Mathematics

Pilot Priority

Grades 5 – 8
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Mathematics Example Assessments

The Massachusetts Department of Elementary and Secondary Education (ESE) contracted with WestEd to collect assessments appropriate for use as District-Determined Measures (DDMs). WestEd chose these assessments as examples because the assessments were aligned with critical content, as identified by the Core Course Objectives (CCOs), and were reviewed by WestEd to ensure overall quality. The following one page summaries cover a wide range of assessments including commercial, non-commercial, traditional, and non-traditional assessments. Districts can use this resource to choose DDMs to implement with or without modifications or as models for locally-developed measures. This list is not exhaustive, and Districts may use other assessments for use as District-Determined measures.

What is included in each one page summary?
- Assessment name and subject, grade, or course
- Electronic link with additional information about the assessment
- Brief description of the assessment and the content it is intended to assess
- Source: publicly available (non-secure or open source) or must be purchased from a commercial developer
- Approach: assessment can be implemented without modifications (buy), with modifications (borrow), or can serve as model for a locally developed measure (build)
- Design: designed to measure growth or requires modifications
- Type of assessment: traditional end-of-grade or end-of-course test, non-traditional measure such as a performance task or portfolio rubric, screening tool, diagnostic measure, placement exam, classroom assessment, or certification exam
- Type of assessment items: selected response, constructed response, performance task, or portfolio
- Mode of administration: paper/pencil or computer supported
- Scoring method: machine scored or hand scored
Grade 5
Mathematics — 5

Assessment
Acuity—CTB/McGraw-Hill

Publisher Website/Sample

Description
Set of assessments, reports, and instructional resources linked to CCSS and intended to be used formatively. Includes performance tasks. Specific information about technical adequacy and content pulled from documents developer created for state of New York. Developer indicated that Massachusetts-specific research is underway to confirm alignment (breadth and depth) of new items to curriculum framework. Findings will be shared with stakeholders in fall 2013. Supports development of fully customized assessments.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Diagnostic Measure

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
□ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
□ Scored Locally
□ Scored Off-Site

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Mathematics — 5

Assessment
Adaptive Diagnostic Assessment of Mathematics (ADAM K-7)—Let's Go Learn

Publisher Website/Sample

Description
Adaptive assessment intended to be used formatively. Received high technical quality ratings. A variety of subtests align to the five major National Council of Teachers of Mathematics strands: numbers and operations, algebra, geometry, data analysis, and measurement. Intended to align to CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

<table>
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<td>✓ Short Constructed Response</td>
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<td>□ Writing Prompt/Essay</td>
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### Mathematics — 5

**Assessment**
AIMSweb Mathematics Assessments—Pearson

**Description**
Set of assessments that measure concepts and applications (M-CAP), computation (M-COMP), and curriculum-based mathematics (M-CBM). Can be used for screening and progress monitoring. Developer states that these assessments are compatible with any set of standards, including CCSS.

#### Source
Commercial Test

#### Approach
Buying (commercial tool)

#### Designed to Measure Growth
Yes

#### Administration/Scoring
- **Paper/Pencil**
- **Computer Supported**
- **Machine Scored**
- **Scored Locally**
- **Scored Off-Site**

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Mathematics — 5

Assessment
aMath Adaptive Assessment—Ideal Consulting

Publisher Website/Sample

Description
Computer adaptive formative assessment grounded in research on instructionally sensitive assessments. Developers summarized collection of state standards into themes aligned to guidelines from the National Council of Teachers of Mathematics (NCTM) and the National Mathematics Advisory Panel (NMAP). Links to six domains measured by CCSS. Developer completed DDM survey.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✓ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

✓ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
✓ Computer Adaptive
☐ Machine Scored
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### Mathematics — 5

**Assessment**

Assessment Center/ipGrowth—CORE K12 Education

[Publisher Website/Sample]

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**Description**

Item bank aligned to New York standards in mathematics. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

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**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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Mathematics — 5

Assessment

Edmentum Test Packs

Description

Battery for mathematics linked to PLATO Learning Environment. Can be customized to state standards. Insufficient information on which to make judgment about content alignment or technical quality; districts interested in exploring this option will need to request additional information from developer.

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

No

Traditional Assesment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other: Diagnostic Measure

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☐ Scored Locally

☐ Scored Off-Site

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Mathematics — 5

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Claims alignment to CCSS. Piloted in seven districts in Massachusetts in grades 3-10 in ELA and mathematics; alignment work done at that time suggested strong linkage to curriculum frameworks in terms of both depth and breadth.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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**Mathematics — 5**

**Assessment**

Grade 5 Mathematics Assessment—Partnership for the Assessment of Readiness for College and Careers (PARCC)

**Publisher Website/Sample**

**Description**

Released items for end-of-grade assessments for grades 3-8, but also provides useful ideas for districts seeking to build customized measures for this mathematics content at any grade. Items are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in focus, coherence, and rigor triggered by the transition to CCSS. Includes multi-step problems, conceptual questions, applications, and substantial procedures. Verified alignment to the PARCC Model Content Frameworks, which are CCSS-based.

**Source**

Open Source Items, Activities, Forms

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

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Mathematics — 5

Assessment
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)—Pearson

Publisher Website/Sample

Description
Subtests and items developed to provide a sampling of mathematics tasks reflective of a standards-based test blueprint. Blueprint was generated from year-long research study of state standards, curriculum benchmarks, scope and sequence plans of various commonly used mathematics textbook series, and a review of research on best practice for the teaching and learning of mathematical concepts and skills. Cornerstone of that blueprint was Principles and Standards for School Mathematics as set forth by National Council of Teachers of Mathematics in 2000. Parallel forms support use as pre-post measure. Reporting and administration options. Districts interested in this measure will need additional information from developer to confirm alignment to CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☑ Selected Response
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
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**Mathematics — 5**

**Assessment**

INSPECT Formatives–Key Data Systems

**Description**

Item bank developed to align to CCSS. Recommended by Commonwealth district. Developer says item bank can be customized for state standards and can include pre-built formative assessments to measure progress with CCSS.

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

No

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Machine Scored
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- Scored Off-Site

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### Mathematics — 5

**Assessment**  
Interim Assessments—Discovery Education

**Description**  
Intended to support CCSS-based instruction in ELA and mathematics. Aligned to multiple states' standards. Vertical scale supports interpretations about growth. Received high ratings for technical quality. Endorsed by National Center on Response to Intervention for grades 3-10.

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Mathematics — 5

Assessment
Iowa Test of Educational Development, Form E—Riverside

Publisher Website/Sample

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement. Findings from study of alignment to CCSS are documented.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Mathematics — 5

Assessment
i-Ready Diagnostic Math—Curriculum Associates

Publisher Website/Sample

Description
Relatively new assessment designed to measure growth using a continuous scale. Claims to be aligned to state standards and CCSS. Reporting at subscale level. Limited information on which to base content alignment at time of review, but districts can contact developer for additional information.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Mathematics — 5

Assessment Measures of Academic Progress (MAP), Achievement Level Tests (ALT) – Northwest Evaluation Association (NWEA)

Description
Adaptive assessment that can be administered up to four times a year. Designed to measure growth. Received high ratings for technical quality. Study of alignment to CCSS was conducted. Comment from Buros Institute reviewer: "...available evidence suggests that MAP tests can be used with confidence by school districts to gauge student learning, relative standing, and growth with respect to educational objectives deemed central to the curricular emphases of those districts."

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Mathematics — 5

Assessment
North Carolina Formative Assessments

Publisher Website/Sample

Description
Set of assessment tasks, standards to which each performance task is aligned, and scoring rubrics. Tasks for operations and algebraic thinking, counting and cardinality, measurement and data, geometry, and numbers and operations. Aligned to CCSS and curriculum framework.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☑ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 5

Assessment
Performance Series, Math–Scantron

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# Mathematics — 5

**Assessment**

PRO-Core Learning Systems—Computers in Education

[Publisher Website/Sample](#)

## Description

Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

## Source

Commercial Customizable Item Bank

## Approach

Buying (commercial tool)

## Designed to Measure Growth

Yes

## Traditional Assessment

- [x] Traditional End-of-Grade Assessment
- [x] Selected Response
- [x] Short Constructed Response
- [x] Other: Diagnostic Measure

## Non-Traditional Assessment

- [x] Pre/Post or Repeated Measures
- [x] Portfolio or Work Sample Rubric
- [x] Observation Rubric or Checklist

## Administration/Scoring

- [x] Paper/Pencil
- [x] Computer Supported
- [x] Machine Scored

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**Mathematics — 5**

**Assessment**
Riverside Interim Assessments

**Publisher Website/Sample**

### Description
Three parallel pre-built forms per grade to support use as repeated measure. Linked to Iowa Assessments and designed to assess CCSS. Scores for achievement, proficiency, and growth. Vertical scale supports longitudinal monitoring of progress. Blueprint suggests it is a strong match to the curriculum framework in terms of breadth of content assessed, though less so in terms of depth (cognitive complexity).

### Source
Commercial Test

### Approach
Buying (commercial tool)

### Designed to Measure Growth
Yes

### Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

### Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 5

Assessment
Scholastic Math Inventory (SMI)

Publisher Website/Sample

Description
Measures achievement and growth based on Quantile Framework for Mathematics (Metametrics). Flexible administration options and customizable to state standards. Link to CCSS not clear, but documentation does show alignment to state standards for North Carolina, California, Florida, Illinois, and Texas. Good option for those seeking link to Quantile Framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
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Administration/Scoring

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**Mathematics — 5**

**Assessment**
Stanford Achievement Test 10 (SAT 10)—Pearson

**Publisher Website/Sample**

**Description**
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. Content is described as aligning to state and national standards, including NAEP. Information about test structure and content indicates many items are contextualized and involve non-routine problem-solving strategies. Received high ratings for technical quality, but districts interested in this option may want additional information from developer to confirm alignment to curriculum framework.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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**Mathematics — 5**

**Assessment**

STAR Math Enterprise–Renaissance Learning

**Publisher Website/Sample**

**Description**

Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth for different intervals. Assessments are periodic, constructed around mathematics strands, and adaptive. Strands assessed include numeration concepts, computations processes, word problems, estimation, data analysis, probability and statistics, geometry, measurement, and algebra. Extent to which items are aligned to CCSS is not clear. Correlations with several state tests were provided. Endorsed by National Center on Response to Intervention.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work SampleRubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Mathematics — 5
Assessment
TerraNova 3—CTB/McGraw-Hill

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Standardized grade-level tests of achievement that are vertically aligned. Flexibility in when administered and how scored (remotely or locally). Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Content is described as having been developed using state standards, NAEP objectives, and national standards such as National Council of Teachers of Mathematics.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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☐ Machine Scored
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☐ Scored Off-Site

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Grade 6
**Mathematics — 6**

**Assessment**
Acuity—CTB/McGraw-Hill

**Publisher Website/Sample**

**Description**
Set of assessments, reports, and instructional resources linked to CCSS and intended to be used formatively. Includes performance tasks. Specific information about technical adequacy and content pulled from documents developer created for state of New York. Developer indicated that Massachusetts-specific research is underway to confirm alignment (breadth and depth) of new items to curriculum framework. Findings will be shared with stakeholders in fall 2013. Supports development of fully customized assessments.

**Source**
Commercial Customizable Item Bank

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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**Mathematics — 6**

**Assessment**

Adaptive Diagnostic Assessment of Mathematics (ADAM K-7)—Let's Go Learn

**Publisher Website/Sample**

**Description**

Adaptive assessment intended to be used formatively. Received high technical quality ratings. A variety of subtests align to the five major National Council of Teachers of Mathematics strands: numbers and operations, algebra, geometry, data analysis, and measurement. Intended to align to CCSS.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
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- Machine Scored
- Scored Locally
- Scored Off-Site

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**Mathematics — 6**

**Assessment**
AIMSweb Mathematics Assessments—Pearson

**Publisher Website/Sample**

**Description**
Set of assessments that measure concepts and applications (M-CAP), computation (M-COMP), and curriculum-based mathematics (M-CBM). Can be used for screening and progress monitoring. Developer states that these assessments are compatible with any set of standards, including CCSS.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

**Traditional Assessment**
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

**Non-Traditional Assessment**
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**
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### Mathematics — 6

**Assessment**

Assessment Center/ipGrowth—CORE K12 Education

**Description**

Item bank aligned to New York standards in mathematics. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Screening Tool

**Non-Traditional Assessment**
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**
- Paper/Pencil
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## Mathematics — 6

**Assessment**

Edmentum Test Packs

### Description

Battery for mathematics linked to PLATO Learning Environment. Can be customized to state standards. Insufficient information on which to make judgment about content alignment or technical quality; districts interested in exploring this option will need to request additional information from developer.

### Source

Commercial Customizable Item Bank

### Approach

Buying (commercial tool)

### Designed to Measure Growth

No

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Claims alignment to CCSS. Piloted in seven districts in Massachusetts in grades 3-10 in ELA and mathematics; alignment work done at that time suggested strong linkage to curriculum frameworks in terms of both depth and breadth.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6
Assessment
Grade 6 Mathematics Assessment—Partnership for the Assessment of Readiness for College and Careers (PARCC)

Publisher Website/Sample

Description
Released items for end-of-grade assessments for grades 3-8, but also provides useful ideas for districts seeking to build customized measures for this mathematics content at any grade. Items are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in focus, coherence, and rigor triggered by the transition to CCSS. Includes multi-step problems, conceptual questions, applications, and substantial procedures. Verified alignment to the PARCC Model Content Frameworks, which are CCSS-based.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Assessment Consortium Measure

Non-Traditional Assessment
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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6

Assessment

Group Mathematics Assessment and Diagnostic Evaluation (GMADE)—Pearson

Publisher Website/Sample

Description

Subtests and items developed to provide a sampling of mathematics tasks reflective of a standards-based test blueprint. Blueprint was generated from year-long research study of state standards, curriculum benchmarks, scope and sequence plans of various commonly used mathematics textbook series, and a review of research on best practice for the teaching and learning of mathematical concepts and skills. Cornerstone of that blueprint was Principles and Standards for School Mathematics as set forth by National Council of Teachers of Mathematics in 2000. Parallel forms support use as pre-post measure. Reporting and administration options. Districts interested in this measure will need additional information from developer to confirm alignment to CCSS.

Source

Commercial Test

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

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## Mathematics — 6

### Assessment

**INSPECT Formatives–Key Data Systems**

**Publisher Website/Sample**

### Description

Item bank developed to align to CCSS. Recommended by Commonwealth district. Developer says item bank can be customized for state standards and can include pre-built formative assessments to measure progress with CCSS.

### Source

Commercial Customizable Item Bank

### Approach

Buying (commercial tool)  No

### Designed to Measure Growth

- Traditional
- Non-Traditional

### Administration/Scoring

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

- Pre/Post or Repeated Measures
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Mathematics — 6
Assessment
Interim Assessments—Discovery Education

Description
Intended to support CCSS-based instruction in ELA and mathematics. Aligned to multiple states' standards. Vertical scale supports interpretations about growth. Received high ratings for technical quality. Endorsed by National Center on Response to Intervention for grades 3-10.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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Mathematics — 6

Assessment
Iowa Test of Educational Development, Form E—Riverside

Publisher Website/Sample

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement. Findings from study of alignment to CCSS are documented.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✓ Selected Response
☐ Short Constructed Response
☐ Writing Promp/Essay
☐ Other:

Non-Traditional Assessment

✓ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

✓ Paper/Pencil
✓ Computer Supported
☐ Computer Adaptive
✓ Machine Scored
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Mathematics — 6

Assessment
i-Ready Diagnostic Math—Curriculum Associates

Description
Relatively new assessment designed to measure growth using a continuous scale. Claims to be aligned to state standards and CCSS. Reporting at subscale level. Limited information on which to base content alignment at time of review, but districts can contact developer for additional information.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Diagnostic Measure

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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### Mathematics — 6

**Assessment**

Measures of Academic Progress (MAP), Achievement Level Tests (ALT)—Northwest Evaluation Association (NWEA)

**Publisher Website/Sample**

**Description**

Adaptive assessment that can be administered up to four times a year. Designed to measure growth. Received high ratings for technical quality. Study of alignment to CCSS was conducted. Comment from Buros Institute reviewer: "...available evidence suggests that MAP tests can be used with confidence by school districts to gauge student learning, relative standing, and growth with respect to educational objectives deemed central to the curricular emphases of those districts."

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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Mathematics — 6

Assessment
North Carolina Formative Assessments

Publisher Website/Sample

Description
Set of assessment tasks, standards to which each performance task is aligned, and scoring rubrics. Tasks for operations and algebraic thinking, counting and cardinality, measurement and data, geometry, and numbers and operations. Aligned to CCSS and curriculum framework.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6
Assessment
Performance Series, Math—Scantron

Publisher Website/Sample

Description
Can be administered in conjunction with Scantron's Achievement Series assessments. Vertical scale supports measurement of growth; student growth percentiles can be calculated. Measures students' computation and problem-solving skills. Domains covered are numbers and operations, algebra, geometry, and data analysis and probability. Documentation suggests alignment to the CCSS for this grade. Endorsed by National Center on Response to Intervention for grades 3-10.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✔ Selected Response
✔ Short Constructed Response
✔ Writing Prompt/Essay
✔ Other: Diagnostic Measure

Non-Traditional Assessment

✔ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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Mathematics — 6

Assessment
PRO-Core Learning Systems–Computers in Education

[Publisher Website/Sample]

Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6

Assessment
Riverside Interim Assessments

Publisher Website/Sample

Description
Three parallel pre-built forms per grade to support use as repeated measure. Linked to Iowa Assessments and designed to assess CCSS. Scores for achievement, proficiency, and growth. Vertical scale supports longitudinal monitoring of progress. Blueprint suggests it is a strong match to the curriculum framework in terms of breadth of content assessed, though less so in terms of depth (cognitive complexity).

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Mathematics — 6
Assessment
Scholastic Math Inventory (SMI)

Description
Measures achievement and growth based on Quantile Framework for Mathematics (Metametrics). Flexible administration options and customizable to state standards. Link to CCSS not clear, but documentation does show alignment to state standards for North Carolina, California, Florida, Illinois, and Texas. Good option for those seeking link to Quantile Framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6

Assessment
Stanford Achievement Test 10 (SAT 10)–Pearson

Publisher Website/Sample

Description
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. Content is described as aligning to state and national standards, including NAEP. Information about test structure and content indicates many items are contextualized and involve non-routine problem-solving strategies. Received high ratings for technical quality, but districts interested in this option may want additional information from developer to confirm alignment to curriculum framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Mathematics — 6
Assessment
STAR Math Enterprise—Renaissance Learning

Description
Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth for different intervals. Assessments are periodic, constructed around mathematics strands, and adaptive. Strands assessed include numeration concepts, computations processes, word problems, estimation, data analysis, probability and statistics, geometry, measurement, and algebra. Extent to which items are aligned to CCSS is not clear. Correlations with several state tests were provided. Endorsed by National Center on Response to Intervention.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Interim or Benchmark

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 6

Assessment
TerraNova 3—CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Standardized grade-level tests of achievement that are vertically aligned. Flexibility in when administered and how scored (remotely or locally). Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Content is described as having been developed using state standards, NAEP objectives, and national standards such as National Council of Teachers of Mathematics.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☒ Paper/Pencil
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Grade 7
Massachusetts District-Determined Measures

Example Assessments

Mathematics — 7

Assessment

Acuity—CTB/McGraw-Hill

Publisher Website/Sample

Description

Set of assessments, reports, and instructional resources linked to CCSS and intended to be used formatively. Includes performance tasks. Specific information about technical adequacy and content pulled from documents developer created for state of New York. Developer indicated that Massachusetts-specific research is underway to confirm alignment (breadth and depth) of new items to curriculum framework. Findings will be shared with stakeholders in fall 2013. Supports development of fully customized assessments.

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
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☐ Scored Off-Site

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Mathematics — 7
Assessment
Adaptive Diagnostic Assessment of Mathematics (ADAM K-7)–Let's Go Learn

Publisher Website/Sample

Description
Adaptive assessment intended to be used formatively. Received high technical quality ratings. A variety of subtests align to the five major National Council of Teachers of Mathematics strands: numbers and operations, algebra, geometry, data analysis, and measurement. Intended to align to CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment
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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 7

Assessment
AIMSweb Mathematics Assessments—Pearson

Publisher Website/Sample

Description
Set of assessments that measure concepts and applications (M-CAP), computation (M-COMP), and curriculum-based mathematics (M-CBM). Can be used for screening and progress monitoring. Developer states that these assessments are compatible with any set of standards, including CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Other: Diagnostic Measure

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
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- Observation Rubric or Checklist

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Massachusetts District-Determined Measures

Example Assessments

### Mathematics — 7

**Assessment**
Assessment Center/ipGrowth—CORE K12 Education

**Publisher Website/Sample**

---

**Description**
Item bank aligned to New York standards in mathematics. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

**Source**
Commercial Customizable Item Bank

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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**Other:**
Screening Tool

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Mathematics — 7

Assessment
Edmentum Test Packs

Description
Battery for mathematics linked to PLATO Learning Environment. Can be customized to state standards. Insufficient information on which to make judgment about content alignment or technical quality; districts interested in exploring this option will need to request additional information from developer.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
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☐ Short Constructed Response
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Administration/Scoring

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# Mathematics — 7

## Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Publisher Website/Sample**

## Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Claims alignment to CCSS. Piloted in seven districts in Massachusetts in grades 3-10 in ELA and mathematics; alignment work done at that time suggested strong linkage to curriculum frameworks in terms of both depth and breadth.

## Source

Commercial Customizable Item Bank

## Approach

Buying (commercial tool)

## Designed to Measure Growth

Yes

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Massachusetts District-Determined Measures  
*Example Assessments*

**Mathematics — 7**

**Assessment**

Grade 7 Mathematics Assessment—Partnership for the Assessment of Readiness for College and Careers (PARCC)

**Description**

Released items for end-of-grade assessments for grades 3-8, but also provides useful ideas for districts seeking to build customized measures for this mathematics content at any grade. Items are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in focus, coherence, and rigor triggered by the transition to CCSS. Includes multi-step problems, conceptual questions, applications, and substantial procedures. Verified alignment to the PARCC Model Content Frameworks, which are CCSS-based.

**Source**

Open Source Items, Activities, Forms

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

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<td>✓ Other: Assessment Consortium Measure</td>
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Mathematics — 7

Assessment
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)—Pearson

Publisher Website/Sample

Description
Subtests and items developed to provide a sampling of mathematics tasks reflective of a standards-based test blueprint. Blueprint was generated from year-long research study of state standards, curriculum benchmarks, scope and sequence plans of various commonly used mathematics textbook series, and a review of research on best practice for the teaching and learning of mathematical concepts and skills. Cornerstone of that blueprint was Principles and Standards for School Mathematics as set forth by National Council of Teachers of Mathematics in 2000. Parallel forms support use as pre-post measure. Reporting and administration options. Districts interested in this measure will need additional information from developer to confirm alignment to CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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### Mathematics — 7

**Assessment**

INSPECT Formatives–Key Data Systems

**Publisher Website/Sample**

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**Description**

Item bank developed to align to CCSS. Recommended by Commonwealth district. Developer says item bank can be customized for state standards and can include pre-built formative assessments to measure progress with CCSS.

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<thead>
<tr>
<th>Source</th>
<th>Approach</th>
<th>Designed to Measure Growth</th>
</tr>
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<td></td>
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</tbody>
</table>

Other: Diagnostic Measure

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Mathematics — 7

Assessment
Interim Assessments—Discovery Education

Publisher Website/Sample

Description
Intended to support CCSS-based instruction in ELA and mathematics. Aligned to multiple states' standards. Vertical scale supports interpretations about growth. Received high ratings for technical quality. Endorsed by National Center on Response to Intervention for grades 3-10.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☒ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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# Mathematics — 7

**Assessment**

Iowa Test of Educational Development, Form E—Riverside

[Publisher Website/Sample](#)

## Description

Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement. Findings from study of alignment to CCSS are documented.

## Source

Commercial Test

## Approach

Buying (commercial tool)

## Designed to Measure Growth

Yes

## Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [X] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

## Non-Traditional Assessment

- [X] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

## Administration/Scoring

- [X] Paper/Pencil
- [X] Computer Supported
- [ ] Computer Adaptive
- [X] Machine Scored
- [ ] Scored Locally
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## Mathematics — 7

**Assessment**

i-Ready Diagnostic Math—Curriculum Associates

**Publisher Website/Sample**

### Description

Relatively new assessment designed to measure growth using a continuous scale. Claims to be aligned to state standards and CCSS. Reporting at subscale level. Limited information on which to base content alignment at time of review, but districts can contact developer for additional information.

### Source

Commercial Test

### Approach

- Buying (commercial tool)

### Designed to Measure Growth

Yes

### Traditional Assessment

- ☐ Traditional End-of-Grade Assessment
- ☐ Traditional End-of-Course Assessment
- ☑ Selected Response
- ☐ Short Constructed Response
- ☐ Writing Prompt/Essay
- ☑ Other: Diagnostic Measure

### Non-Traditional Assessment

- ☑ Pre/Post or Repeated Measures
- ☐ Performance Task Rubric
- ☐ Portfolio or Work Sample Rubric
- ☐ Project-Based Rubric
- ☐ Observation Rubric or Checklist

### Administration/Scoring

- ☐ Paper/Pencil
- ☐ Computer Supported
- ☑ Computer Adaptive
- ☑ Machine Scored
- ☐ Scored Locally
- ☐ Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 7

Assessment
Measures of Academic Progress (MAP), Achievement Level Tests (ALT)–Northwest Evaluation Association (NWEA)

Publisher Website/Sample

Description
Adaptive assessment that can be administered up to four times a year. Designed to measure growth. Received high ratings for technical quality. Study of alignment to CCSS was conducted. Comment from Buros Institute reviewer: "...available evidence suggests that MAP tests can be used with confidence by school districts to gauge student learning, relative standing, and growth with respect to educational objectives deemed central to the curricular emphases of those districts."

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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Mathematics — 7

Assessment
North Carolina Formative Assessments

Publisher Website/Sample

Description
Set of assessment tasks, standards to which each performance task is aligned, and scoring rubrics. Tasks for operations and algebraic thinking, counting and cardinality, measurement and data, geometry, and numbers and operations. Aligned to CCSS and curriculum framework.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
✓ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
✓ Scored Locally
☐ Scored Off-Site

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Mathematics — 7

Assessment
Performance Series, Math—Scantron

Publisher Website/Sample

Description
Can be administered in conjunction with Scantron's Achievement Series assessments. Vertical scale supports measurement of growth; student growth percentiles can be calculated. Measures students' computation and problem-solving skills. Domains covered are numbers and operations, algebra, geometry, and data analysis and probability. Documentation suggests alignment to the CCSS for this grade. Endorsed by National Center on Response to Intervention for grades 3-10.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
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Administration/Scoring

- Paper/Pencil
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### Mathematics — 7

**Assessment**

PRO-Core Learning Systems–Computers in Education

#### Description

Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

#### Source

Commercial Customizable Item Bank

#### Approach

- Buying (commercial tool)

#### Designed to Measure Growth

Yes

#### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response ✓
- Short Constructed Response ✓
- Writing Prompt/Essay □
- Other: Diagnostic Measure ✓

#### Non-Traditional Assessment

- Pre/Post or Repeated Measures ✓
- Performance Task Rubric □
- Portfolio or Work Sample Rubric □
- Project-Based Rubric □
- Observation Rubric or Checklist □

#### Administration/Scoring

- Paper/Pencil ✓
- Computer Supported ✓
- Computer Adaptive □
- Machine Scored ✓
- Scored Locally □
- Scored Off-Site □

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 7

Assessment
Riverside Interim Assessments

Publisher Website/Sample

Description
Three parallel pre-built forms per grade to support use as repeated measure. Linked to Iowa Assessments and designed to assess CCSS. Scores for achievement, proficiency, and growth. Vertical scale supports longitudinal monitoring of progress. Blueprint suggests it is a strong match to the curriculum framework in terms of breadth of content assessed, though less so in terms of depth (cognitive complexity).

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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Mathematics — 7

Assessment
Scholastic Math Inventory (SMI)

Publisher Website/Sample

Description
Measures achievement and growth based on Quantile Framework for Mathematics (Metametrics). Flexible administration options and customizable to state standards. Link to CCSS not clear, but documentation does show alignment to state standards for North Carolina, California, Florida, Illinois, and Texas. Good option for those seeking link to Quantile Framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Diagnostic Measure

Non-Traditional Assessment
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Massachusetts District-Determined Measures
Example Assessments

Mathematics — 7
Assessment
Stanford Achievement Test 10 (SAT 10)–Pearson

Description
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. Content is described as aligning to state and national standards, including NAEP. Information about test structure and content indicates many items are contextualized and involve non-routine problem-solving strategies. Received high ratings for technical quality, but districts interested in this option may want additional information from developer to confirm alignment to curriculum framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
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Mathematics — 7

Assessment
STAR Math Enterprise–Renaissance Learning

Publisher Website/Sample

Description
Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth for different intervals. Assessments are periodic, constructed around mathematics strands, and adaptive. Strands assessed include numeration concepts, computations processes, word problems, estimation, data analysis, probability and statistics, geometry, measurement, and algebra. Extent to which items are aligned to CCSS is not clear. Correlations with several state tests were provided. Endorsed by National Center on Response to Intervention.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Mathematics — 7

Assessment
TerraNova 3—CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Standardized grade-level tests of achievement that are vertically aligned. Flexibility in when administered and how scored (remotely or locally). Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Content is described as having been developed using state standards, NAEP objectives, and national standards such as National Council of Teachers of Mathematics.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
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Non-Traditional Assessment
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☐ Observation Rubric or Checklist

Administration/Scoring
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☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site
Pre-Algebra
Massachusetts District-Determined Measures
Example Assessments

Mathematics — 8
Pre-Algebra
Assessment
Acuity–CTB/McGraw-Hill

Publisher Website/Sample

Description
Set of assessments, reports, and instructional resources linked to CCSS and intended to be used formatively. Includes performance tasks. Specific information about technical adequacy and content pulled from documents developer created for state of New York. Developer indicated that Massachusetts-specific research is underway to confirm alignment (breadth and depth) of new items to curriculum framework. Findings will be shared with stakeholders in fall 2013. Supports development of fully customized assessments.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
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Administration/Scoring
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### Mathematics — 8

**Pre-Algebra**

#### Assessment

Diagnostic Online Mathematics Assessment (DOMA)—Let's Go Learn

**Publisher Website/Sample**

#### Description

Diagnostic assessment. Examination of student's preparedness for Algebra I prerequisite skills in 14 different areas (integer operations, fraction operations, decimal operations, comparing and converting, estimating and rounding, evaluating exponents, ratios and proportions, simplifying expressions, coordinate graphing, linear functions, simple equations, geometry, interpreting data, and simple probability). More than half of the DOMA constructs align to the CCOs for this course, though the CCOs tended to be more cognitively challenging. Assessment may be useful as a pre-test as it tends toward fundamental skills rather than higher-level concepts.

#### Source

Commercial Test

#### Approach

Buying (commercial tool)

#### Designed to Measure Growth

Yes

#### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Other: Diagnostic Measure

#### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

#### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Massachusetts District-Determined Measures
Example Assessments

Mathematics — 8
Pre-Algebra

Assessment
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Claims alignment to CCSS. Piloted in seven districts in Massachusetts in grades 3-10 in ELA and mathematics; alignment work done at that time suggested strong linkage to curriculum frameworks in terms of both depth and breadth.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 8

Assessment

Grade 8 Mathematics Assessment—Partnership for the Assessment of Readiness for College and Careers (PARCC)

Publisher Website/Sample

Description

Released items for end-of-grade assessments for grades 3-8, but also provides useful ideas for districts seeking to build customized measures for this mathematics content at any grade. Items are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in focus, coherence, and rigor triggered by the transition to CCSS. Includes multi-step problems, conceptual questions, applications, and substantial procedures. Verified alignment to the PARCC Model Content Frameworks, which are CCSS-based.

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Selected Response
- Short Constructed Response

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Scored Locally

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Mathematics — 8
Pre-Algebra

Assessment
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)—Pearson

Publisher Website/Sample

Description
Subtests and items developed to provide a sampling of mathematics tasks reflective of a standards-based test blueprint. Blueprint was generated from year-long research study of state standards, curriculum benchmarks, scope and sequence plans of various commonly used mathematics textbook series, and a review of research on best practice for the teaching and learning of mathematical concepts and skills. Cornerstone of that blueprint was Principles and Standards for School Mathematics as set forth by National Council of Teachers of Mathematics in 2000. Parallel forms support use as pre-post measure. Reporting and administration options. Generally aligned to CCOs for this course.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
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**Mathematics — 8**

**Assessment**

i-Ready Diagnostic Math—Curriculum Associates

**Pre-Algebra**

**Publisher Website/Sample**

**Description**

Relatively new assessment designed to measure growth using a continuous scale. Claims to be aligned to state standards and CCSS. Reporting at subscale level. Limited information on which to base content alignment at time of review, but districts can contact developer for additional information.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

**Other:** Diagnostic Measure

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**Mathematics — 8**

**Pre-Algebra**

**Assessment**

Measures of Academic Progress (MAP), Achievement Level Tests (ALT)—Northwest Evaluation Association (NWEA)

**Publisher Website/Sample**

**Description**

Adaptive assessment that can be administered up to four times a year. Designed to measure growth. Received high ratings for technical quality. Study of alignment to CCSS was conducted. Comment from Buros Institute reviewer: "...available evidence suggests that MAP tests can be used with confidence by school districts to gauge student learning, relative standing, and growth with respect to educational objectives deemed central to the curricular emphases of those districts."

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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Mathematics — 8

Assessment
Riverside Interim Assessments

Pre-Algebra

Publisher Website/Sample

Description
Three parallel pre-built forms per grade to support use as repeated measure. Linked to Iowa Assessments and designed to assess CCSS. Scores for achievement, proficiency, and growth. Vertical scale supports longitudinal monitoring of progress. Literature indicates this grade 8 form is pre-algebra content and blueprint suggests it is a strong match to the curriculum framework in terms of breadth of content assessed, though less so in terms of depth (cognitive complexity).

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
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### Mathematics — 8

**Assessment**

Scholastic Math Inventory (SMI)

**Description**

Measures achievement and growth based on Quantile Framework for Mathematics (Metametrics). Flexible administration options and customizable to state standards. Link to CCSS not clear, but documentation does show alignment to state standards for North Carolina, California, Florida, Illinois, and Texas. Good option for those seeking link to Quantile Framework.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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Massachusetts District-Determined Measures

Example Assessments

Mathematics — 8

Assessment
STAR Math Enterprise—Renaissance Learning

Publisher Website/Sample

Pre-Algebra

Description
Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth for different intervals. Assessments are periodic, constructed around mathematics strands, and adaptive. General alignment to some CCOs, but extent to which items are aligned to CCSS is not clear. Correlations with several state tests were provided. Endorsed by National Center on Response to Intervention.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Interim or Benchmark

Non-Traditional Assessment

☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
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Administration/Scoring

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### Mathematics — 8

**Pre-Algebra**

**Assessment**
TerraNova 3–CTB/McGraw-Hill

**Publisher Website/Sample**

---

**Description**
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Standardized grade-level tests of achievement that are vertically aligned. Flexibility in when administered and how scored (remotely or locally). Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation but stated objectives likely address CCOs and curriculum framework for this grade. Content is described as having been developed using state standards, NAEP objectives, and national standards such as National Council of Teachers of Mathematics.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

---

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- **[x]** Selected Response
- **[x]** Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment

- [x] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring

- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [x] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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Grade 8
Mathematics — 8
Assessment
Acuity—CTB/McGraw-Hill

Publisher Website/Sample

Description
Set of assessments, reports, and instructional resources linked to CCSS and intended to be used formatively. Includes performance tasks. Specific information about technical adequacy and content pulled from documents developer created for state of New York. Developer indicated that Massachusetts-specific research is underway to confirm alignment (breadth and depth) of new items to curriculum framework. Findings will be shared with stakeholders in fall 2013. Supports development of fully customized assessments.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Diagnostic Measure

Non-Traditional Assessment
☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
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Mathematics — 8

Assessment
AIMSweb Mathematics Assessments—Pearson

Description
Set of assessments that measure concepts and applications (M-CAP), computation (M-COMP), and curriculum-based mathematics (M-CBM). Can be used for screening and progress monitoring. Developer states that these assessments are compatible with any set of standards, including CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
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# Mathematics — 8

**Assessment**

Assessment Center/ipGrowth–CORE K12 Education

**Publisher Website/Sample**

## Description

Item bank aligned to New York standards in mathematics. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

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Other: Screening Tool

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Mathematics — 8

Assessment
Edmentum Test Packs

Description
Battery for mathematics linked to PLATO Learning Environment. Can be customized to state standards. Insufficient information on which to make judgment about content alignment or technical quality; districts interested in exploring this option will need to request additional information from developer.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
No

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Mathematics — 8
Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Claims alignment to CCSS. Piloted in seven districts in Massachusetts in grades 3-10 in ELA and mathematics; alignment work done at that time suggested strong linkage to curriculum frameworks in terms of both depth and breadth.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✓ Selected Response
✓ Short Constructed Response
☐ Writing Prompt/Essay
✓ Other: Interim or Benchmark

Non-Traditional Assessment
✓ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
✓ Paper/Pencil
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Mathematics — 8

Assessment
Grade 8 Mathematics Assessment—Partnership for the Assessment of Readiness for College and Careers (PARCC)

Description
Released items for end-of-grade assessments for grades 3-8, but also provides useful ideas for districts seeking to build customized measures for this mathematics content at any grade. Items are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in focus, coherence, and rigor triggered by the transition to CCSS. Includes multi-step problems, conceptual questions, applications, and substantial procedures. Verified alignment to the PARCC Model Content Frameworks, which are CCSS-based.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Selected Response
- Short Constructed Response
- Other: Assessment Consortium Measure

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
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Mathematics — 8
Assessment
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)—Pearson

Publisher Website/Sample

Description
Subtests and items developed to provide a sampling of mathematics tasks reflective of a standards-based test blueprint. Blueprint was generated from year-long research study of state standards, curriculum benchmarks, scope and sequence plans of various commonly used mathematics textbook series, and a review of research on best practice for the teaching and learning of mathematical concepts and skills. Cornerstone of that blueprint was Principles and Standards for School Mathematics as set forth by National Council of Teachers of Mathematics in 2000. Parallel forms support use as pre-post measure. Reporting and administration options. Districts interested in this measure will need additional information from developer to confirm alignment to CCSS.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
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Mathematics — 8

Assessment
INSPECT Formatives–Key Data Systems

Publisher Website/Sample

Description
Item bank developed to align to CCSS. Recommended by Commonwealth district. Developer says item bank can be customized for state standards and can include pre-built formative assessments to measure progress with CCSS.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)  No

Designed to Measure Growth

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**Mathematics — 8**

**Assessment**

Interim Assessments—Discovery Education

[Publisher Website/Sample](#)

**Description**

Intended to support CCSS-based instruction in ELA and mathematics. Aligned to multiple states' standards. Vertical scale supports interpretations about growth. Received high ratings for technical quality. Endorsed by National Center on Response to Intervention for grades 3-10.

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

### Traditional Assessment

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- [x] Selected Response
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- [ ] Writing Prompt/Essay
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### Non-Traditional Assessment

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### Administration/Scoring

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- [ ] Computer Adaptive
- [x] Machine Scored
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Mathematics — 8

Assessment
Iowa Test of Educational Development, Form E-Riverside

Publisher Website/Sample

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement. Findings from study of alignment to CCSS are documented.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Mathematics — 8

Assessment
i-Ready Diagnostic Math—Curriculum Associates

Description
Relatively new assessment designed to measure growth using a continuous scale. Claims to be aligned to state standards and CCSS. Reporting at subscale level. Limited information on which to base content alignment at time of review, but districts can contact developer for additional information.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
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Massachusetts District-Determined Measures

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Assessment
Measures of Academic Progress (MAP), Achievement Level Tests (ALT)—Northwest Evaluation Association (NWEA)

Publisher Website/Sample

Description
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Source
Commercial Test

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Buying (commercial tool)

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Mathematics — 8
Assessment
North Carolina Formative Assessments

Publisher Website/Sample

Description
Set of assessment tasks, standards to which each performance task is aligned, and scoring rubrics. Tasks for operations and algebraic thinking, counting and cardinality, measurement and data, geometry, and numbers and operations. Aligned to CCSS and curriculum framework.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
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Mathematics — 8
Assessment
Performance Series, Math–Scantron

Description
Can be administered in conjunction with Scantron's Achievement Series assessments. Vertical scale supports measurement of growth; student growth percentiles can be calculated. Measures students' computation and problem-solving skills. Domains covered are numbers and operations, algebra, geometry, and data analysis and probability. Documentation suggests alignment to the CCSS for this grade. Endorsed by National Center on Response to Intervention for grades 3-10.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☑ Writing Prompt/Essay
☑ Other: Diagnostic Measure

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
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Massachusetts District-Determined Measures  
*Example Assessments*

### Mathematics — 8

**Assessment**  
PRO-Core Learning Systems—Computers in Education  
[Publisher Website/Sample](#)

#### Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

#### Source
Commercial Customizable Item Bank

#### Approach
Buying (commercial tool)

#### Designed to Measure Growth
Yes

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Mathematics — 8
Assessment
Riverside Interim Assessments

Description
Three parallel pre-built forms per grade to support use as repeated measure. Linked to Iowa Assessments and designed to assess CCSS. Scores for achievement, proficiency, and growth. Vertical scale supports longitudinal monitoring of progress. Blueprint suggests it is a strong match to the curriculum framework in terms of breadth of content assessed, though less so in terms of depth (cognitive complexity).

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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Mathematics — 8

Assessment
Scholastic Math Inventory (SMI)

Description
Measures achievement and growth based on Quantile Framework for Mathematics (Metametrics). Flexible administration options and customizable to state standards. Link to CCSS not clear, but documentation does show alignment to state standards for North Carolina, California, Florida, Illinois, and Texas. Good option for those seeking link to Quantile Framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
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☐ Other: Diagnostic Measure

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Massachusetts District-Determined Measures  
*Example Assessments*

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**Mathematics — 8**

**Assessment**  
Stanford Achievement Test 10 (SAT 10)–Pearson

**Publisher Website/Sample**

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**Description**  
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. Content is described as aligning to state and national standards, including NAEP. Information about test structure and content indicates many items are contextualized and involve non-routine problem-solving strategies. Received high ratings for technical quality, but districts interested in this option may want additional information from developer to confirm alignment to curriculum framework.

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**Source**  
Commercial Test

**Approach**  
Buying (commercial tool)

**Designed to Measure Growth**  
Yes

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**Mathematics — 8**

Assessment
STAR Math Enterprise—Renaissance Learning

**Publisher Website/Sample**

**Description**
Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth for different intervals. Assessments are periodic, constructed around mathematics strands, and adaptive. Strands assessed include numeration concepts, computations processes, word problems, estimation, data analysis, probability and statistics, geometry, measurement, and algebra. Extent to which items are aligned to CCSS is not clear. Correlations with several state tests were provided. Endorsed by National Center on Response to Intervention.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

**Traditional Assessment**
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

**Non-Traditional Assessment**
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist
- Other: Machine Scored

**Administration/Scoring**
- Paper/Pencil
- Computer Supported
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Mathematics – 8
Assessment
TerraNova 3–CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Standardized grade-level tests of achievement that are vertically aligned. Flexibility in when administered and how scored (remotely or locally). Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Content is described as having been developed using state standards, NAEP objectives, and national standards such as National Council of Teachers of Mathematics.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☑ Traditional End-of-Grade Assessment
☑ Selected Response
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