Benchmarks
Administration Guide

Paper and Pencil (PDF)
Reading and Mathematics
Grades 3–8
# CONTENTS

1. Introduction .......................................................................................................................... 3

2. Standards Pacing and Test Design .......................................................................................... 3
   2.1 Key Design Considerations for Mathematics: .............................................................. 3
   2.2 Key Design Considerations for Reading: ....................................................................... 4
   2.3 Evidence-Based Selected Response Items ....................................................................... 5

3. Preparation for Test Administration ...................................................................................... 5
   3.1 Teacher Preparation ....................................................................................................... 6
   3.2 Scheduling Test Sessions ............................................................................................... 6
   3.3 Materials Needed for Test Administration ..................................................................... 6
   3.4 Student Participation & Accommodations ....................................................................... 6

4. During Testing ......................................................................................................................... 7
   4.1 Instructions ...................................................................................................................... 7
   4.2 Calculators ..................................................................................................................... 7

5. Scoring .................................................................................................................................. 7
   5.1 Scoring Guide .................................................................................................................. 7
   5.2 Evidence-Based Selected Response (EBSR) ................................................................ 10

6. Reporting ............................................................................................................................... 10

7. Support .................................................................................................................................. 10
1. Introduction

Measured Progress Benchmarks are pre-configured forms designed to support classroom formative assessment practices by assessing a recommended scope and sequence of national and state standards for both English language arts and mathematics for grades 3 through 8. Measured Progress Benchmarks serve as a valuable tool to integrate national and state-specific standards into your local curriculum and assessment system.

This Administration Guide provides directions for how to administer and score all forms of the reading and mathematics Benchmarks. Teachers are advised to read this guide before administering the test forms.

2. Standards Pacing and Test Design

Created by Measured Progress content experts using nationally recognized research and publishers’ criteria, the Standards Pacing Guide provides a strong foundation to inform and validate the development of Measured Progress Benchmarks. The Standards Pacing Guide was influenced by Measured Progress’s experience working with national consortia, including an analysis of Partnership for Assessment of Readiness for College and Careers (PARCC®) and Smarter Balanced® test blueprints, as well as our own content expertise. In addition, the Guide draws from research included in the Council of Chief State School Officers’ Common Core Implementation Tools and Resources. These resources were created through a collaboration of the Charles A. Dana Center at the University of Texas at Austin and Agile Mind, and funded in part by the Bill and Melinda Gates Foundation. The Benchmarks Standards Pacing Guide provides a recommended scope and sequence of the standards to help inform curriculum mapping and instructional planning. The Standards Pacing Guide identifies the standards addressed in each of the Benchmarks forms.

2.1 Key Design Considerations for Mathematics

- Math Benchmarks are each worth 30 points, with 22 items sectioned off into calculator and non-calculator sections in grades 6 through 8 (grades 3 through 5 are all non-calculator).
- The mathematics test forms include 16 multiple-choice items, 4 short-answer items, and 2 constructed-response items.
- Pacing follows a logical sequence that coincides with the math learning progressions inherent to national and many state-specific math standards.
- Each of the four forms within a grade level covers all math domains and assesses standards that are a major focus and conceptually connected.

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§ Some of the standard IDs are shown in bold. These indicate which standards are repeated in the *Benchmarks*. This repetition helps to provide conceptual bridges between forms and administrations.

§ Cluster designation was considered in the test design (clusters are groups of related math standards). Because content is not equally emphasized in each of the standards, the cluster designation provides focus and coherence to teach and assess the standards. The *Standards Pacing Guide* shows which clusters have been identified as major, supporting, or additional, and how these clusters are represented in each of the forms.

### 2.2 Key Design Considerations for Reading

§ Reading *Benchmarks* range from 26–32 points, with 19–24 items depending on the grade level and form. The reader tasks and text complexity increase throughout the four forms in each grade level.

§ Reading forms contain single and paired passages, four passages total. When reading selections are paired, items that follow are related to both selections.

§ Item types include 17–20 multiple-choice items, 2 constructed-response items, and 1–2 Evidence-Based Selected Response (EBSR) items that are worth two points —see below for further information.

§ Based on national recommendations for how reading should be assessed, standards are grouped holistically across both literary and informational texts.

§ Standards from the key anchor clusters of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas are integrated throughout each of the four forms in a grade level.
2.3 Evidence-Based Selected Response Items

Reading *Benchmarks* contain an item type called an Evidence-Based Selected Response (EBSR). An EBSR is a two-part item used in English language arts that combines two multiple-choice items into one to illustrate the student’s understanding of complex text and show evidence of comprehension. More explicitly, it “combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question”\(^2\). By connecting two test items, it requires the student to think more and provide confirmation of the accuracy of their first answer. This illustrates their comprehension of the complex text. The skills of reading carefully, making inferences, establishing connections within and across texts, and applying understanding of a text are essential for college and career readiness. To the right is an example of an EBSR, where the student must not only make the connection between the story and line excerpts after they have determined the vocabulary word that best describes the character, but also must provide the context used to establish the accuracy of their answer.

3. Preparation for Test Administration

Measured Progress *Benchmarks* can be administered via paper/pencil using test forms printed from PDFs. There are four forms per grade level that are recommended to be administered in order A through D. Forms in each grade are intended to be embedded within instruction and administered within five- to nine-week intervals, so that educators can gather valuable information to monitor student progress and inform future instruction before students are evaluated on summative assessments.

\(^2\) [www.parcconline.org](http://www.parcconline.org)
3.1 Teacher Preparation

For a successful implementation, please review the Standards Pacing Guide to understand which standards are being assessed in each form. A blueprint document or coversheet has also been developed for each form which outlines the test design, including target standards, item types, Depth of Knowledge (DOK) level, and item position. The coversheet can be found with the test forms.

3.2 Scheduling Test Sessions

Measured Progress Benchmarks should be administered on the same day for all students in a classroom. Students within a grade are not required to take the test simultaneously. Scheduling classrooms or groups of students to take the test is at the discretion of the district or school. Schools and districts may decide that the test forms will be administered on the same day or in a specific test administration window. If unsure of a school’s test window, test administrators should contact the test coordinator. The tests should be administered so that students are able to complete each one without interruption.

Each test session (reading or mathematics) is designed to be completed in approximately 45 to 50 minutes; however, these tests are not timed and students may be given as much additional time as needed.

3.3 Materials Needed for Test Administration

The PDF versions of the student form have an embedded answer space, so no additional answer documents are needed.

Students will need the following materials for the test administration:

- Student test form
- Scratch paper
- Pencil with eraser
- Calculator, for specific sections of the mathematics test in grades 6, 7, and 8. (Calculator use is not allowed in any forms of the test for grades 3, 4, and 5.)

3.4 Student Participation & Accommodations

Standardized administration of assessments is essential to ensure valid and reliable assessment results. While there are no strict accommodations requirements for Benchmarks, student accommodations should nonetheless be consistent with those used during regular classroom instruction and/or during test taking. The guidelines for the use of test accommodations for students with special needs are the same as those that apply to the applicable state testing program. Generally, any test accommodations applied should be identical to those prescribed by students’ Individualized Education Plans (IEPs).
4. During Testing

4.1 Instructions

1. Hand out each student’s paper test, scratch paper, and a pencil.
2. When you are ready, instruct the students to begin taking the test.

4.2 Calculators

Teachers should supply a 4-function calculator to students if students are in grades 6, 7, and 8 as one section of the *Benchmarks* forms allows students to use a calculator.

5. Scoring

5.1 Scoring Guide

The PDF *Benchmarks* packages come with a Scoring Guide for the teacher to use in scoring student responses. The Scoring Guide includes an answer key and distractor rationales, and scoring rubrics and sample responses. Below are some examples of how the Scoring Guide can be used.
1925 - Mush!/The Iditarod

Multiple-Choice Items

CCSS Alignment
CLUSTER: Key Ideas and Details
STANDARD: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOK: 2

1. In Selection 1, what is the most likely reason that Dr. Welch was worried about the sick child?
   - He had seen the terrible effects of a similar disease.
   - He believed there was no known cure for the disease.
   - He knew that more children would catch the disease.
   - He had no idea what could be causing the disease.

Distractor Rationales
   - A This could be true, but, according to the selection, his main worry was that the disease was very contagious.
   - B The doctor knew that he could not cure the disease without the serum, but he also knew that there was a cure.
   - C Key: The reason the doctor was worried was because he knew the disease was highly contagious and would spread quickly among the native Alaskan children.
   - D He knew what the cause was; the problem was that it was highly contagious.

Based on trends in student responses, distractor rationales included in both Reading and Math Testlets can be analyzed to inform instruction, provide an explanation of answer choices, and give insight into gaps in student understanding.
### Short-Answer Rubric

<table>
<thead>
<tr>
<th>SCORE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Answer: 30 (feet per second)</td>
</tr>
<tr>
<td>0</td>
<td>Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response</td>
</tr>
</tbody>
</table>

Short-answer math items are worth one point, and the math rubrics include a description of the correct response. Educators can decide whether or not students receive partial credit for showing their work.

### Constructed-Response Rubric

<table>
<thead>
<tr>
<th>SCORE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5 points</td>
</tr>
<tr>
<td>3</td>
<td>4 points</td>
</tr>
<tr>
<td>2</td>
<td>2 or 3 points</td>
</tr>
<tr>
<td>1</td>
<td>1 point</td>
</tr>
<tr>
<td>0</td>
<td>Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response</td>
</tr>
</tbody>
</table>

**Sample Response**
Part b: $0.75 \times 82 = 9$
Part c: $0.75 \times 850 \times 0.9 = 337.5$

**Scoring Notes in Math Testlets**
Scoring notes provide options for assigning points to the item parts to determine the rubric score.
5.2 Evidence-Based Selected Response (EBSR)

EBSR items appear as two multiple-choice items on the PDF versions and will need to be manually scored. Partial credit may be given to the student if the first part of the question is answered correctly. Score points for EBSR items are awarded as such:

- 2 points if both parts are correct
- 1 point if Part A is correct and Part B wrong
- 0 points if Part B is correct or both parts incorrect

6. Reporting

Measured Progress *Benchmarks* are designed to assess a set of standards as indicated in the *Standards Pacing Guide*. As mentioned in the Preparation for Test Administration section, the four forms in each grade are intended to be embedded within instruction, so that educators can gather valuable information to monitor student progress in relation to the standards assessed and inform future instruction before students are evaluated on summative assessments. The four forms are not equated and results should not be compared from form to form. There are several ways to analyze how your students are progressing toward proficiency of the standards. The most effective way is to analyze the results by standard across all four forms, as there are more items represented per standard.

There may be instances where using data from *Benchmarks* goes beyond merely looking at score reports. Educators may want to examine the evidence of student understanding within student responses. By looking closely at the distractor rationales or the written responses that students have produced, either individually or as grade level groups, educators can look for misunderstandings and determine the need for instructional interventions.

Student work from *Benchmarks* can be used to discuss student progress within Professional Learning Communities, grade level groups, or by individual teachers. Use the following set of guiding questions to lead discussions:

- What does this work tell us about what students know and are able to do?
- Does this work demonstrate proficiency? How can we help this student (and all students) improve?
- How could the instruction that surrounds this work execute a better response?

7. Support

If you have any additional questions regarding the test forms or administration, please contact the Product Support Team at productsupport@measuredprogress.org or call 877-432-8294 between the hours of 8:00 a.m. and 5:00 p.m. ET.

Additional information about Measured Progress is available at measuredprogress.org.