English Language Arts

Pilot Priority

Grades Pre-Kindergarten and High School
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- ACT QualityCore End-of-Course Assessments
- Acuity–CTB/McGraw-Hill
- AIMSweb Assessments in Reading, Written Expression, and Spelling–Pearson
- Assessment Center/ipGrowth–CORE K12 Education
- Delaware Department of Education Common Core State Standards Writing Rubrics
- Diagnostic Online Reading Assessment (DORA)–Let's Go Learn
- Edmentum Test Packs
- Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated
- Group Reading Assessment and Diagnostic Evaluation (GRADE)–Pearson
- Hudson High School Portfolio Assessment for English Language Arts and Social Studies
- INSPECT Formatives–Key Data Systems
- Iowa Test of Educational Development, Form E–Riverside
- Measures of Academic Progress (MAP), Achievement Level Tests (ALT)–Northwest Evaluation Association (NWEA)
- National Writing Project Analytic Writing Continuum (AWC) Assessment System
- Performance Series, Reading & Language Arts–Scantron
- Scholastic Reading Inventory (SRI)
- Stanford Achievement Test 10 (SAT 10)–Pearson
- STAR Reading Enterprise–Renaissance Learning
- TerraNova 3–CTB/McGraw-Hill

### High School Electives

- American Literature
- Creative Writing

### Creative Writing

- Creative Writing–Freehold Regional High School District, Office of Curriculum and Instruction–English Department
Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Tennessee Fine Arts Growth Measures System

**World Literature**

Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Pennsylvania Keystone Exams
The Massachusetts Department of Elementary and Secondary Education (ESE), in partnership with WestEd, presents the following collection of assessments appropriate for use as District-Determined Measures (DDMs). These assessments were chosen as examples because they were aligned with critical content, as identified by the Core Course Objectives (CCOs) and/or appropriate Massachusetts Curriculum Framework, and reviewed 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.

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
Pre-Kindergarten
ELA-Literacy — Pre-K

Assessment
Galileo Pre-K Online—Assessment Technology Incorporated

Publisher Website/Sample

Description
Observation-based. Includes physical development and health, social and emotional development, approaches to learning, language and literacy development, and cognitive development. Companion to Galileo K-12 Online to provide continuous assessment. Skills in the technical manual generally aligned to CCOs for this grade. ATI Common Core Project currently is developing a broad range of technology-enhanced items for this measure.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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ELA-Literacy — Pre-K

Assessment
GOLD Assessment System—Teaching Strategies

Description
Observation checklist developed by researchers at University of North Carolina-Charlotte. Measures development and content learning in social-emotional, physical, language, cognitive, literacy, mathematics, science, and the arts. Shows progression in literacy and English language acquisition. Recommended by a number of districts, including Medford Public Schools. Addresses most of the CCOs for this grade.

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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ELA-Literacy — Pre-K

Assessment
i-Ready Diagnostic Reading—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
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ELA-Literacy — Pre-K

Assessment
Work Sampling System (WSS)—Pearson

Publisher Website/Sample

Description
Observation checklist developed by early childhood researcher (Meisels, 2001). Standards-based, curriculum-embedded, intended to document and evaluate what children are learning and have begun to master. Includes checklists and guidelines, portfolios, and summary reports. Measures development and content learning in personal/social and physical development and health, language and literacy, social studies, mathematical thinking, scientific thinking, and the arts. Shows progression in literacy and English language acquisition. Districts interested in this option can request additional information from developer to confirm alignment to CCOs.

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: 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
- Computer Supported
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- Machine Scored
- Scored Locally
- Scored Off-Site

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Grade 9
ELA-Literacy — 9

Assessment
Achieve3000 LevelSet–Metametrics

Description
Measures reading comprehension using Lexile Framework. Focus is on reading informational text. Students read daily news articles of increasing difficulty and respond to activities. Received high ratings for technical quality. Not comprehensive measure for high school, but good option for districts seeking to link to Lexile Framework.

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

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☑ Machine Scored

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**ELA-Literacy — 9**

**English 9**

**Assessment**

ACT QualityCore End-of-Course Assessments

**Publisher Website/Sample**

**Description**

Linked to scores on ACT’s EXPLORE and PLAN. Research underway to explore use for growth purposes. Received high ratings for technical quality. Based on limited information, assessment may align to CCOs and to a variety of reading and writing standards in the framework for this grade. Districts interested in exploring this option, however, will need to request additional information from developer to confirm alignment.

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<td>Commercial Test</td>
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**ELA-Literacy — 9**  
**Assessment**  
Acuity—CTB/McGraw-Hill

**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. Grade span 9-10, not grade-specific.

**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
- [x] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] Other: Diagnostic Measure

### 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
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ELA-Literacy – 9

Assessment
AIMSweb Assessments in Reading, Written Expression, and Spelling—Pearson

Publisher Website/Sample

Description
Set of assessments that measure reading, spelling, and written expression (R-CBM, S-CBM, and WE-CBM). Up to 33 alternate forms per skill, per grade. Can be used for screening and progress monitoring. Data export feature. Rates of improvement are calculated (norm-referenced). Uses general outcome measures to assess overall performance in broad academic domains using tasks and behaviors that address fundamental competence. 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

- Paper/Pencil
- Computer Supported
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**ELA-Literacy — 9**

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

**Description**
Item bank aligned to New York standards in ELA and reading. 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
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### Administration/Scoring
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- Computer Supported
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# Massachusetts District-Determined Measures

## Example Assessments

### ELA-Literacy — 9

**Assessment**
California Standards Test (CST)

**English 9**

**Publisher Website/Sample**

---

**Description**
Released items and scoring guides. Content assessed appears aligned with CCOs but items lack the rigor required by the curriculum framework for this grade (e.g., many require only simple identification). Writing to text also weak. However, districts interested in building their own customized measures can easily modify to better align to local curricula.

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**Source**
Released Items

**Approach**
Building (parts only)

**Designed to Measure Growth**
No

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ELA-Literacy — 9

Assessment
Cognitively Based Assessment of, for, and as Learning (CBAL)—ETS

Publisher Website/Sample

Description
Measures reading, writing, and communicating, including grammar, usage, mechanics, and clarity; interpretation skills; developing a controlling idea or theme; descriptive language; use of informational, persuasive, literary, and narrative texts. Not clear whether CBAL has yet developed items for grade 9, but districts are encouraged to explore this option because of its innovative approach to argumentative/persuasive writing and revision. Endorsed by Colorado Professional Learning Community (CPLC) for assessment of problem solving, revision, and evaluation of bias. The CPLC found that it allows for assessment of multiple state standards that are challenging to assess with traditional measures.

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
- [x] Writing Prompt/Essay
- [x] Other: Screening Tool

### 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
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**ELA-Literacy — 9**

**Assessment**
Delaware Department of Education Common Core State Standards Writing Rubrics

**Publisher Website/Sample**

**Description**
Rubrics for scoring CCSS-linked writing tasks that generally align with CCOs for this grade. Rubrics for argumentation/opinion text, informational/explanatory text, and narrative text. Not a comprehensive assessment but strong option for districts seeking a writing measure.

**Source**
Open Source Items, Activities, Forms

**Approach**
Building (parts only)

**Designed to Measure Growth**
No

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**Administration/Scoring**

- ✓ Paper/Pencil
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- | Computer Adaptive
- | Machine Scored
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### ELA-Literacy — 9

**Assessment**
Diagnostic Online Reading Assessment (DORA)—Let's Go Learn

**Publisher Website/Sample**

---

**Description**
Specifically designed to address vocabulary, grammar, and simple reading comprehension, with focus on nonfiction passages written in a journalistic format. Listening component. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency. More feasible for use in primary grades. Not aligned to the CCOs at this grade.

**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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**ELA-Literacy — 9**

**Assessment**

Edmentum Test Packs

**English 9**

**Description**

Battery for reading and language arts 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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<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
<th>Administration/Scoring</th>
</tr>
</thead>
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ELA-Literacy — 9
Assessment
EXPLORE–ACT

Description
For grades 8 and 9, assesses English, mathematics, reading, and science. Linked to ACT's other assessments: PLAN (grade 10) and the ACT (grades 11/12). Purpose is problematic as measure is intended to assess readiness for college and career. Also not course-specific. English test that assesses usage/mechanics and rhetorical skills was aligned to CCOs focused on language.

Source
Commercial Test

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: College Entrance Exam

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
ELA-Literacy — 9

English 9

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
- Computer Supported
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- Scored Locally
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ELA-Literacy — 9
Assessment
Grade 9 English Language Arts/Literacy Rubrics—Partnership for the Assessment of Readiness for College and Career (PARCC)

Publisher Website/Sample

Description
ELA/literacy rubrics for grades 3-11. Provides useful ideas for districts seeking to incorporate writing to text at any grade in ELA, science, and social studies. Passages and items or prompts are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in complexity, evidence, and knowledge triggered by the transition to CCSS. 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
- Writing Prompt/Essay
- 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
- Computer Supported
- Computer Adaptive
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# ELA-Literacy — 9

**English 9**

**Assessment**

Grade 9 Writing Rubric—Pittsfield Public School District

[Publisher Website/Sample](#)

---

**Description**

Scoring rubric for measurement of writing skills submitted by a Massachusetts district. Designed to be administered at mid-term and end of year, but a pre-test (beginning of year) could be developed as well. Mid-year rubric includes subscores for claim, transitions, use of evidence, and mechanics, while end-of-year rubric includes subscores for introduction, coherence, depth, and mechanics.

---

**Source**

Open Source Items, Activities, Forms

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**Approach**

Borrowing (full measure)

---

**Designed to Measure Growth**

Yes

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**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
- Scored Locally
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### English 9

#### Assessment

Group Reading Assessment and Diagnostic Evaluation (GRADE)–Pearson

**Publisher Website/Sample**

### Description

Full battery that assesses reading in grades pre-K-12. Parallel forms support use as pre-post measure. Reporting options. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Documentation did not include enough specific information to judge content alignment, but districts interested in this measure can contact developer directly to confirm alignment to CCOs.

### 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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**ELA-Literacy — 9**

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Publisher Website/Sample**

**Description**

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

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ELA-Literacy — 9

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)

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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☒ Computer Supported
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☐ Scored Off-Site

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Massachusetts District-Determined Measures  
**Example Assessments**

### ELA-Literacy — 9

**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.

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#### 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
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**Massachusetts District-Determined Measures**  
*Example Assessments*

---

**ELA-Literacy — 9**  
**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 reading and written expression. Findings from study of alignment to CCSS are documented.

---

**Source**  
Commercial Test

**Approach**  
Buying (commercial tool)

**Designed to Measure Growth**  
Yes

---

### Traditional Assessment

- [x] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] 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
- [ ] Other:

### Administration/Scoring

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

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ELA-Literacy — 9

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
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site
ELA-Literacy — 9

Assessment
National Writing Project Analytic Writing Continuum (AWC) Assessment System

Publisher Website/Sample

Description
Writing only. Pool of prompts that measure specific writing standards; the ones to which it aligned in CO are listed. Assessment rubric archive. Uses Analytic Writing Continuum (AWC) Assessment System (Bellamy, 2005), though six-point scale allows for both holistic and analytic scoring of content, structure, stance, sentence fluency, diction, and conventions. Endorsed by the Colorado Professional Learning Community. The accompanying content review suggests strong alignment to the writing CCOs, though alignment to CCSS is not clear.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

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
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Administration/Scoring
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ELA-Literacy — 9

Assessment
North Carolina Test of English I

English 9

Publisher Website/Sample

Description
Released items and scoring guides. Evaluators found strong alignment to CCOs but inconsistent item quality (e.g., blatant non-parallel answer choices that lead to cuing of key). Districts interested in building their own customized measures, however, can easily modify or eliminate the weaker items.

Source
Released Items

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:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
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## ELA-Literacy — 9

### Assessment
Performance Series, Reading & Language Arts–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. Assesses reading, vocabulary, capitalization, parts of speech, punctuation, and sentence structure. Documentation suggests alignment to the CCSS and CCOs 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
- [x] Short Constructed Response
- [x] Writing Prompt/Essay
- [x] Other: Diagnostic Measure

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

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## ELA-Literacy — 9

### English 9

**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

- 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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ELA-Literacy — 9

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 strong match to curriculum framework in terms of breadth of content assessed, 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
ELA-Literacy — 9  
Assessment  
Scholastic Reading Inventory (SRI)

Description

Source  
Commercial Test

Approach  
Buying (commercial tool)

Designed to Measure Growth  
Yes

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ELA-Literacy — 9
Assessment
Stanford Achievement Test 10 (SAT 10)—Pearson

Description
Designed to measure growth and achievement. Seeks to be aligned to state standards, national reading standards, and NAEP. Based on research about the contexts and activities most effective for reading and comprehension. Measures language, spelling, and listening comprehension. Received high ratings for technical quality, but districts interested in this option will need to contact developer to confirm alignment to CCOs.

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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☐ Performance Task Rubric
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☐ Observation Rubric or Checklist

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ELA-Literacy — 9
Assessment
STAR Reading Enterprise—Renaissance Learning

Publisher Website/Sample

Description
Measures reading skills and comprehension in five content domains and ten skill sets. Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth at different intervals. Web-based platform yields immediate results. Alignment to CCSS not confirmed, though correlations with several state tests were provided. Claims item pool large enough to support weekly testing, though longer interval recommended. Endorsed by National Center on Response to Intervention and linked to a research-based learning progression (Core Progress). Districts seeking a comprehensive high school assessment will need to combine with other measures.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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<td>□ Short Constructed Response</td>
<td>□ Project-Based Rubric</td>
<td>✔ Machine Scored</td>
</tr>
<tr>
<td>□ Writing Prompt/Essay</td>
<td>□ Observation Rubric or Checklist</td>
<td>□ Scored Locally</td>
</tr>
<tr>
<td>✔ Other: Interim or Benchmark</td>
<td></td>
<td>□ Scored Off-Site</td>
</tr>
</tbody>
</table>

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Massachusetts District-Determined Measures

**Example Assessments**

---

### ELA-Literacy — 9

**Assessment**

Tennessee End-of-Course Assessment

**Publisher Website/Sample**

---

**Description**

Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Practice tests with answer keys. Few items show strong alignment to CCOs or curriculum framework; those that do are mostly in the language domain. Overall, to reach level of rigor needed for DDM, districts would need to carefully select those items best suited for their curricula.

---

**Source**

Released Items

**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:

**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

**ELA-Literacy — 9**

English 9

Assessment
TerraNova 3–CTB/McGraw-Hill

**Description**
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Stated content objectives are quite broad, but likely address most CCOs in terms of breadth; not all available items, however, matched rigor of curriculum framework. One Buros Institute reviewer suggested that these measures are backed by "strong psychometric evidence supporting test content and score interpretation."

**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
- Machine Scored
- Scored Locally

---

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## ELA-Literacy — 9

**English 9**

**Assessment**

Texas Assessment of Knowledge and Skills (TAKS)

**Publisher Website/Sample**

---

### Description

Released items and scoring guides. Strong alignment to CCOs and curriculum framework, particularly in writing and language. Reading passages and items, however, may not meet expectations for rigor called for in the curriculum framework for this grade, so districts will want to select items and related passages best suited for their contexts.

### Source

- Released Items

### Approach

- Building (parts only)

### Designed to Measure Growth

- No

### Traditional Assessment

- Traditional End-of-Grade 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
- **Other:**

### Administration/Scoring

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

---

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Grade 10
**ELA-Literacy – 10**

**Assessment**

Achieve3000 LevelSet–Metametrics

**Description**

Measures reading comprehension using Lexile Framework. Focus is on reading informational text. Students read daily news articles of increasing difficulty and respond to activities. Received high ratings for technical quality. Not comprehensive measure for high school, but good option for districts seeking to link to Lexile 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
- [X] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [X] Other: Diagnostic Measure

### Non-Traditional Assessment

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

### Administration/Scoring

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

---

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ELA-Literacy — 10

Assessment
ACT QualityCore End-of-Course Assessments

Publisher Website/Sample

Description
Linked to scores on ACT's EXPLORE and PLAN. Research underway to explore use for growth purposes. Received high ratings for technical quality. Based on limited information, assessment may align to CCOs and to a variety of reading and writing standards in the framework for this grade. Districts interested in exploring this option, however, will need to request additional information from developer to confirm alignment.

Source
Commercial Test

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

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
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- Scored Locally
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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 10

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. Grade span 9-10, not grade-specific.

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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ELA-Literacy — 10  
English 10

Assessment
AIMSweb Assessments in Reading, Written Expression, and Spelling—Pearson

Publisher Website/Sample

Description
Set of assessments that measure reading, spelling, and written expression (R-CBM, S-CBM, and WE-CBM). Up to 33 alternate forms per skill, per grade. Can be used for screening and progress monitoring. Data export feature. Rates of improvement are calculated (norm-referenced). Uses general outcome measures to assess overall performance in broad academic domains using tasks and behaviors that address fundamental competence. 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
☑ Paper/Pencil
☑ Computer Supported
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ELA-Literacy — 10

Assessment
Assessment Center/ipGrowth—CORE K12 Education

Publisher Website/Sample

Description
Item bank aligned to New York standards in ELA and reading. 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
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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ELA-Literacy — 10  
**Assessment**  
California Standards Test (CST)  

**Publisher Website/Sample**

**Description**
Released items and scoring guides. Content assessed appears aligned with CCOs but items lack the rigor required by the curriculum framework for this grade (e.g., many require only simple identification). Writing to text also weak. However, districts interested in building their own customized measures can easily modify to better align to local curricula.

**Source**  
Released Items

**Approach**  
Building (parts only)

**Designed to Measure Growth**  
No

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**ELA-Literacy — 10**

**Assessment**

Delaware Department of Education Common Core State Standards Writing Rubrics

**Description**

Rubrics for scoring CCSS-linked writing tasks that generally align with CCOs for this grade. Rubrics for argumentation/opinion text, informational/explanatory text, and narrative text. Not a comprehensive assessment but strong option for districts seeking a writing measure.

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ELA-Literacy – 10

Assessment
Diagnostic Online Reading Assessment (DORA)–Let's Go Learn

Publisher Website/Sample

Description
Specifically designed to address vocabulary, grammar, and simple reading comprehension, with focus on nonfiction passages written in a journalistic format. Listening component. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency. More feasible for use in primary grades. Not aligned to the CCOs at this grade.

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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# Massachusetts District-Determined Measures

## Example Assessments

### ELA-Literacy — 10

**Assessment**

Edmentum Test Packs

[Publisher Website/Sample](#)

**Description**

Battery for reading and language arts 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
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] 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
- [x] Computer Supported
- [ ] Computer Adaptive
- [x] Machine Scored
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ELA-Literacy — 10

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
- Computer Supported
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ELA-Literacy — 10

Assessment

Grade 10 English Language Arts/Literacy Rubrics—Partnership for the Assessment of Readiness for College and Career (PARCC)

Description

ELA/literacy rubrics for grades 3-11. Provides useful ideas for districts seeking to incorporate writing to text at any grade in ELA, science, and social studies. Passages and items or prompts are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in complexity, evidence, and knowledge triggered by the transition to CCSS. 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
- Writing Prompt/Essay
- 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

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- Computer Supported
- Computer Adaptive
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- Scored Locally
- Scored Off-Site

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English 10
Assessment
Group Reading Assessment and Diagnostic Evaluation (GRADE)–Pearson

Publisher Website/Sample

Description
Full battery that assesses reading in grades pre-K-12. Parallel forms support use as pre-post measure. Reporting options. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Documentation did not include enough specific information to judge content alignment, but districts interested in this measure can contact developer directly to confirm alignment to CCOs.

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
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**ELA-Literacy — 10**

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Description**

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**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
- Scored Locally
- Scored Off-Site

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ELA-Literacy — 10

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)

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
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**ELA-Literacy — 10**

**Assessment**
Interim Assessments—Discovery Education

**English 10**

**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
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ELA-Literacy – 10

Assessment
Iowa Test of Educational Development, Form E-Riverside

English 10

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 reading and written expression. 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 Prompt/Essay
- Other:

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

Administration/Scoring
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### ELA-Literacy – 10

**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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<td>Portfolio or Work Sample Rubric</td>
<td>Machine Scored</td>
</tr>
<tr>
<td>Writing Prompt/Essay</td>
<td>Project-Based Rubric</td>
<td>Scored Locally</td>
</tr>
<tr>
<td>Other: Diagnostic Measure</td>
<td>Observation Rubric or Checklist</td>
<td>Scored Off-Site</td>
</tr>
</tbody>
</table>

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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy – 10

Assessment
National Writing Project Analytic Writing Continuum (AWC) Assessment System

Publisher Website/Sample

Description
Writing only. Pool of prompts that measure specific writing standards; the ones to which it aligned in CO are listed. Assessment rubric archive. Uses Analytic Writing Continuum (AWC) Assessment System (Bellamy, 2005), though six-point scale allows for both holistic and analytic scoring of content, structure, stance, sentence fluency, diction, and conventions. Endorsed by the Colorado Professional Learning Community. The accompanying content review suggests strong alignment to the writing CCOs, though alignment to CCSS is not clear.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

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
- Scored Locally
- Scored Off-Site

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Description
Released items and scoring guides. Strong alignment to CCOs but inconsistent item quality (e.g., blatant non-parallel answer choices that lead to cuing of key). Districts interested in building their own customized measures, however, can easily modify or eliminate the weaker items.

Source
Released Items

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:

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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### English 10

#### Assessment

Performance Series, Reading & Language Arts–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. Assesses reading, vocabulary, capitalization, parts of speech, punctuation, and sentence structure. Documentation suggests alignment to the CCSS and CCOs 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

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

---

#### 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**

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

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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 10

Assessment

Pittsfield Critical Thinking Exam

Publisher Website/Sample

Description

Submitted by Massachusetts district (Pittsfield Public School District). Model classroom activity that assesses speaking, listening, and writing skills. Students work independently and in groups. Can easily be adapted to incorporate use of a wide variety of stimuli (e.g., a painting, a short story, a speech). Can be used in conjunction with other measures to assess full breadth of CCOs and curriculum framework for this grade.

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: Classroom Unit Assessment

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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**ELA-Literacy — 10**

**Assessment**
PLAN–ACT

---

**Description**
Not course-specific, but rather a comprehensive assessment that assesses English, mathematics, reading, and science. Linked to ACT's other assessments (EXPLORE [grade 9] and the ACT [grades 11/12]). Purpose is problematic as measure is intended to assess readiness for college and career. Sections on usage/mechanics and rhetorical skills aligned to language-focused CCOs, but not all items meet framework expectations for rigor.

---

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
No

---

**Traditional Assessment**
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [X] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [X] 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
- [X] Computer Supported
- [ ] Computer Adaptive
- [X] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

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# ELA-Literacy — 10

**Assessment**

PRO-Core Learning Systems—Computers in Education

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

## 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.

## Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [x] 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

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

---

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ELA-Literacy — 10

Assessment
Riverside Interim Assessments

**English 10**

**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 strong match to curriculum framework in terms of breadth of content assessed, 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
- [X] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [X] Other: Interim or Benchmark

**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
- [ ] Scored Locally
- [X] Scored Off-Site

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ELA-Literacy — 10

Assessment
Scholastic Reading Inventory (SRI)

Description

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
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ELA-Literacy — 10

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, national reading standards, and NAEP. Based on research about the contexts and activities most effective for reading and comprehension. Measures language, spelling, and listening comprehension. Received high ratings for technical quality, but districts interested in this option will need to contact developer to confirm alignment to CCOs.

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
☐ Scored Locally
☐ Scored Off-Site

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ELA-Literacy — 10
Assessment
STAR Reading Enterprise—Renaissance Learning

Publisher Website/Sample

Description
Measures reading skills and comprehension in five content domains and ten skill sets. Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth at different intervals. Web-based platform yields immediate results. Alignment to CCSS not confirmed, though correlations with several state tests were provided. Claims item pool large enough to support weekly testing, though longer interval recommended. Endorsed by National Center on Response to Intervention and linked to a research-based learning progression (Core Progress). Districts seeking a comprehensive high school assessment will need to combine with other measures.

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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ELA-Literacy — 10

Assessment
Tennessee End-of-Course Assessment

Publisher Website/Sample

Description
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Practice tests with answer keys. Few items show strong alignment to CCOS or curriculum framework; those that do are mostly in the language domain. Overall, to reach level of rigor needed for DDM, districts would need to carefully select those items best suited for their curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Other:

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

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

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ELA-Literacy — 10
Assessment
TerraNova 3–CTB/McGraw-Hill

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Stated content objectives are quite broad, but likely address most CCOs in terms of breadth; not all available items, however, matched rigor of curriculum framework. One Buros Institute reviewer suggested that these measures are backed by "strong psychometric evidence supporting test content and score interpretation."

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
☑ Scored Locally
☐ Scored Off-Site

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ELA-Literacy — 10  
Assessment  
Texas Assessment of Knowledge and Skills (TAKS)  

Publisher Website/Sample

Description
Released items and scoring guides. Strong alignment to CCOs and curriculum framework, particularly in writing and language. Reading passages and items, however, may not meet expectations for rigor called for in the curriculum framework for this grade, so districts will want to select items and related passages best suited for their contexts.

Source
Released Items

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:

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
Grade 11
**ELA-Literacy – 11**

**Assessment**

Achieve3000 LevelSet–Metametrics

**Publisher Website/Sample**

**Description**

Measures reading comprehension using Lexile Framework. Focus is on reading informational text. Students read daily news articles of increasing difficulty and respond to activities. Received high ratings for technical quality. Not comprehensive measure for high school, but good option for districts seeking to link to Lexile 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
- 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

### ELA-Literacy — 11

#### Assessment

ACT QualityCore End-of-Course Assessments

#### Description

Linked to scores on ACT’s EXPLORE and PLAN. Research underway to explore use for growth purposes. Received high ratings for technical quality. Based on limited information, assessment may align to CCOs and to a variety of reading and writing standards in the framework for this grade. Districts interested in exploring this option, however, will need to request additional information from developer to confirm alignment.

#### Source

- **Commercial Test**

#### 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:

#### 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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ELA-Literacy — 11

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. Grade span 11-12, not grade-specific.

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

**ELA-Literacy — 11**

 Assessment

AIMSweb Assessments in Reading, Written Expression, and Spelling—Pearson

Publisher Website/Sample

**Description**

Set of assessments that measure reading, spelling, and written expression (R-CBM, S-CBM, and WE-CBM). Up to 33 alternate forms per skill, per grade. Can be used for screening and progress monitoring. Data export feature. Rates of improvement are calculated (norm-referenced). Uses general outcome measures to assess overall performance in broad academic domains using tasks and behaviors that address fundamental competence. 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
- 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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**ELA-Literacy — 11**

**Assessment**

Assessment Center/ipGrowth—CORE K12 Education

**Description**

Item bank aligned to New York standards in ELA and reading. 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
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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ELA-Literacy – 11
Assessment
California Standards Test (CST)

Description
Released items and scoring guides. Content assessed appears aligned with CCOs but items lack the rigor required by the curriculum framework for this grade (e.g., many require only simple identification). Writing to text also weak. However, districts interested in building their own customized measures can easily modify to better align to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Selected Response
- 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
- Other:

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ELA-Literacy — 11

Assessment
Delaware Department of Education Common Core State Standards Writing Rubrics

Publisher Website/Sample

Description
Rubrics for scoring CCSS-linked writing tasks that generally align with CCOs for this grade. Rubrics for argumentation/opinion text, informational/explanatory text, and narrative text. Not a comprehensive assessment but strong option for districts seeking a writing measure.

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:

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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ELA-Literacy — 11

Assessment

Diagnostic Online Reading Assessment (DORA)—Let's Go Learn

Publisher Website/Sample

Description

Specifically designed to address vocabulary, grammar, and simple reading comprehension, with focus on nonfiction passages written in a journalistic format. Listening component. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency. More feasible for use in primary grades. Not aligned to the CCOs at this grade.

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
### ELA-Literacy — 11

**Assessment**
Edmentum Test Packs

**Publisher Website/Sample**

### Description
Battery for reading and language arts 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
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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ELA-Literacy — 11

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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☐ Scored Off-Site

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Massachusetts District-Determined Measures
Example Assessments

ELA-Literacy — 11

Assessment
Grade 11 English Language Arts/Literacy Rubrics—Partnership for the Assessment of Readiness for College and Career (PARCC)

Description
ELA/literacy rubrics for grades 3-11. Provides useful ideas for districts seeking to incorporate writing to text at any grade in ELA, science, and social studies. Passages and items or prompts are representative of what will be appearing on the PARCC assessments. Designed to reflect shifts in complexity, evidence, and knowledge triggered by the transition to CCSS. 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
- Writing Prompt/Essay
- 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
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ELA-Literacy – 11

Assessment
Group Reading Assessment and Diagnostic Evaluation (GRADE)–Pearson

Publisher Website/Sample

Description
Full battery that assesses reading in grades pre-K-12. Parallel forms support use as pre-post measure. Reporting options. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Documentation did not include enough specific information to judge content alignment, but districts interested in this measure can contact developer directly to confirm alignment to CCOs.

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
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☐ Scored Locally
☐ Scored Off-Site

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**ELA-Literacy – 11**

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Publisher Website/Sample**

**Description**

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

<table>
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**English 11**

**Assessment**

INSPECT Formatives–Key Data Systems

**Publisher Website/Sample**

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**Description**

Item bank developed to align to CCSS. Literature indicates they will be adding English 11 and 12. 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
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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy – 11

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 reading and written expression. 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 Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
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ELA-Literacy — 11

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
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ELA-Literacy — 11

Assessment
National Writing Project Analytic Writing Continuum (AWC) Assessment System

Description
Writing only. Pool of prompts that measure specific writing standards; the ones to which it aligned in CO are listed. Assessment rubric archive. Uses Analytic Writing Continuum (AWC) Assessment System (Bellamy, 2005), though six-point scale allows for both holistic and analytic scoring of content, structure, stance, sentence fluency, diction, and conventions. Endorsed by the Colorado Professional Learning Community. The accompanying content review suggests strong alignment to the writing CCOs, though alignment to CCSS is not clear.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

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
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ELA-Literacy — 11
Assessment
Performance Series, Reading & Language Arts—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. Assesses reading, vocabulary, capitalization, parts of speech, punctuation, and sentence structure. Documentation suggests alignment to the CCSS and CCOs for this grade.

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
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**ELA-Literacy — 11**

**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 strong match to curriculum framework in terms of breadth of content assessed, 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

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**Administration/Scoring**

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

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ELA-Literacy — 11

Assessment

Scholastic Reading Inventory (SRI)

Description


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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## ELA-Literacy — 11

### 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, national reading standards, and NAEP. Based on research about the contexts and activities most effective for reading and comprehension. Measures language, spelling, and listening comprehension. Received high ratings for technical quality, but districts interested in this option will need to contact developer to confirm alignment to CCOs.

---

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

<table>
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ELA-Literacy — 11

Assessment
STAR Reading Enterprise—Renaissance Learning

Description
Measures reading skills and comprehension in five content domains and ten skill sets. Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth at different intervals. Web-based platform yields immediate results. Alignment to CCSS not confirmed, though correlations with several state tests were provided. Claims item pool large enough to support weekly testing, though longer interval recommended. Endorsed by National Center on Response to Intervention and linked to a research-based learning progression (Core Progress). Districts seeking a comprehensive high school assessment will need to combine with other measures.

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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**Massachusetts District-Determined Measures  
Example Assessments**

### ELA-Literacy — 11

#### Assessment
Tennessee End-of-Course Assessment

#### Description
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Practice tests with answer keys. Few items show strong alignment to CCOS or curriculum framework; those that do are mostly in the language domain. Overall, to reach level of rigor needed for DDM, districts would need to carefully select those items best suited for their curricula.

#### Source
Released Items

#### Approach
Building (parts only)

#### Designed to Measure Growth
No

#### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [x] Traditional End-of-Course Assessment
- [x] 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
- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
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**Massachusetts District-Determined Measures**

**Example Assessments**

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**ELA-Literacy — 11**

#### English 11

**Assessment**

TerraNova 3–CTB/McGraw-Hill

**Publisher Website/Sample**

---

**Description**

Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Stated content objectives are quite broad, but likely address most CCOs in terms of breadth; not all available items, however, matched rigor of curriculum framework. One Buros Institute reviewer suggested that these measures are backed by "strong psychometric evidence supporting test content and score interpretation."

---

**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**

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# ELA-Literacy — 11

**Assessment**

Texas Assessment of Knowledge and Skills (TAKS)

**Publisher Website/Sample**

## Description

Released items and scoring guides. Strong alignment to CCOs and curriculum framework, particularly in writing and language. Reading passages and items, however, may not meet expectations for rigor called for in the curriculum framework for this grade, so districts will want to select items and related passages best suited for their contexts.

## Source

- **Released Items**

## Approach

- **Building (parts only)**

## Designed to Measure Growth

- **No**

## Traditional Assessment

- ✔️ Traditional End-of-Grade 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 12
ELA-Literacy – 12
Assessment
Achieve3000 LevelSet–Metametrics

Description
Measures reading comprehension using Lexile Framework. Focus is on reading informational text. Students read daily news articles of increasing difficulty and respond to activities. Received high ratings for technical quality. Not comprehensive measure for high school, but good option for districts seeking to link to Lexile 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
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Description
Linked to scores on ACT’s EXPLORE and PLAN. Research underway to explore use for growth purposes. Received high ratings for technical quality. Based on limited information, assessment may align to CCOs and to a variety of reading and writing standards in the framework for this grade. Districts interested in exploring this option, however, will need to request additional information from developer to confirm alignment.

Source
Commercial Test

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:

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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**ELA-Literacy — 12**

**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. Grade span 11-12, not grade-specific.

---

**Source**
Commercial Customizable Item Bank

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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**ELA-Literacy — 12**

**Assessment**
AIMSweb Assessments in Reading, Written Expression, and Spelling—Pearson

**Publisher Website/Sample**

**Description**
Set of assessments that measure reading, spelling, and written expression (R-CBM, S-CBM, and WE-CBM). Up to 33 alternate forms per skill, per grade. Can be used for screening and progress monitoring. Data export feature. Rates of improvement are calculated (norm-referenced). Uses general outcome measures to assess overall performance in broad academic domains using tasks and behaviors that address fundamental competence. 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

<table>
<thead>
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<th>Administration/Scoring</th>
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**Massachusetts District-Determined Measures**

**Example Assessments**

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**ELA-Literacy — 12**

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

**Publisher Website/Sample**

---

**Description**
Item bank aligned to New York standards in ELA and reading. 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
- ☑ Computer Supported
- ☐ Computer Adaptive
- ☑ Machine Scored
- ☐ Scored Locally
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## ELA-Literacy — 12

### English 12

**Assessment**

Delaware Department of Education Common Core State Standards Writing Rubrics

**Publisher Website/Sample**

### Description

Rubrics for scoring CCSS-linked writing tasks that generally align with CCOs for this grade. Rubrics for argumentation/opinion text, informational/explanatory text, and narrative text. Not a comprehensive assessment but strong option for districts seeking a writing measure.

### 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
- [x] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment

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

### Administration/Scoring

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### ELA-Literacy — 12

**Assessment**
Diagnostic Online Reading Assessment (DORA)—Let's Go Learn

**Publisher Website/Sample**

### Description
Specifically designed to address vocabulary, grammar, and simple reading comprehension, with focus on nonfiction passages written in a journalistic format. Listening component. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency. More feasible for use in primary grades. Not aligned to the CCOs at this grade.

### Source
Commercial Test

### Approach
Buying (commercial tool)

### Designed to Measure Growth
Yes

### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [x] Traditional End-of-Course Assessment
- [x] Selected Response
- [x] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] 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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**ELA-Literacy — 12**

**Assessment**

Edmentum Test Packs

**Publisher Website/Sample**

**Description**

Battery for reading and language arts 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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**ELA-Literacy — 12**

**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
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ELA-Literacy — 12

Assessment
Group Reading Assessment and Diagnostic Evaluation (GRADE)–Pearson

Publisher Website/Sample

Description
Full battery that assesses reading in grades pre-K-12. Parallel forms support use as pre-post measure. Reporting options. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Documentation did not include enough specific information to judge content alignment, but districts interested in this measure can contact developer directly to confirm alignment to CCOs.

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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ELA-Literacy — 12

Assessment

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Publisher Website/Sample

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

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
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ELA-Literacy — 12

Assessment

INSPECT Formatives–Key Data Systems

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Description

Item bank developed to align to CCSS. Literature indicates they will be adding English 11 and 12. 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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### Traditional Assessment
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- [ ] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] 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
- [x] Paper/Pencil
- [x] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

Publisher Website/Sample
**ELA-Literacy — 12**

**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 reading and written expression. 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
- [x] Short Constructed Response
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**Non-Traditional Assessment**

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

**Administration/Scoring**

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### ELA-Literacy — 12

#### English 12

**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)  Yes

**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
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ELA-Literacy — 12

Assessment
National Writing Project Analytic Writing Continuum (AWC) Assessment System

Publisher Website/Sample

Description
Writing only. Pool of prompts that measure specific writing standards; the ones to which it aligned in CO are listed. Assessment rubric archive. Uses Analytic Writing Continuum (AWC) Assessment System (Bellamy, 2005), though six-point scale allows for both holistic and analytic scoring of content, structure, stance, sentence fluency, diction, and conventions. Endorsed by the Colorado Professional Learning Community. The accompanying content review suggests strong alignment to the writing CCOs, though alignment to CCSS is not clear.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

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
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ELA-Literacy – 12

Assessment
Performance Series, Reading & Language Arts–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. Assesses reading, vocabulary, capitalization, parts of speech, punctuation, and sentence structure. Documentation suggests alignment to the CCSS and CCOs for this grade.

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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**ELA-Literacy – 12**

**Assessment**
Scholastic Reading Inventory (SRI)

**Publisher Website/Sample**

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**Description**

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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Massachusetts District-Determined Measures
Example Assessments

ELA-Literacy — 12
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, national reading standards, and NAEP. Based on research about the contexts and activities most effective for reading and comprehension. Measures language, spelling, and listening comprehension. Received high ratings for technical quality, but districts interested in this option will need to contact developer to confirm alignment to CCOs.

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:

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ELA-Literacy — 12

Assessment
STAR Reading Enterprise—Renaissance Learning

Publisher Website/Sample

Description
Measures reading skills and comprehension in five content domains and ten skill sets. Normative growth reporting using student growth percentiles. Can be used for screening and progress monitoring or to track growth at different intervals. Web-based platform yields immediate results. Alignment to CCSS not confirmed, though correlations with several state tests were provided. Claims item pool large enough to support weekly testing, though longer interval recommended. Endorsed by National Center on Response to Intervention and linked to a research-based learning progression (Core Progress). Districts seeking a comprehensive high school assessment will need to combine with other measures.

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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- Observation Rubric or Checklist

Administration/Scoring
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**ELA-Literacy — 12**

**Assessment**

TerraNova 3–CTB/McGraw-Hill

**Publisher Website/Sample**

---

**Description**

Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Alignment to CCSS could not be verified with available documentation. Stated content objectives are quite broad, but likely address most CCOs in terms of breadth; not all available items, however, matched rigor of curriculum framework. One Buros Institute reviewer suggested that these measures are backed by "strong psychometric evidence supporting test content and score interpretation."

---

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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High School Electives
American Literature
ELA-Literacy — HS

American Literature

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

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ELA-Literacy — HS

American Literature

Assessment
Georgia End-of-Course Tests—American Literature and Composition (2004 Form 801)

Publisher Website/Sample

Description
Released items linked to CCOs for this course. Not all items would meet the expected rigor of the Massachusetts curriculum framework, so districts interested in building customized assessments would need to select items aligned to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

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

Non-Traditional Assessment
- Pre/Post or Repeated Measures
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- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist
- Machine Scored

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American Literature

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

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
☐ Scored Locally
☑ Scored Off-Site

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ELA-Literacy — HS

### American Literature

**Pennsylvania Keystone Exams**

**Publisher Website/Sample**

**Description**

Released items of mixed quality but generally aligned to CCOs for this course. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

**Source**
- Released Items

**Approach**
- Building (parts only)

**Designed to Measure Growth**
- No

---

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
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<td>☐ Observation Rubric or Checklist</td>
<td>☑ Scored Locally</td>
</tr>
<tr>
<td>□ Other:</td>
<td></td>
<td>☐ Scored Off-Site</td>
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</tbody>
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Creative Writing
ELA-Literacy — HS  
Creative Writing

Assessment
Creative Writing–Freehold Regional High School District, Office of Curriculum and Instruction–English Department

Description
Assessment ideas linked to specified curriculum; includes list of creative writing resources. Provides suggestions on possible artifacts to collect during a creative writing course that would be in alignment with all CCOs.

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:

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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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — HS

Assessment

Creative Writing

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Publisher Website/Sample

Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

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

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**ELA-Literacy — HS**

**Assessment**

Tennessee Fine Arts Growth Measures System

**Creative Writing**

**Publisher Website/Sample**

**Description**

Tennessee rubric is relevant for this course even though it does not fall in the fine arts domain. Suggests strategies for collecting student work samples and portfolio scoring rubric. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

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### 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
- Machine Scored
- Scored Locally
- Scored Off-Site

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World Literature
### ELA-Literacy — HS

**World Literature**

**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
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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## ELA-Literacy — HS

### World Literature

**Hudson High School Portfolio Assessment for English Language Arts and Social Studies**

### Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

### Source

Open Source Items, Activities, Forms

### Approach

Borrowing (full measure)

### 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
- Scored Locally
- Scored Off-Site

### Administration/Scoring

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

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## ELA-Literacy — HS

**World Literature**

**Assessment**

Pennsylvania Keystone Exams

**Publisher Website/Sample**

### Description

Released items of mixed quality but generally aligned to CCOs for this course. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

### Source

Released Items

### 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:

### Non-Traditional Assessment

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

### Administration/Scoring

- ☑ Paper/Pencil
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