

C.1: Focusing strongly on the content most needed for success in later mathematics: The assessments help educators keep students on track to readiness by focusing strongly on the content most needed in each grade or course for later mathematics.

	Type	Evidence Descriptors	Location of Evidence	Scoring Guidance	Tentative Cut-Offs
C.1.1	Outcome	<p>The vast majority of score points in each assessment focuses on the content that is most important for students to master in that grade band in order to reach college and career readiness.</p> <p>Goals include:</p> <ul style="list-style-type: none"> In elementary grades, at least three-quarters of the points in each grade align exclusively to the major work of the grade; In middle school grades, at least two-thirds of the points in each grade align exclusively to the major work of the grade; and In high school, at least half of the points in each grade and/or course align exclusively to prerequisites for careers and a wide range of postsecondary studies. 	<p>Evidence: Test forms, meta-data</p> <p>Specific metadata from assessment program:</p> <ul style="list-style-type: none"> Point value of item Assigned CCSSM alignment (multiple standards shown, if applicable) <p>Coding Sheets:</p> <ul style="list-style-type: none"> Do you agree with the assigned alignment? (Y/N) Revised alignment (if needed) Does the item align to Major Work? (N/Major) For High School, does the item align to widely applicable prerequisites? (N/Prerequisite) <p>Metrics Auto-Calculated:</p> <ul style="list-style-type: none"> Number of items Number and percent of points focused on Major Work. Number and percent of points focused on not-Major Work. Number of aligned items. Percent alignment agreement. Number and percent of Major Work clusters. 	<p>Calculate the percentage of score points that assess the most important content. Assign a score and provide notes under Comments (for each form):</p> <p>For Elementary School:</p> <p>2 –Meets: At least three-quarters of the score points align exclusively to the Major Work of the grade and all or nearly all Major Work clusters for the grade are assessed.</p> <p>1 – Partially Meets: At least two-thirds of the score points align exclusively to the Major Work of the grade and the large majority of Major Work clusters for the grade are assessed.</p> <p>0 – Does Not Meet: Less than two-thirds of the score points align exclusively to the Major Work of the grade and/or less than the majority of the Major Work clusters are assessed.</p>	<p>For Elementary School:</p> <p>2 –Meets: 75-100% of score points align exclusively to Major Work and at least 90% of the Major Work clusters are assessed</p> <p>1 – Partially Meets: 66-74% of the score points align exclusively to Major Work and at least 75% of the Major Work clusters for the grade are assessed</p> <p>0 – Does Not Meet: 0-65% of the score points align to Major Work and/or less than 75% of the Major Work clusters for the grade are assessed.</p>
		<p>Note: "Major work of the grade" is based on the shifts outlined in the introduction to the CCSS (http://www.corestandards.org/other-resources/key-shifts-in-mathematics/) and described in the K-8 Publisher's Criteria on page 8 (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf), which links to http://www.achievethecore.org/downloads/Math%20Shifts%20and%20Major%20Work%20of%20Grade.pdf showing cluster emphases in footnote 10.</p> <p>"Prerequisites for careers and a wide range of postsecondary studies" are described in the HS Publisher's Criteria on page 8 in Table 1, Criterion #1. (http://www.corestandards.org/assets/Math_Publishers_Criteria_HS_Spring%202013_FINAL.pdf)</p>		<p>For Middle School:</p> <p>2 –Meets: At least two-thirds of the score points align exclusively to the Major Work of the grade and all or nearly all Major Work clusters for the grade is assessed.</p> <p>1 – Partially Meets: More than half of the score points align exclusively to the Major Work of the grade and the large majority of the Major Work clusters for the grade is assessed.</p> <p>0 – Does Not Meet: Less than half of the score points align exclusively to the Major Work of the grade and/or less than three quarters of the Major Work clusters for the grade are assessed.</p>	<p>For Middle School:</p> <p>2 –Meets: 67-100% of score points align exclusively to the Major Work and at least 90% of the Major Work clusters for the grade are assessed.</p> <p>1 – Partially Meets: 50-66% of score points align exclusively to the Major Work and at least 75% of the Major Work clusters for the grade are assessed.</p> <p>0 – Does Not Meet: 0-49% of score points align to the Major Work and/or less than 75% of the Major Work clusters for the grade are assessed.</p>

				<p>For High School:</p> <p>2 –Meets: At least half of the score points in each course or grade align exclusively to prerequisites for careers and a wide range of postsecondary studies and all or nearly all domains within the widely applicable prerequisites are assessed.</p> <p>1 – Partially Meets: Nearly half of the score points in each course or grade align exclusively to prerequisites for careers and a wide range of postsecondary studies and the large majority of domains within the widely applicable prerequisites are assessed.</p> <p>0 – Does Not Meet: Less than half of the score points in each course or grade align exclusively to prerequisites for careers and a wide range of postsecondary studies and/or less than the large majority of domains within the widely applicable prerequisites are assessed.</p> <p>Note: For high school end of course assessments, the second part of this scoring guidance regarding domains should be evaluated across the entire set of high school assessments. If only selected end of course assessments are evaluated, each should be evaluated based on the domains relevant to the course.</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 High School:</p> <p>2 –Meets: 50-100% of the score points align exclusively to the widely applicable prerequisites and/or at least 90% of the domains within the widely applicable prerequisites are assessed.</p> <p>1 – Partially Meets: 40-50% of the score points align exclusively to the widely applicable prerequisites and at least 75% of the domains are assessed</p> <p>0 – Does Not Meet: 0-39% of the score points aligns to the Major Work and/or less than 75% of the domains are assessed.</p>
					<p>Note: For high school end of course assessments, the second part of this scoring guidance regarding domains should be evaluated across the entire set of high school assessments. If only selected end of course assessments are evaluated, each should be evaluated based on the domains relevant to the course.</p>

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	Type	Evidence Descriptors	Location of Evidence	Scoring Guidance	Suggested Cut-Offs
C.1.2	Generalizability	<p>The assessment design, including the test blueprints and other specifications, indicate that the vast majority of score points in each assessment focuses on the most important content.</p> <p>Goals include:</p> <ul style="list-style-type: none"> In elementary grades, at least three-quarters of the points in each grade align exclusively to the Major Work of the grade; In middle school grades, at least two-thirds of the points in each grade align exclusively to the Major Work of the grade; and In high school, at least half of the points in each grade and/or course align exclusively to prerequisites for careers and a wide range of postsecondary studies. 	Evidence: Test blueprints and/or other documents identified by the program.	<p>Rate the extent to which the percentage of score points that assess the most important content is indicated in the specifications. Assign a score and provide notes under Comments:</p> <p>For Elementary School:</p> <p>2 –Meets: The test blueprints or other documents indicate that the large majority of the score points align exclusively to the Major Work of the grade and all or nearly all Major Work clusters for the grade are assessed.</p> <p>1 – Partially Meets: The test blueprints or other documents indicate that at least two-thirds of the score points align exclusively to the Major Work of the grade and the large majority of Major Work clusters for the grade is assessed.</p> <p>0 – Does Not Meet: The test blueprints or other documents indicate that less than two-thirds of the score points align exclusively to the Major Work of the grade and/or less than the majority of the Major Work clusters are assessed.</p> <p>For Middle School:</p> <p>2 –Meets: The test blueprints or other documents indicate that at least two-thirds of the score points align exclusively to the Major Work of the grade and all or nearly all Major Work clusters for the grade is assessed.</p> <p>1 – Partially Meets: The test blueprints or other documents indicate that more than half of the score points align exclusively to the Major Work of the grade and the large majority of the Major Work clusters for the grade is assessed.</p> <p>0 – Does Not Meet: The test blueprints or other documents indicate that less than half of the score points align exclusively to the Major Work of the grade and/or less than the majority of the Major Work clusters are assessed.</p> <p>For High School:</p> <p>2 –Meets: The test blueprints or other documents indicate that at least half of score points in each course or grade align exclusively to prerequisites for careers and a wide range of postsecondary studies and all or nearly all domains within the widely applicable prerequisites are assessed.</p> <p>1 – Partially Meets: The test blueprints or other documents indicate that nearly half of score points in each course or grade align exclusively to prerequisites for careers and a wide range of postsecondary studies and the large majority of domains within the widely applicable prerequisites are assessed.</p> <p>0 – Does Not Meet: The test blueprints or other documents indicate that less than half of score points in each course or grade align exclusively to prerequisites for careers and a wide range of postsecondary studies and/or less than the large majority of the domains within the widely applicable prerequisites are assessed.</p> <p>Note: For high school end of course assessments, the second part of this scoring guidance regarding domains should be evaluated across the entire set of high school assessments. If only selected end of course assessments are evaluated, each should be evaluated based on the domains relevant to the course.</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 Elementary School:</p> <p>2 –Meets: 75-100% of score points align exclusively to Major Work and at least 90% of the Major Work clusters are assessed</p> <p>1 – Partially Meets: 66-74% of the score points align exclusively to Major Work and at least 75% of the Major Work clusters for the grade are assessed</p> <p>0 – Does Not Meet: 0-65% of the score points align to Major Work and/or less than 75% of the Major Work clusters for the grade are assessed.</p> <p>For Middle School:</p> <p>2 –Meets: 67-100% of score points align exclusively to the Major Work and at least 90% of the Major Work clusters for the grade are assessed.</p> <p>1 – Partially Meets: 50-66% of score points align exclusively to the Major Work and at least 75% of the Major Work clusters for the grade are assessed.</p> <p>0 – Does Not Meet: 0-49% of score points align to the Major Work and/or less than 75% of the Major Work clusters for the grade are assessed.</p> <p>For High School:</p> <p>2 –Meets: 50-100% of the score points align exclusively to the Major Work and/or less than 75% of the domains within the widely applicable prerequisites are assessed.</p> <p>1 – Partially Meets: 40-</p>

					<p>50% of the score points align exclusively to the Major Work and at least 75% of the domains are assessed</p> <p>0 – Does Not Meet: 0-39% of the score points aligns to the Major Work and/or less than 75% of the domains are assessed.</p> <p>Note: For high school end of course assessments, the second part of this scoring guidance regarding domains should be evaluated across the entire set of high school assessments. If only selected end of course assessments are evaluated, each should be evaluated based on the domains relevant to the course.</p>
C.1.3	Generalizability	The assessment design reflects the state’s standards and reflects a coherent progression of mathematics content from grade to grade and course to course.	Evidence: Test blueprints and/or other documents identified by the program.	<p>Assign a score and provide notes under Comments.</p> <p>2 – Meets: The test blueprints or other documents indicate that all or nearly all items aligned to the domains listed below reflect adherence to the Progression Documents for the major work of the grade.</p> <p>1 – Partially Meets: The test blueprints or other documents indicate that at least three-quarters of the items aligned to the domains listed below reflect adherence to the Progression Documents for the major work of the grade.</p> <p>0 – Does Not Meet: The test blueprints or other documents indicate that less than three-quarters of the items aligned to the domains listed below reflect adherence to the Progression Documents for the major work of the grade.</p> <p>Note: Determine that items reflect these Progression Documents: Counting and Cardinality and Operations and Algebraic Thinking (K-5), Expressions and Equations (6-8), and Algebra (HS). Progressions Documents are available at: ime.math.arizona.edu/progressions</p>	<p>2 –Meets: 90-100% of the items are aligned to the domains reflecting the Progression Documents for the major work of the grade.</p> <p>1 – Partially Meets: 75-89% of the items are aligned to the domains reflecting the Progression Documents for the major work of the grade.</p> <p>0 – Does Not Meet: 0-74% of the items are aligned to the domains reflecting the Progression Documents for the major work of the grade.</p>