specifications indicate that approximately half of the texts should be informational. 1 – Partially Meets: Specifications indicate that at least one-third of the texts should be informational. 0 – Does Not Meet: Specifications indicate that less than one-third or nearly all of the texts should be informational.</p> <p>Assign a score for <u>high school</u>:</p> <p>2 – Meets: Specifications indicate that approximately two-thirds of the texts should be informational. 1 – Partially Meets: Specifications indicate that less than approximately two-thirds should be informational. 0 – Does Not Meet: Specifications indicate that less than half or nearly all of the texts should be informational.</p> <p>Note: Because the percentage of informational text should increase as students move up through the grades, it is also appropriate for the percentages of informational texts in grades 6-8 to be closer to the high school guidelines as students prepare for reading more informational texts in high school.</p> <p>Insufficient information box checked if there is insufficient information to score. Comments must be added to explain rationale for insufficient information determination. For example, one or more pieces of evidence listed in the “Location of Evidence” column were not available.</p>	<p><u>For grades 3-8:</u> 2 – Meets: 45-55% 1 – Partially Meets: 33-44% or 56-84% 0 – Does Not Meet: 0-32% or 85-100%</p> <p><u>For high school:</u> 2 – Meets: 60-72% 1 – Partially Meets: 40-59% or 72-90% 0 – Does Not Meet: 0-39% or 91-100%</p>
<p>B.1.5</p>	<p>Generalizability</p>	<p>As part of the construct definition, the quality of texts is defined. The program’s definitions are consistent with the CCSSO <i>Criteria</i>:</p> <ul style="list-style-type: none"> • Texts and other stimuli (e.g., audio, visual, graphic) are previously published or of publishable quality. • They are content-rich, exhibit exceptional craft and thought, and/or provide useful information. • History/social studies and science/technical texts, specifically, reflect the quality of writing that is produced by authorities in the particular academic discipline. 	<p>Evidence: Test blueprints and/or other documents identified by the program.</p>	<p>Rate the extent to which the construct definition and the quality of the texts are specified in the documents. Assign a score and provide notes under Comments:</p> <p>2 – Meets: Specifications indicate that nearly all passages should be of high quality (previously published or of publishable quality). 1 – Partially Meets: Specifications indicate that a large majority of passages (i.e., three-quarters or more) should be of high quality (previously published or of publishable quality). 0 – Does Not Meet: Specifications indicate that less than the large majority of passages should be of high quality (previously published or of publishable quality).</p> <p>If the writing test will not use passages, the rating will be based on reading passages only.</p> <p>Definition: Publishable quality texts are content-rich, exhibit exceptional craft and thought, and/or provide useful information.</p>	<p>2 – Meets: 90-100% 1 – Partially Meets: 75-89% 0 – Does Not Meet: 0-74%</p>

				<p>Insufficient information box checked if there is insufficient information to score. Comments must be added to explain rationale for insufficient information determination. For example, one or more pieces of evidence listed in the "Location of Evidence" column were not available.</p>	
B.1.6	Generalizability	In all grades, informational texts are primarily expository rather than narrative in structure, and in grades 6-12, informational texts are approximately one-third each literary nonfiction, history/social science, and science/technical.	Evidence: Test blueprints and/or other documents identified by the program	<p>Rate the extent to which the documents require that informational texts be expository in structure and for grades 6-12, the distributions of text by disciplines is addressed. Assign a score and provide notes under Comments:</p> <p>2- Meets: Documentation outlines that for all grades, informational passages should be primarily expository in structure AND for grades 6-12, the informational texts are split nearly evenly for literary nonfiction, history/social science, and science/technical.</p> <p>1 - Partially Meets: Documentation outlines EITHER that informational passages are primarily expository in structure OR that for grades 6-12, the informational texts should be split nearly evenly for literary nonfiction, history/social science, and science/technical.</p> <p>0 - Does Not Meet: Documentation does not outline requirements for informational texts that are expository in structure nor are there requirements for including a balance of literary nonfiction, history/social science, and science/technical texts.</p> <p>Insufficient information box checked if there is insufficient information to score. Comments must be added to explain rationale for insufficient information determination. For example, one or more pieces of evidence listed in the "Location of Evidence" column were not available.</p>	<p>2 - Meets: 90-100% are expository AND for grades 6-12, the informational texts are split nearly evenly for literary nonfiction, history/social science, and science/technical.</p> <p>1 - Partially Meets: 75-89% are expository OR for grades 6-12, the informational texts are split nearly evenly for the three disciplines mentioned above.</p> <p>0 - Does Not Meet: 0-74% are expository AND for grades 6-12, the informational texts are not balanced in the three disciplines mentioned above.</p>