English Language Arts/
High School Writing to Text

Pilot Priority

High School
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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.

**NOTE:** CCOs addressing this Pilot Priority were developed for four courses: English 9, 10, 11, and 12. For this reason, the assessments in this section are linked to those courses.

**What is included in each one page summary?**

- Assessment name and subject, grade, or course
- Electronic link with additional information about the assessment
- Brief description of the assessment and the content it is intended to assess
- Source: publicly available (non-secure or open source) or must be purchased from a commercial developer
- Approach: assessment can be implemented without modifications (buy), with modifications (borrow), or can serve as model for a locally developed measure (build)
- Design: designed to measure growth or requires modifications
- Type of assessment: traditional end-of-grade or end-of-course test, non-traditional measure such as a performance task or portfolio rubric, screening tool, diagnostic measure, placement exam, classroom assessment, or certification exam
- Type of assessment items: selected response, constructed response, performance task, or portfolio
- Mode of administration: paper/pencil or computer supported
- Scoring method: machine scored or hand scored
Grade 9
Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 9

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

Publisher Website/Sample

English 9

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
☐ 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 — 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

#### 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
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

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

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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
- Machine Scored
- Scored Locally
- Scored Off-Site

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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

**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

**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

---

**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 — 9**

**Assessment**

National Writing Project Analytic Writing Continuum (AWC) Assessment System

**English 9**

**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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Grade 10
**Massachusetts District-Determined Measures**

**Example Assessments**

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**ELA-Literacy — 10**

**Assessment**

Delaware Department of Education Common Core State Standards Writing Rubrics

**English 10**

**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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<td>Traditional End-of-Course Assessment</td>
<td>Performance Task Rubric</td>
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<td>Selected Response</td>
<td>Portfolio or Work Sample Rubric</td>
<td>Computer Adaptive</td>
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<td>Project-Based Rubric</td>
<td>Machine Scored</td>
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<td>✔ Writing Prompt/Essay</td>
<td>Observation Rubric or Checklist</td>
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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
☐ Traditional End-of-Course 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
☐ Machine Scored
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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 10

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 — 10

**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

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<td>Traditional End-of-Course Assessment</td>
<td>Performance Task Rubric</td>
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<td>Selected Response</td>
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<td>Observation Rubric or Checklist</td>
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### 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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Grade 11
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
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

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<td>□ Pre/Post or Repeated Measures</td>
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<td>□ Portfolio or Work Sample Rubric</td>
<td>□ Computer Adaptive</td>
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<tr>
<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: Assessment Consortium Measure</td>
<td>□</td>
<td>□ Scored Off-Site</td>
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</table>

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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)  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:

**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

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

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Grade 12
Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 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
☒ 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
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ELA-Literacy — 12

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
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## ELA-Literacy — 12

### English 12

**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

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

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American Literature
**ELA-Literacy — HS**

**American Literature**

**Explanation**

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

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

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ELA-Literacy — HS

American Literature

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

☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
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Creative Writing
Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — HS

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

Publisher Website/Sample

Creative Writing

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

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☐ Performance Task Rubric
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☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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World Literature
ELA-Literacy — HS

World Literature

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
☐ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☒ Scored Off-Site
History-Social Science — HS

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

Civics-Government

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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History-Social Science — HS
Assessment
National Assessment of Educational Progress (NAEP)

Civics-Government

Description
Framework for civics and sample items that may provide assessment ideas. Items aligned to many CCOs. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

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: National or International Assessment

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work SampleRubric
☐ Project-Based Rubric
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Contemporary U.S. Issues
History-Social Science — HS

Contemporary U.S. Issues

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

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Contemporary World Issues
**History-Social Science — HS**

**Contemporary World Issues**

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

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**Administration/Scoring**

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Economics
History-Social Science — HS

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
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Administration/Scoring

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**History-Social Science — HS**

**Economics**

**Assessment**

National Assessment of Educational Progress (NAEP)

**Publisher Website/Sample**

**Description**

Framework for economics and sample items that may provide assessment ideas. Assessment developed by economics educators, economists, policymakers, and representatives of business and finance. Test appears to intentionally avoid certain economic concepts such as oligopoly and marginal benefits/costs. Items aligned to many CCOs. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

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**Other:**

Scored Off-Site

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Humanities
History-Social Science — HS

Assessment
A+ Course Assessment—American Education Corporation

Description
Commercial curriculum and associated item bank. Linked to two different humanities courses, both focused on philosophical, spiritual, and artistic accomplishments of individuals in literature, religion, the arts, architecture, philosophy, ethics, and the classics. Not clear if assessment system can be purchased without also purchasing the associated online curriculum. Districts may have option of requesting alignment study and only using items desired. Aligned to CCOs focused on analyzing how interpretations of the same event can differ according to individual and cultural perspectives; relating a work of art, work of literature, or historical document to seminal ideas or events; and comparing works of art and literature across artistic domains, historical periods, and cultures.

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:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
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# History-Social Science — HS

## Humanities

**Assessment**

Freshman Humanities Course Research Task Scoring Rubric—Evanston Township High School (IL)

### Description

Generic rubric for scoring research activities that can easily be adapted for a number of tasks in this and other courses. Evaluator recommends adding elements to rubric that directly address topics outlined in the CCOs. This rubric was developed for grade 9 students but is highly adaptable for use at other grades.

### 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:

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
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**History-Social Science — HS**

**Humanities**

**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**

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**Administration/Scoring**

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History-Social Science — HS

Assessment

Humanities Assessment Project—Metropolitan Community College, Kansas City (MCCKC)

Publisher Website/Sample

Description

Culminating project. Student must respond to this question: Identify and articulate the aesthetic standards used to determine if a piece of music, art, or literature is a masterpiece or classic. Scoring rubric included. Designed to be administered to community college students but is adaptable for use as DDM by districts interested in a project-based option for this course.

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
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☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

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Law Studies
**History-Social Science — HS**

**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

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Psychology
History-Social Science — HS

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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Sociology
History-Social Science — HS

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

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U.S. History I
History-Social Science — HS

U.S. History I

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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History-Social Science — HS

Assessment
Massachusetts Comprehensive Assessment System (MCAS)

U.S. History I

Description
Sample questions, scoring guides, and student work from 2007 assessments. Districts interested in building customized assessments using items from this pool will need to ensure alignment to content for U.S. History I course. As these are Massachusetts sample items, they should provide a firm foundation from which to build an assessment for this course.

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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History-Social Science — HS

Assessment
National Assessment of Educational Progress (NAEP)

U.S. History I

Description
Framework for U.S. history and sample items that may provide assessment ideas. Items cover content for U.S. History I and II courses. Students are expected to demonstrate reading comprehension, make inferences, critically think, and understand some of history's "big ideas."

Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

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: National or International 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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U.S. History II
History-Social Science — HS

Assessment

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

U.S. History II

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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**History-Social Science — HS**

**U.S. History II**

**Assessment**

Massachusetts Comprehensive Assessment System (MCAS)

**Publisher Website/Sample**

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**Description**

Sample questions, scoring guides, and student work from 2007 assessments. Districts interested in building customized assessments using items from this pool will need to ensure alignment to content for U.S. History II course. As these are Massachusetts sample items, they should provide a firm foundation from which to build an assessment for this course.

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**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

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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
- Scored Off-Site

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History-Social Science — HS

Assessment
National Assessment of Educational Progress (NAEP)

U.S. History II

Description
Framework for U.S. history and sample items that may provide assessment ideas. Items cover content for U.S. History I and II courses. Students are expected to demonstrate reading comprehension, make inferences, critically think, and understand some of history's "big ideas." Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

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: National or International 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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Western Civilization
History-Social Science — HS

Western Civilization

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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History-Social Science — HS

Western Civilization

Assessment
Western Civilization Curriculum—Freehold Regional High School District (NJ)

Publisher Website/Sample

Description
Suggested assessment activities, generic rubrics, and content assessed that are likely to be aligned to curriculum framework and may be adaptable to other social science courses. Packet includes rubrics for a presentation, a poster or other display, and an essay. Rubrics are holistic with some analytic elements. Curriculum was a source document for CCO development and addresses 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

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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World Geography
**History-Social Science — HS**

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

**World Geography**

**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
- [x] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

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### History-Social Science — HS

**World Geography**

**Assessment**

National Assessment of Educational Progress (NAEP)

[Publisher Website/Sample]

### Description

Framework for geography (not world geography) and sample items that may provide assessment ideas. Framework for this test shows alignment to the National Geographic Standards from which the CCOs were developed. Caution: NAEP is not intended to serve as a measure of an individual student’s achievement or growth. Also specifically for students in grade 12.

### Source

- **Released Items**

### Approach

- **Building (parts only)**

### Designed to Measure Growth

- **No**

### Traditional Assessment

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

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

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World History I
History-Social Science — HS

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

☐ Paper/Pencil

☑ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☐ Scored Locally

☑ Scored Off-Site

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World History II
History-Social Science — HS

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. Contains a suggestion for an online solution for students to collect portfolio artifacts for teacher to review. 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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Journalism
Communications — 9-12

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. May offer an authentic way to measure CCOs focused on leadership and team-building skills and creation of a portfolio.

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
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