English Language Arts/Literacy

Pilot Priority

Grades Kindergarten – 3
# Massachusetts District-Determined Measures

**Example Assessments**

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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 grades K, 1, and 2. Initial CCO development was focused on high-priority “non-tested grades and subjects. Because grade 3 is a tested grade in Massachusetts, it was not included among those grades and subjects targeted for CCO development in summer 2013.

**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

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Massachusetts District-Determined Measures

Example Assessments

Kindergarten
Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — K

Assessment
Acuity—CTB/McGraw-Hill

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

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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

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

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site
ELA-Literacy — K
Assessment
AIMSweb Assessments in Reading, Written Expression, and Spelling—Pearson

Publisher Website/Sample

Description
Set of assessments that measure early literacy (TEL) and 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. Aligned to three CCOs for this grade, but 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
- Machine Scored
- Scored Locally
- Scored Off-Site

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ELA-Literacy — K

Assessment
aReading Adaptive Assessment—Ideal Consulting

Publisher Website/Sample

Description
Computer adaptive formative assessment grounded in research on development of reading skills. Assesses concepts of print, phonemic awareness, phonics, decoding, vocabulary, and comprehension. Designed to link to CCSS. Can be used for diagnostic or screening purposes. Developer completed DDM survey.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

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

### Assessment
Benchmark Assessment System—Fountas & Pinnell

### Publisher Website/Sample

### Description
Formative reading assessment with writing option. Series of benchmark books that measure students’ developmental reading levels by determining the level of difficulty at which a student is able to read fiction and nonfiction books. Strands are decoding, fluency, vocabulary, and comprehension. Aligned with the A-Z book levels on the Fountas & Pinnell Text Gradient System and other reading assessments. Optional writing component makes this measure unique 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 — K**

**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.

**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 — K

Assessment
Developmental Reading Assessment K-8 (DRA2)—Pearson

Publisher Website/Sample

Description
Intended to assess students' independent reading level and diagnose strengths and weaknesses in relation to reading engagement, oral reading fluency, and comprehension skills and strategies. Received high ratings for technical quality. Appears aligned to many CCOs for this grade and to curriculum framework. Administered, scored, and interpreted by classroom teachers. Partially endorsed by the Colorado Professional Learning Community.

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 — K

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

Description
Reading only, with focus on nonfiction passages written in a journalistic format. Listening component. Received high ratings for technical quality. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency.

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 — K

Assessment
Dynamic Indicators of Basic Literacy Skills (DIBELS Next)–Wireless Generation

Description
Set of individually administered measures and procedures for assessing the acquisition of early literacy skills. Measures of essential skills based on domains described by the National Reading Panel: phonological awareness, graphophonemic knowledge, word reading, oral reading accuracy, and comprehension of text. New tools being added for high-stakes accountability decisions to increase test security and support analyses of growth. Administrator notes responses as student responds to print stimuli. Assessment does not address writing or speaking skills. Potentially strong measure of reading at this grade for those districts seeking that option.

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
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ELA-Literacy — K

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. K-1 assessments assess early literacy (print concepts, phonological awareness, phonics and word recognition, vocabulary acquisition and use, and comprehension of text). 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 — 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

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<th>Non-Traditional Assessment</th>
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<td>❏ Writing Prompt/Essay</td>
<td>❏ Observation Rubric or Checklist</td>
<td>❏ Scored Locally</td>
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<td>✓ Other: Diagnostic Measure</td>
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<td>✓ Scored Off-Site</td>
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ELA-Literacy — K
Assessment
Group Reading Assessment and Diagnostic Evaluation (GRADE)—Pearson

**Publisher Website/Sample**

**Description**
Pre-reading, reading readiness, and listening comprehension are measured. Parallel forms support use as pre-post measure. Reporting options. Subtests for this age group are orally and visually presented. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Aligned to several 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
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- Machine Scored
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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — K
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.

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 — K

Assessment
Iowa Test of Basic Skills—Riverside

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<th>Description</th>
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<tr>
<td>Battery assessment for ELA and mathematics. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers from University of Iowa. Norm-referenced interpretation of results. Findings from study of alignment to CCSS are documented.</td>
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<tr>
<th>Source</th>
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ELA-Literacy — K
Assessment
Iowa Test of Educational Development, Form E—Riverside

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 vocabulary, word analysis, reading, listening, and language. 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
- 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 – 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
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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ELA-Literacy — K

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

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

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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 — K

Assessment
Stanford Early School Achievement Test (SESAT)–Pearson

Publisher Website/Sample

Description
Designed to measure early literacy skills and growth. Seeks to be aligned to state and national standards. Based on research on importance of phonemic awareness and phonics. Alignment to curriculum framework in general but not to CCOs specifically. Items are all selected response so no assessment of student writing.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

<table>
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| | | Scored Off-Site |

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ELA-Literacy — K

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
☒ Paper/Pencil
☐ Computer Supported
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**ELA-Literacy — K**

**Assessment**

Work Sampling System (WSS)—Pearson

**Publisher Website/Sample**

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**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. Teachers collect information from multiple sources. 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. Unclear if this system is aligned with CCSS, but not directly aligned to 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: 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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Grade 1
ELA-Literacy — 1
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.

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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**ELA-Literacy — 1**

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

**Description**
Set of assessments that measure early literacy (TEL) and 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. Aligned to two CCOs for this grade, but 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

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ELA-Literacy — 1

Assessment
aReading Adaptive Assessment—Ideal Consulting

Publisher Website/Sample

Description
Computer adaptive formative assessment grounded in research on development of reading skills. Assesses concepts of print, phonemic awareness, phonics, decoding, vocabulary, and comprehension. Designed to link to CCSS. Can be used for diagnostic or screening purposes. Developer completed DDM survey.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
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Administration/Scoring
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ELA-Literacy — 1

Assessment
Benchmark Assessment System—Fountas & Pinnell

Publisher Website/Sample

Description
Formative reading assessment with writing option. Series of benchmark books that measure students’ developmental reading levels by determining the level of difficulty at which a student is able to read fiction and nonfiction books. Strands are decoding, fluency, vocabulary, and comprehension. Aligned with the A-Z book levels on the Fountas & Pinnell Text Gradient System and other reading assessments. Optional writing component makes this measure unique 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
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Administration/Scoring
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Massachusetts District-Determined Measures

Example Assessments

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**ELA-Literacy — 1**

**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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ELA-Literacy – 1

Assessment
Developmental Reading Assessment K-8 (DRA2)–Pearson

Publisher Website/Sample

Description
Intended to assess students' independent reading level and diagnose strengths and weaknesses in relation to reading engagement, oral reading fluency, and comprehension skills and strategies. Received high ratings for technical quality. Appears aligned to many CCOs for this grade and to curriculum framework. Administered, scored, and interpreted by classroom teachers. Partially endorsed by the Colorado Professional Learning Community.

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 — 1

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

Publisher Website/Sample

Description
Reading only, with focus on nonfiction passages written in a journalistic format. Listening component. Received high ratings for technical quality. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency.

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 — 1**

**Assessment**
Dynamic Indicators of Basic Literacy Skills (DIBELS Next)–Wireless Generation

**Publisher Website/Sample**

**Description**
Set of individually administered measures and procedures for assessing the acquisition of early literacy skills. Measures of essential skills based on domains described by the National Reading Panel: phonological awareness, graphophonemic knowledge, word reading, oral reading accuracy, and comprehension of text. New tools being added for high-stakes accountability decisions to increase test security and support analyses of growth. Administrator notes responses as student responds to print stimuli. Assessment does not address writing or speaking skills. Potentially strong measure of reading at this grade for those districts seeking that option.

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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
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- Scored Locally
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ELA-Literacy — 1

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. K-1 assessments assess early literacy (print concepts, phonological awareness, phonics and word recognition, vocabulary acquisition and use, and comprehension of text). 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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ELA-Literacy — 1

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. Subtests for this age group are orally and visually presented. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Aligned to most CCOs but does not measure revising and editing, writing, or speaking.

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 — 1**

**Assessment**
Interim Assessments—Discovery Education

**Description**
Intended to support CCSS-based instruction in ELA and mathematics. Aligned to multiple states' standards. Vertical scale supports interpretations about growth. Received high ratings for technical quality.

**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
- [ ] 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 Adaptive
- [x] Machine Scored
- [ ] Scored Locally
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Massachusetts District-Determined Measures

Example Assessments

**ELA-Literacy — 1**

Assessment

Iowa Test of Basic Skills–Riverside

Publisher Website/Sample

**Description**

Battery assessment for ELA and mathematics. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers from University of Iowa. Norm-referenced interpretation of results. 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

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

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☐ Observation Rubric or Checklist

**Administration/Scoring**

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

**ELA-Literacy – 1**

**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 vocabulary, word analysis, reading, listening, and language. Findings from study of alignment to CCSS are documented.

**Source**  
Commercial Test

**Approach**  
Buying (commercial tool)

**Designed to Measure Growth**  
Yes

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

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

### Administration/Scoring
- [x] Paper/Pencil
- [x] Computer Supported
- [ ] Computer Adaptive
- [x] Machine Scored
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## ELA-Literacy — 1 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
- [x] Selected Response
- [ ] 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
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ELA-Literacy — 1

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

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

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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 — 1

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
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ELA-Literacy — 1

Assessment
Stanford Early School Achievement Test (SESAT)–Pearson

Description
Designed to measure early literacy skills and growth. Seeks to be aligned to state and national standards. Based on research on importance of phonemic awareness and phonics. Alignment to curriculum framework in general but not to CCOs focused on story retelling, fluency, comparison across texts, speaking, or writing in a variety of genres.

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:

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 — 1
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).

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
Massachusetts District-Determined Measures

Example Assessments

**ELA-Literacy — 1**

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

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### ELA-Literacy — 1

**Assessment**

Work Sampling System (WSS)—Pearson

**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. Teachers collect information from multiple sources. 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. Unclear if this system is aligned with CCSS, but not directly aligned to 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: Screening Tool

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Observation Rubric or Checklist

**Administration/Scoring**

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

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Grade 2
ELA-Literacy — 2

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.

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
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- Scored Locally
- Scored Off-Site

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Description
Set of assessments that measure early literacy (TEL) and 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. Aligned to three CCOs for this grade, but 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
**ELA-Literacy — 2**

Assessment
aReading Adaptive Assessment—Ideal Consulting

**Description**

Computer adaptive formative assessment grounded in research on development of reading skills. Assesses concepts of print, phonemic awareness, phonics, decoding, vocabulary, and comprehension. Designed to link to CCSS. Can be used for diagnostic or screening purposes. Developer completed DDM survey.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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### ELA-Literacy — 2

**Assessment**

Assessment Center/ipGrowth—CORE K12 Education

[Publisher Website/Sample](#)

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**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)  
Yes

**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: 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
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ELA-Literacy — 2
Assessment
Benchmark Assessment System—Fountas & Pinnell

Description
Formative reading assessment with optional writing component. Series of benchmark books that measure students' developmental reading levels by determining the level of difficulty at which a student is able to read fiction and nonfiction books. Strands are decoding, fluency, vocabulary, and comprehension. Aligned with the A-Z book levels on the Fountas & Pinnell Text Gradient System and other reading assessments.

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 — 2

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.

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
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### ELA-Literacy — 2

**Assessment**
Developmental Reading Assessment K-8 (DRA2)—Pearson

[Publisher Website/Sample](#)

**Description**
Intended to assess students' independent reading level and diagnose strengths and weaknesses in relation to reading engagement, oral reading fluency, and comprehension skills and strategies. Received high ratings for technical quality. Appears aligned to many CCOs for this grade and to curriculum framework. Administered, scored, and interpreted by classroom teachers. Partially endorsed by the Colorado Professional Learning Community.

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**Traditional Assessment**
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] 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
- [x] Observation Rubric or Checklist

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

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## ELA-Literacy — 2

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

**Publisher Website/Sample**

### Description
Reading only, with focus on nonfiction passages written in a journalistic format. Listening component. Received high ratings for technical quality. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency. Appears more appropriate for grades K-1 in terms of 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
- [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-BasedRubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring
- [ ] Paper/Pencil
- [x] Computer Supported
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- [x] Machine Scored
- [ ] Scored Locally
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**ELA-Literacy — 2**

**Assessment**
Dynamic Indicators of Basic Literacy Skills (DIBELS Next)—Wireless Generation

**Publisher Website/Sample**

**Description**
Set of individually administered measures and procedures for assessing the acquisition of early literacy skills. Measures of essential skills based on domains described by the National Reading Panel: phonological awareness, graphophonemic knowledge, word reading, oral reading accuracy, and comprehension of text. New tools being added for high-stakes accountability decisions to increase test security and support analyses of growth. Administrator notes responses as student responds to print stimuli. Assessment does not address writing or speaking skills. Potentially strong measure of reading at this grade for those districts seeking that option.

**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 — 2**

Assessment  
Edmentum Test Packs  

**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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**Other:**

Diagnostic Measure  

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ELA-Literacy — 2

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 — 2**

**Assessment**
Group Reading Assessment and Diagnostic Evaluation (GRADE)—Pearson

**Description**
Full battery that assesses reading in grades pre-K-12. Parallel forms support use as pre-post measure. Reporting options. Subtests for this age group are orally and visually presented. Can be administered individually, in small groups, or to entire class. Received high ratings for technical quality. Aligned to most CCOs but does not measure revising and editing, writing, or speaking.

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

**Administration/Scoring**
- [X] Paper/Pencil
- [ ] Computer Supported
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ELA-Literacy — 2

Assessment
INSPECT Formatives–Key Data Systems

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

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
No

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

Non-Traditional Assessment
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Administration/ Scoring
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☐ Scored Off-Site
Massachusetts District-Determined Measures

Example Assessments

### ELA-Literacy — 2

**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.

**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 — 2

Assessment
Iowa Test of Basic Skills–Riverside

Description
Battery assessment for ELA and mathematics. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers from University of Iowa. Norm-referenced interpretation of results. Findings from study of alignment to CCSS are documented.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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ELA-Literacy — 2

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 vocabulary, word analysis, reading, listening, and language. 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
☐ 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 – 2

**Assessment**

i-Ready Diagnostic Reading–Curriculum Associates

**Description**

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

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

### Traditional Assessment

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

### Non-Traditional Assessment

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

### Administration/Scoring

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

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ELA-Literacy – 2
Assessment
LevelSet–Achieve3000

Publisher Website/Sample

Description
Measures reading comprehension using Lexile curriculum framework. Focus is on informational text. Students read daily news articles of increasing difficulty and respond to activities. Strong option if district is seeking to focus on informational text or to incorporate literacy standards for science/technical subjects and history/social studies. Can be administered at individual, small-group, and large-group levels.

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 — 2**

**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

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ELA-Literacy – 2

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
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- Computer Adaptive
- Machine Scored
- Scored Locally
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ELA-Literacy — 2

Assessment
PRO-Core Learning Systems–Computers in Education

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

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
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ELA-Literacy — 2

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
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ELA-Literacy — 2
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
- Scored Locally
- Scored Off-Site
ELA-Literacy — 2

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
☐ 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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☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site
ELA-Literacy — 2
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).

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
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Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 2
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
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ELA-Literacy — 2
Assessment
Work Sampling System (WSS)—Pearson

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. Teachers collect information from multiple sources. 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. Unclear if this system is aligned with CCSS, but not directly aligned to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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Grade 3
Massachusetts District-Determined Measures

Example Assessments

ELA-Literacy — 3

Assessment
Acuity–CTB/McGraw-Hill

Publisher Website/Sample

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

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

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

Non-Traditional Assessment

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

Administration/Scoring

☑ Paper/Pencil
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ELA-Literacy — 3

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
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ELA-Literacy – 3
Assessment
aReading Adaptive Assessment–Ideal Consulting

Publisher Website/Sample

Description
Computer adaptive formative assessment grounded in research on development of reading skills. Assesses concepts of print, phonemic awareness, phonics, decoding, vocabulary, and comprehension. Designed to link to CCSS. Can be used for diagnostic or screening purposes. Developer completed DDM survey.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

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

Non-Traditional Assessment

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

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## ELA-Literacy – 3

### 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
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ELA-Literacy — 3

Assessment
Benchmark Assessment System—Fountas & Pinnell

**Description**
Formative reading assessment with writing option. Series of benchmark books that measure students' developmental reading levels by determining the level of difficulty at which a student is able to read fiction and nonfiction books. Strands are decoding, fluency, vocabulary, and comprehension. Aligned with the A-Z book levels on the Fountas & Pinnell Text Gradient System and other reading assessments.

**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 — 3

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. 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
Approach
Designed to Measure Growth
Buying (commercial tool)

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

Non-Traditional Assessment
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ELA-Literacy — 3

Assessment
Delaware Department of Education Common Core State Standards Writing Rubrics

Description
Rubrics for scoring CCSS-linked writing tasks. 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
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☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

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ELA-Literacy — 3

Assessment
Developmental Reading Assessment K-8 (DRA2)–Pearson

Publisher Website/Sample

Description
Intended to assess students' independent reading level and diagnose strengths and weaknesses in relation to reading engagement, oral reading fluency, and comprehension skills and strategies. Administered, scored, and interpreted by classroom teachers. Received high ratings for technical quality. Partially endorsed by the Colorado Professional Learning Community.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
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☐ Scored Off-Site

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**ELA-Literacy — 3**

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

**Publisher Website/Sample**

**Description**
Reading only, with focus on nonfiction passages written in a journalistic format. Listening component. Received high ratings for technical quality. Measures high-frequency words, phonemic awareness, phonics, word recognition, vocabulary, spelling, silent reading comprehension, and fluency. May be more appropriate for grades K-1 in terms of content alignment.

**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
- [ ] 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
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ELA-Literacy — 3

Assessment
Dynamic Indicators of Basic Literacy Skills (DIBELS Next)—Wireless Generation

Publisher Website/Sample

Description
Set of individually administered measures and procedures for assessing the acquisition of early literacy skills. Measures of essential skills based on domains described by the National Reading Panel: phonological awareness, graphophonemic knowledge, word reading, oral reading accuracy, and comprehension of text. New tools being added for high-stakes accountability decisions to increase test security and support analyses of growth. Administrator notes responses as student responds to print stimuli. Assessment does not address writing or speaking skills.

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 — 3

Assessment
Edmentum Test Packs

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
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ELA-Literacy — 3

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

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

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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

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

Administration/Scoring
☑ Paper/Pencil
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ELA-Literacy — 3

Assessment
Grade 3 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
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**Massachusetts District-Determined Measures**

**Example Assessments**

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**ELA-Literacy — 3**

**Assessment**

Group Reading Assessment and Diagnostic Evaluation (GRADE)–Pearson

**Publisher Website/Sample**

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**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. Does not measure fluency, comparison across texts, speaking, or writing in a variety of genres. As CCOs were not developed for this grade, districts interested in this measure will need additional information from developer to confirm alignment to local curricula.

---

**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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- Scored Locally
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ELA-Literacy — 3

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.

<table>
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<th>Source</th>
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ELA-Literacy — 3
Assessment
Interim Assessments—Discovery Education

Description
Intended to support CCSS-based instruction in ELA and mathematics. Aligned to multiple states' standards. Vertical scale supports interpretations about growth. Received high ratings for technical quality.

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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- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
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ELA-Literacy – 3
Assessment
Iowa Test of Educational Development, Form E-Riverside

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 vocabulary, word analysis, reading, listening, and language. 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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Administration/Scoring
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**ELA-Literacy — 3**

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**

**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
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

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**ELA-Literacy — 3**

**Assessment**
LevelSet–Achieve3000

**Description**
Measures reading comprehension using Lexile curriculum framework. Focus is on informational text. Students read daily news articles of increasing difficulty and respond to activities. Strong option if district is seeking to focus on informational text or to incorporate literacy standards for science/technical subjects and history/social studies. Can be administered at individual, small-group, and large-group levels.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

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ELA-Literacy — 3

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

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

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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
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☐ Observation Rubric or Checklist

Administration/ Scoring
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ELA-Literacy — 3
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. 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 Measures

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 — 3

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
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ELA-Literacy – 3
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 TaskRubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
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# Massachusetts District-Determined Measures

## Example Assessments

### ELA-Literacy — 3

**Assessment**

Scholastic Reading Inventory (SRI)

**Publisher Website/Sample**

**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
- [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
- [ ] Computer Supported
- [x] Computer Adaptive
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ELA-Literacy — 3

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 curriculum framework.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
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ELA-Literacy – 3
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).

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

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

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
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Administration/Scoring
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**ELA-Literacy — 3**

**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. 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
- [x] Selected Response
- [x] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

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

### Administration/Scoring
- [x] Paper/Pencil
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### ELA-Literacy — 3

**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. Teachers collect information from multiple sources. 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 language use. Unclear if this system is aligned with CCSS, but districts interested in this option can contact the 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: Screening Tool

#### Non-Traditional Assessment

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

#### Administration/Scoring

- Paper/Pencil
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