Formative Content Bank

Gathering evidence of student understanding

Better content. Engaged learning.
Accelerate student achievement

Formative assessment is the cornerstone of differentiated instruction. The Measured Progress Formative Content Bank provides premium assessment items and preconfigured quizzes, called Testlets, and Benchmark tests for grades 1–12 that support effective teaching and learning. Newly built to college and career readiness standards in reading and mathematics, the bank helps you build assessments that gather evidence of student learning and accelerate student achievement. Plus, your students will become familiar with the level of rigor and item types they will see on their statewide assessments.

The Formative Content Bank helps you:

- Create high-rigor, well-aligned assessments for district and classroom use
- Focus on standards that pose challenges and diagnose gaps in understanding of new concepts
- Integrate a variety of item types and reading passages to promote access and address a range of learning styles
- Uncover student misconceptions with distractor rationales, and score open-ended items consistently and quickly with rubrics and scoring notes
- Gather evidence of student learning to inform instruction and improve academic achievement
- Provide feedback to students, promoting their engagement in the formative assessment feedback loop

High-quality content

For more than 30 years, Measured Progress has worked with districts and states to develop assessment products and services with a reputation for quality. All items in the Formative Content Bank are built using evidence-centered design principles and are never back-aligned, retrofitted, or cloned. And as a certified WebbAlign® Depth of Knowledge (DOK) partner, we further our commitment to produce high-quality assessment materials that represent a range of complexity and measure content standards accurately.
Built differently. Built better.

Measured Progress takes a different approach to items and item development. Our priority is to ensure that each item effectively supports real learning, rather than building a large item bank. As a result, you get better assessments that give teachers as much information when students answer a question incorrectly as when they answer it correctly. Here is a snapshot of our item development process.

### Authoring
- Develop stimuli
  - Find passages and graphics and get permissions
  - Determine complexity level
- Create items
  - Follow universal and evidence-centered design principles
  - Develop graphics
  - Create key or scoring guide and rubric scoring information
  - Considerations: alignment to standards, cognitive rigor (DOK), student engagement
- Conduct peer review
  - Content accuracy
  - Construct validity
  - Authentic contexts

### Content Revision
- Refine constructs
- Finalize key and rubrics
- Consider potential accommodations
- Finalize content and graphics

### External Review
(Classroom or Committee)
- Verify grade-level appropriateness, rigor, and alignment to standards
- Check bias, accessibility, and sensitivity
- Review key or scoring guide and rubric

### Editorial Review
- Readability
- Comprehensibility
- Lack of ambiguity
- Grammar
- Language sensitivity
- Format and presentation

### Tech Team QC
- Delivery format
- Item part
- Content rendering
- QTI packaging

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Items

Items in the **Formative Content Bank** are organized by content area, item type, standard, and DOK level. District leaders use the bank to create common district assessments to assess a broad range of skills or target standards. Teachers use individual items in daily instruction or as exemplars for developing their own items. The variety of uses provides information to plan instruction for tomorrow, next week, or next term.

Sample ELA Passage

**Item Type**: Passage  
**DOK**: 2. Conceptual knowledge  
**Grade Level**: High school  
**Standard**: ELA.RI.5.1, ELA.RI.5.9  
**Item Bank**: Measured Progress

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The Iditarod exists because of two people’s efforts. Dorothy Page and Joe Redington both loved mushing and preserving the old trails across Alaska. When the army cleared and marked the old northern trail in 1972, they began to organize an Anchorage to Nome race. The Iditarod race begins in downtown Anchorage and travels 1,100 miles (1,770 km) across wild country to Nome. Mushers come from around the world to compete. For safety reasons, a team must pass many tests before participating.

The Anchorage to Eagle River portion of the race has become largely ceremonial. Sponsors ride in sleds through town, and people line the streets and trails wishing the teams a good journey. The next day, the race restarts at Willow, 40 miles (64 km) north of Anchorage, with packed sleds. Extra supplies are airlifted to checkpoints along the trail.

Thousands of volunteers help with the race, from corporate sponsors to prison inmates who care for dogs left at checkpoints, to schoolchildren who adopt a musher. Around the country, classes support a musher by writing letters of encouragement, making thousands of hours to perfect the chase.

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**Item Type**: Selected Response  
**DOK**: 2. Conceptual knowledge  
**Grade Level**: High school  
**Standard**: Building functions > MA.9–12.HSF-BF.1.c Compose functions  
**Item Bank**: Measured Progress

Madison is buying a bicycle. She has a coupon for 10% off the cost of an item. She can also use her club membership to take an additional 5% off the cost after the coupon is applied. She has written functions for each discount that will be applied to x, the cost of the bicycle: $G(x) = x - 0.10x$ and $C(x) = x - 0.05x$.

Which expression can Madison use to find the final cost of the bicycle?

A. $x - 0.15x$  
B. $0.95x + 0.9x$  
C. $0.95x - 0.9x$  
D. $0.95 - 0.9 - x$

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**Sample Math Item**
Why use items from the Formative Content Bank?

Items from the Formative Content Bank require students to demonstrate understanding of the college and career readiness and state standards. Built to current standards, the items measure the intentions of the standards and provide meaningful data. Students and teachers get instant feedback on individual understanding, and gain insight that encourages engagement in the formative feedback loop. In addition, students become familiar with a variety of item types including the types they will see on statewide assessments.

Item types by the numbers

Formative Content Bank at a glance

Grades: 1–12

Content areas: English language arts, mathematics

Standards:
- College and career readiness
- State-specific
- Common Core State Standards


Languages: English, Spanish (mathematics)

Instructional tools:
- Distractor rationales
- Scoring guides and rubrics
- Formative support tools

Delivery mode:
- Online platforms (QTI)
- Paper-based (PDF) for Testlets and Benchmarks

Purchase options:
- Annual license
- 7-year site license
Testlets

Testlets are short quizzes that assess a targeted set of standards within specific domains and clusters. Offered for grades 3 through high school, Testlets provide a snapshot of a student’s current understanding and illustrate how well a student grasps concepts and skills. Educators may administer Testlets frequently and quickly analyze results to inform instruction, without having to create an assessment from scratch.

Sample ELA Testlet Blueprint

1925 - Mush!/The Iditarod

Purpose of Assessment: To gather evidence of student understanding to inform instruction.

Content Area/Strand: Reading | Grade: 5 | Total Score: 10 points
Selection Type: Informational | Time Needed for Administration: 20 minutes
Materials Needed: Student Test Form and Scoring Guide

Item Specifications:

<table>
<thead>
<tr>
<th>Anchor Standards (Clusters)</th>
<th>Target Standards (Key concepts/skills to be assessed)</th>
<th>Depth of Knowledge (DOK)</th>
<th>Item Type (MC/CR*)</th>
<th># of Items</th>
<th>Item Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>2</td>
<td>MC</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Determine two or more ideas of a text and explain how they are supported by key details</td>
<td>2</td>
<td>MC</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Explain the relationships or interactions between two or more individuals, events, ideas in a historical, scientific, or technical specific information in the text.</td>
<td>2</td>
<td>CR</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Covers the 3 reading anchor standards
Includes 3 selected-response and 3 short-answer items, and 1 constructed-response item

Sample Math Testlet Blueprint

Ratios and Proportional Relationships

Purpose of Assessment: To collect evidence of student understanding to inform instruction.

Content Area/Domain: Ratios and Proportional Relationships | Grade: 7 | Total Score: 10 points
Time Needed for Administration: 20–30 minutes
Materials Needed: Student Test Form and Scoring Guide

Item Specifications:

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Target Standards (Key concepts/skills to be assessed)</th>
<th>Depth of Knowledge (DOK)</th>
<th>Item Type (MC/SA/CR*)</th>
<th># of Items</th>
<th>Item Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.RP.01.01:</td>
<td>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</td>
<td>1</td>
<td>MC</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>07.RP.01.02:</td>
<td>Recognize and represent proportional relationships between quantities.</td>
<td>2</td>
<td>MC</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
<td>2</td>
<td>5, 6</td>
</tr>
<tr>
<td>07.RP.01.03:</td>
<td>Use proportional relationships to solve multistep ratio and percent problems.</td>
<td>2</td>
<td>MC</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CR</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

*MC = Multiple Choice, SA = Short Answer, CR = Constructed Response
Covers 1 cluster of standards from those emphasized in college and career readiness standards
Includes 6 selected-response items and 1 constructed-response item

Delivery and purchase options

Build and implement assessments created with the Formative Content Bank within your preferred assessment platform, or receive print-ready PDF files for pencil-and-paper Testlets and Benchmarks. Choose from an annual or a 7-year site license.
Benchmarks

*Benchmarks* monitor and evaluate students' understanding of college and career readiness standards in reading and math for grades 3 through 8. They provide feedback about a district’s pacing and the effectiveness of curriculum and instruction.

Use *Benchmarks* to

- Implement common measures for instructional feedback across grade levels and schools as part of a district-wide assessment program
- Address a range of cognitive demand (DOK levels) in each test
- Schedule administration in one class period; up to four times a year
- Assess all three domains in reading: key ideas and details, craft and structure, and integration of knowledge and ideas
- Present reading passages and tasks of increasing complexity throughout the year, based on the *Standards Pacing Guide*
- Cover all domains in mathematics, with a focus on the major standards emphasized at each grade level

Customize your benchmarks

For benchmark assessments aligned to your specific curriculum and pacing, let our Assessment Services team help you configure customized assessments using content from the *Formative Content Bank.*
In addition to the quality of the assessment content, my experience with Measured Progress is that they are an organization committed to client satisfaction and are easy to work with, both directly and with our mutual partners within the district. They always seem to care about how we are utilizing the content to advance our educational mission here in the district.”

Mark Howard,
Chief of Performance Accountability,
Palm Beach County, FL

Why Measured Progress?

Our content experts have helped create and implement effective assessment programs for dozens of states; now we bring that level of expertise directly to districts. Measured Progress has been trusted for more than 30 years to deliver standards-aligned measurement that supports student learning.

Whatever your current—or future—assessment needs, Measured Progress stands ready to help.

www.measuredprogress.org/formative-content-bank