

DRAFT CCSS RUBRIC FOR INTERIM/BENCHMARK ASSESSMENTS - ELA/LITERACY (Grades 3-11)

Use this draft rubric to evaluate or to create interim/benchmark assessments for alignment to the CCSS—whether fixed form or computer-adaptive. At the heart of the Common Core State Standards are substantial shifts in ELA/Literacy instruction and assessment that demand a focus on high-quality reading passages, text-dependent and text-specific reading questions, writing to sources, strong measures of language skills, and carefully crafted measures of speaking and listening. The three shifts in ELA/Literacy across the disciplines are

- Regular practice with complex text and its academic language
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- Building knowledge through content-rich non-fiction

The following draft rubric provides the implication of these three shifts for interim/benchmark assessments for ELA/literacy, which includes literacy across the content areas. The Revised Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12 will be a helpful reference while using this tool (www.achievethecore.org).

NON-NEGOTIABLES: If the assessments do not meet each of the following criteria, they should be considered non-aligned.

CRITERIA FOR READING	SAMPLE WORKSHEET																																																																						
<p>NON-NEGOTIABLE 1. Range of Texts: Texts on interim/benchmark assessments have these distributions:</p> <ul style="list-style-type: none"> • Grades 3-5: 50% literature / 50% informational text • Grades 6-8: 45% literature / 55% informational text • High School: 30% literature / 70% informational text <p>In addition, the informational text should be balanced among non-fiction, science/technical, and history. See Appendix B of the CCSS for examples.</p> <p><i>To be CCSS aligned, the set of assessments across the school year must reflect the above percentages. Note that ELA/literacy interim/benchmark assessments represent shared ownership across content areas.</i></p>	<p style="text-align: center;">Sample Evaluation Chart for Passage Distribution</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Text Type</th> <th>Interim/ Benchmark A</th> <th>Interim/ Benchmark B</th> <th>Interim/ Benchmark C</th> <th>D, E, ...</th> <th>Required Percentages</th> <th>Actual Percentages</th> </tr> </thead> <tbody> <tr> <td colspan="7">Grade 3, 4, or 5</td> </tr> <tr> <td>Literature</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>50%</td> <td></td> </tr> <tr> <td>Informational (NF/Sci/H)</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>50%</td> <td></td> </tr> <tr> <td colspan="7">Grade 6, 7, or 8</td> </tr> <tr> <td>Literature</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>45%</td> <td></td> </tr> <tr> <td>Informational (NF/Sci/H)</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>55%</td> <td></td> </tr> <tr> <td colspan="7">Grade 9, 10, or 11</td> </tr> <tr> <td>Literature</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>30%</td> <td></td> </tr> <tr> <td>Informational (NF/Sci/H)</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>70%</td> <td></td> </tr> </tbody> </table>	Text Type	Interim/ Benchmark A	Interim/ Benchmark B	Interim/ Benchmark C	D, E, ...	Required Percentages	Actual Percentages	Grade 3, 4, or 5							Literature	%	%	%	%	50%		Informational (NF/Sci/H)	%	%	%	%	50%		Grade 6, 7, or 8							Literature	%	%	%	%	45%		Informational (NF/Sci/H)	%	%	%	%	55%		Grade 9, 10, or 11							Literature	%	%	%	%	30%		Informational (NF/Sci/H)	%	%	%	%	70%	
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<p>NON-NEGOTIABLE 2. Complexity of Texts: The assessments exhibit concrete evidence that research-based quantitative¹ and qualitative measures have been used in selection of complex texts that align to the standards:</p> <ul style="list-style-type: none"> • 100% of passages have been analyzed with at least one quantitative measure for <u>grade-band placement</u>, with most passages placed within the indicated band. • 100% of passages have been analyzed with a qualitative measure for a more specific <u>grade-level placement</u>, with the rare exceptions occurring in literary passages. <p><i>To be CCSS aligned, the selection of reading passages must be based on both quantitative and qualitative analyses. Text complexity must increase during the year and year by year.</i></p>	<p style="text-align: center;">Sample Checklist – Use of Qualitative and Quantitative Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Required Percentage of Texts With Quantitative Data Provided</th> <th>Actual Percentage of Texts With Quantitative Data Provided</th> <th>Required Percentage of Texts With Qualitative Data Provided</th> <th>Actual Percentage of Texts With Qualitative Data Provided</th> <th>Percentage of Texts in Which <u>Grade-Band</u> Matches Quantitative Data Placement of the Text</th> </tr> </thead> <tbody> <tr><td>3</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>4</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>5</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>6</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>7</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>8</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>9</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>10</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> <tr><td>11</td><td>100%</td><td></td><td>100%</td><td></td><td></td></tr> </tbody> </table>		Required Percentage of Texts With Quantitative Data Provided	Actual Percentage of Texts With Quantitative Data Provided	Required Percentage of Texts With Qualitative Data Provided	Actual Percentage of Texts With Qualitative Data Provided	Percentage of Texts in Which <u>Grade-Band</u> Matches Quantitative Data Placement of the Text	3	100%		100%			4	100%		100%			5	100%		100%			6	100%		100%			7	100%		100%			8	100%		100%			9	100%		100%			10	100%		100%			11	100%		100%												
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¹ See Appendix A of the CCSS and its Supplement found at http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf. If Flesch-Kinkaid is used be sure to apply the conversion table found in the Supplement to the rating supplied by Flesch-Kinkaid.

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<p>NON-NEGOTIABLE 3. Quality of Texts: Evidence is provided that all passages on the assessments have been reviewed and edited by professional publication editors to ensure that they represent publication-quality writing, i.e., they are “texts worth reading.” This quality is most often found in previously published writing rather than “commissioned” texts.</p> <p>Historical/social studies and science/technical texts, specifically, reflect the same quality of writing that is produced by authorities in the particular academic discipline; they enable students to develop rich content knowledge.</p> <p><i>To be CCSS aligned, the reading passages must be content rich, dense, and well crafted; they must be worthy of the time students will spend analyzing them. They should include a range of appropriate lengths for assessment.</i></p>	Sample Checklist – Passage Quality (Use one checklist for each grade)																																																																					
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<p>NON-NEGOTIABLE 4. Text-Dependent Questions: Questions on the assessments are high-quality sets of text-dependent and text-specific questions. They require close reading and analysis of each passage and allow students to demonstrate their command of textual evidence in support of their responses, whether they are reading one passage or more than one to make comparisons and integrate ideas.</p> <p><i>To be CCSS aligned, test questions must ask students to read closely and carefully, find the answers within the text or texts, and use textual evidence as the basis of their responses.</i></p>	<table border="1"> <thead> <tr> <th data-bbox="779 911 1423 1065">Quality Criteria</th> <th data-bbox="1423 911 1591 1065">Percent of Questions Meeting All Criteria</th> <th data-bbox="1591 911 1770 1065">Percent of Questions Meeting Most of the Criteria</th> <th data-bbox="1770 911 1953 1065">Percent of Questions Meeting Some of the Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="779 1065 1423 1097">Items at each grade</td> <td data-bbox="1423 1065 1591 1097"></td> <td data-bbox="1591 1065 1770 1097"></td> <td data-bbox="1770 1065 1953 1097"></td> </tr> <tr> <td data-bbox="779 1097 1423 1130">Are text-dependent and text-specific:</td> <td data-bbox="1423 1097 1591 1130"></td> <td data-bbox="1591 1097 1770 1130"></td> <td data-bbox="1770 1097 1953 1130"></td> </tr> <tr> <td data-bbox="779 1130 1423 1162"> <ul style="list-style-type: none"> • are crafted so that providing the correct answer requires no prior knowledge or any knowledge outside of what is stated or implied by the passage </td> <td data-bbox="1423 1130 1591 1162"></td> <td data-bbox="1591 1130 1770 1162"></td> <td data-bbox="1770 1130 1953 1162"></td> </tr> <tr> <td data-bbox="779 1162 1423 1195"> <ul style="list-style-type: none"> • cannot be answered without reading the passage. </td> <td data-bbox="1423 1162 1591 1195"></td> <td data-bbox="1591 1162 1770 1195"></td> <td data-bbox="1770 1162 1953 1195"></td> </tr> <tr> <td data-bbox="779 1195 1423 1227"> <ul style="list-style-type: none"> • are not “stand-alone” (i.e., they are not separate from a reading passage) </td> <td data-bbox="1423 1195 1591 1227"></td> <td data-bbox="1591 1195 1770 1227"></td> <td data-bbox="1770 1195 1953 1227"></td> </tr> <tr> <td data-bbox="779 1227 1423 1260">Require close reading and use of evidence:</td> <td data-bbox="1423 1227 1591 1260"></td> <td data-bbox="1591 1227 1770 1260"></td> <td data-bbox="1770 1227 1953 1260"></td> </tr> <tr> <td data-bbox="779 1260 1423 1292"> <ul style="list-style-type: none"> • directly ask students to identify or cite evidence from the passage(s) or require students to use textual evidence to provide the answer. </td> <td data-bbox="1423 1260 1591 1292"></td> <td data-bbox="1591 1260 1770 1292"></td> <td data-bbox="1770 1260 1953 1292"></td> </tr> <tr> <td data-bbox="779 1292 1423 1487"> <ul style="list-style-type: none"> • require students to follow the details of what is explicitly stated, and/or make valid inferences, and/or evaluate what is read. </td> <td data-bbox="1423 1292 1591 1487"></td> <td data-bbox="1591 1292 1770 1487"></td> <td data-bbox="1770 1292 1953 1487"></td> </tr> </tbody> </table>	Quality Criteria	Percent of Questions Meeting All Criteria	Percent of Questions Meeting Most of the Criteria	Percent of Questions Meeting Some of the Criteria	Items at each grade				Are text-dependent and text-specific:				<ul style="list-style-type: none"> • are crafted so that providing the correct answer requires no prior knowledge or any knowledge outside of what is stated or implied by the passage 				<ul style="list-style-type: none"> • cannot be answered without reading the passage. 				<ul style="list-style-type: none"> • are not “stand-alone” (i.e., they are not separate from a reading passage) 				Require close reading and use of evidence:				<ul style="list-style-type: none"> • directly ask students to identify or cite evidence from the passage(s) or require students to use textual evidence to provide the answer. 				<ul style="list-style-type: none"> • require students to follow the details of what is explicitly stated, and/or make valid inferences, and/or evaluate what is read. 																																				
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<p>NON-NEGOTIABLE 5. Alignment: Reading questions reflect the rigor and cognitive complexity demanded by the standards; they focus on the heart of what the standards require. In fact, rich items requiring close reading may align to more than one standard. Also, vocabulary questions receive appropriate emphasis.</p> <p><i>To be CCSS aligned, test questions must align to both the depth and the breadth of the standards at each grade level. However, it is NOT necessary that every standard be assessed by every reading passage; test questions should arise from the characteristics of each individual passage.</i></p>	<p>Sample Checklist – Alignment of Reading Test Questions (Use one checklist for each grade)</p> <table border="1"> <thead> <tr> <th data-bbox="806 207 1425 297">Quality Criteria</th> <th data-bbox="1425 207 1591 297">Percent Meeting All Criteria</th> <th data-bbox="1591 207 1772 297">Percent Meeting Most of the Criteria</th> <th data-bbox="1772 207 1950 297">Percent Meeting Some of the Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="806 297 1425 329">Reading items at each grade</td> <td data-bbox="1425 297 1591 329"></td> <td data-bbox="1591 297 1772 329"></td> <td data-bbox="1772 297 1950 329"></td> </tr> <tr> <td data-bbox="806 329 1425 386">Clearly align with the intent and language of one or more Common Core State Standard(s):</td> <td data-bbox="1425 329 1591 386"></td> <td data-bbox="1591 329 1772 386"></td> <td data-bbox="1772 329 1950 386"></td> </tr> <tr> <td data-bbox="806 386 1425 443"> <ul style="list-style-type: none"> require rigorous analysis of complex texts, not just surface understanding </td> <td data-bbox="1425 386 1591 443"></td> <td data-bbox="1591 386 1772 443"></td> <td data-bbox="1772 386 1950 443"></td> </tr> <tr> <td data-bbox="806 443 1425 508"> <ul style="list-style-type: none"> reflect the cognitive complexity at the heart of the standards </td> <td data-bbox="1425 443 1591 508"></td> <td data-bbox="1591 443 1772 508"></td> <td data-bbox="1772 443 1950 508"></td> </tr> <tr> <td data-bbox="806 508 1425 573">Within a set of questions related to a passage, the questions</td> <td data-bbox="1425 508 1591 573"></td> <td data-bbox="1591 508 1772 573"></td> <td data-bbox="1772 508 1950 573"></td> </tr> <tr> <td data-bbox="806 573 1425 654"> <ul style="list-style-type: none"> allow students to demonstrate deep understanding of the central ideas of the text and its important particulars (i.e., not peripheral questions) </td> <td data-bbox="1425 573 1591 654"></td> <td data-bbox="1591 573 1772 654"></td> <td data-bbox="1772 573 1950 654"></td> </tr> <tr> <td data-bbox="806 654 1425 686">Within a test,</td> <td data-bbox="1425 654 1591 686"></td> <td data-bbox="1591 654 1772 686"></td> <td data-bbox="1772 654 1950 686"></td> </tr> <tr> <td data-bbox="806 686 1425 751"> <ul style="list-style-type: none"> most of the questions relate to single texts rather than paired passages, according to the grade level CCSS </td> <td data-bbox="1425 686 1591 751"></td> <td data-bbox="1591 686 1772 751"></td> <td data-bbox="1772 686 1950 751"></td> </tr> <tr> <td data-bbox="806 751 1425 816"> <ul style="list-style-type: none"> most vocabulary questions focus on the meaning of tier 2 words in context </td> <td data-bbox="1425 751 1591 816"></td> <td data-bbox="1591 751 1772 816"></td> <td data-bbox="1772 751 1950 816"></td> </tr> <tr> <td data-bbox="806 816 1425 873"> <ul style="list-style-type: none"> vocabulary items comprise a significant percentage of score points </td> <td data-bbox="1425 816 1591 873"></td> <td data-bbox="1591 816 1772 873"></td> <td data-bbox="1772 816 1950 873"></td> </tr> </tbody> </table>	Quality Criteria	Percent Meeting All Criteria	Percent Meeting Most of the Criteria	Percent Meeting Some of the Criteria	Reading items at each grade				Clearly align with the intent and language of one or more Common Core State Standard(s):				<ul style="list-style-type: none"> require rigorous analysis of complex texts, not just surface understanding 				<ul style="list-style-type: none"> reflect the cognitive complexity at the heart of the standards 				Within a set of questions related to a passage, the questions				<ul style="list-style-type: none"> allow students to demonstrate deep understanding of the central ideas of the text and its important particulars (i.e., not peripheral questions) 				Within a test,				<ul style="list-style-type: none"> most of the questions relate to single texts rather than paired passages, according to the grade level CCSS 				<ul style="list-style-type: none"> most vocabulary questions focus on the meaning of tier 2 words in context 				<ul style="list-style-type: none"> vocabulary items comprise a significant percentage of score points 																																																		
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<p>NON-NEGOTIABLE 6. Writing to Sources: Prompts for student writing on the assessments, at all grade levels, require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text. Over a set of interim/benchmark assessments, writing tasks are</p> <p>Grades 3-5: exposition 35%, persuasion 30%, narrative 35% Grades 6-8: exposition 35%, argument 35%, narrative 30% High School: exposition 40%, argument 40%, narrative 20%</p> <p><i>To be CCSS aligned, writing prompts across the set of assessments must meet the above percentages or reflect blended purposes in similar proportions.</i></p>	<p>Sample Evaluation Chart for Distribution of Writing Prompts</p> <table border="1"> <thead> <tr> <th data-bbox="806 946 1163 1027">Text Type</th> <th data-bbox="1163 946 1299 1027">Interim/ Benchmark A</th> <th data-bbox="1299 946 1436 1027">Interim/ Benchmark B</th> <th data-bbox="1436 946 1583 1027">Interim/ Benchmark C</th> <th data-bbox="1583 946 1677 1027">D, E, . . .</th> <th data-bbox="1677 946 1814 1027">Required Percentages</th> <th data-bbox="1814 946 1950 1027">Actual Percentages</th> </tr> </thead> <tbody> <tr> <td data-bbox="806 1027 1163 1060">Grade 3, 4, or 5</td> <td 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Draft CCSS Rubric for Interim/Benchmark Assessments – ELA/literacy

CRITERIA FOR LANGUAGE	SAMPLE WORKSHEET																				
<p>NON-NEGOTIABLE 7. Language: Items assessing conventions and writing strategies reflect actual practice as much as possible.</p> <p><i>To be CCSS aligned, language test questions must represent common student errors and focus on English conventions as well as writing strategies important for college and career readiness, as required by the CCSS for language.</i></p>	<p align="center">Sample Checklist – Alignment of Language Items (Use one checklist for each grade)</p> <table border="1"> <thead> <tr> <th data-bbox="821 201 1656 261">Quality Criteria</th> <th data-bbox="1656 201 1808 261">Required Percentage</th> <th data-bbox="1808 201 1948 261">Actual Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 261 1656 326"> <ul style="list-style-type: none"> Language items at each grade mirror real-world activity to the extent possible (i.e., actual editing or revision). </td> <td data-bbox="1656 261 1808 326">30% - 100%</td> <td data-bbox="1808 261 1948 326"></td> </tr> <tr> <td data-bbox="821 326 1656 386"> <ul style="list-style-type: none"> Within a test of ELA/Literacy, items assessing Language Standards 1-3) and Writing Standards 1-3 comprise a significant percentage of score points. </td> <td data-bbox="1656 326 1808 386">20%-40%</td> <td data-bbox="1808 326 1948 386"></td> </tr> </tbody> </table>			Quality Criteria	Required Percentage	Actual Percentage	<ul style="list-style-type: none"> Language items at each grade mirror real-world activity to the extent possible (i.e., actual editing or revision). 	30% - 100%		<ul style="list-style-type: none"> Within a test of ELA/Literacy, items assessing Language Standards 1-3) and Writing Standards 1-3 comprise a significant percentage of score points. 	20%-40%										
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<p>NON-NEGOTIABLE 8. Speaking and Listening: Items assessing speaking and listening reflect true communication skills.</p> <p><i>To be CCSS aligned, speaking and listening assessments must reflect skills required for college and career readiness, as required by the CCSS for speaking and listening.</i></p>	<p align="center">Sample Checklist – Speaking and Listening Items (Use one checklist for each grade)</p> <table border="1"> <thead> <tr> <th data-bbox="800 501 1656 561">Quality Criteria</th> <th data-bbox="1656 501 1808 561">Required Percentage</th> <th data-bbox="1808 501 1948 561">Actual Percentage</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="800 561 1948 594">Speaking items at each grade</td> </tr> <tr> <td data-bbox="800 594 1656 654"> <ul style="list-style-type: none"> assess the ability to engage effectively in conversations and collaborations by expressing well-supported ideas clearly and building on others’ ideas. </td> <td data-bbox="1656 594 1808 654">100%</td> <td data-bbox="1808 594 1948 654"></td> </tr> <tr> <td data-bbox="800 654 1656 714"> <ul style="list-style-type: none"> include some items that measure the ability to marshal evidence to orally present findings from a research performance task. </td> <td data-bbox="1656 654 1808 714">20%-50%</td> <td data-bbox="1808 654 1948 714"></td> </tr> <tr> <td colspan="3" data-bbox="800 714 1948 747">Listening items at each grade</td> </tr> <tr> <td data-bbox="800 747 1656 807"> <ul style="list-style-type: none"> evaluate active listening skills, e.g., taking notes on main ideas, asking relevant questions, and elaborating on others’ remarks. </td> <td data-bbox="1656 747 1808 807">100%</td> <td data-bbox="1808 747 1948 807"></td> </tr> </tbody> </table>			Quality Criteria	Required Percentage	Actual Percentage	Speaking items at each grade			<ul style="list-style-type: none"> assess the ability to engage effectively in conversations and collaborations by expressing well-supported ideas clearly and building on others’ ideas. 	100%		<ul style="list-style-type: none"> include some items that measure the ability to marshal evidence to orally present findings from a research performance task. 	20%-50%		Listening items at each grade			<ul style="list-style-type: none"> evaluate active listening skills, e.g., taking notes on main ideas, asking relevant questions, and elaborating on others’ remarks. 	100%	
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