



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



Formative Feedback Loop

High-quality content

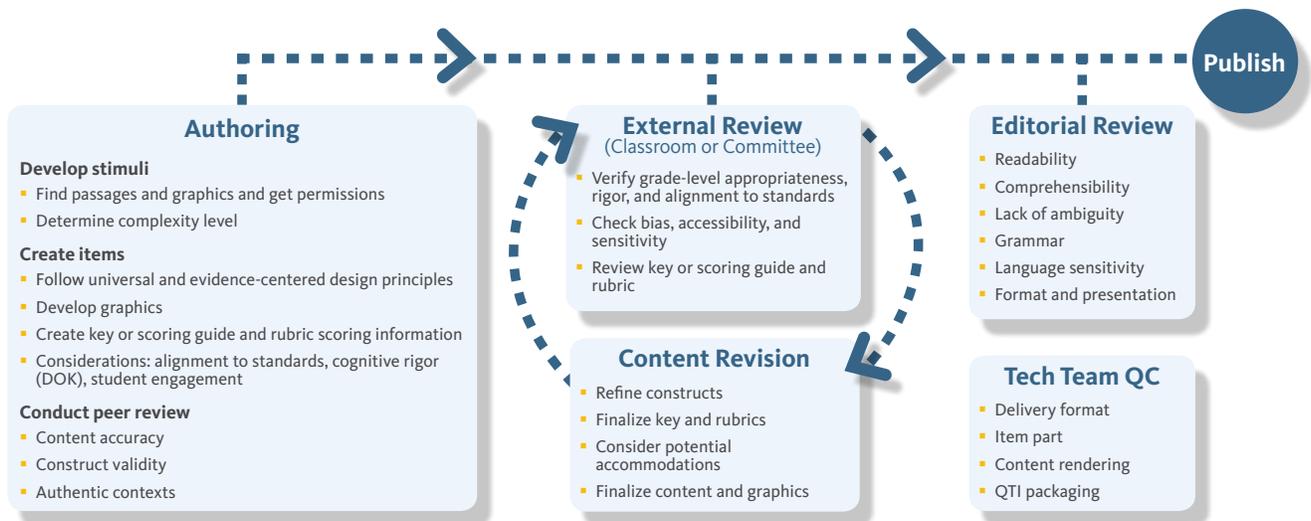
For more than 30 years, Measured Progress has worked with districts and states to develop assessment products and services with a reputation for quality. All items in the **Formative Content Bank** are built using evidence-centered design principles and are never back-aligned, retrofitted, or cloned. 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.



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

Reading passages are authentic, previously published, and include Lexile® levels

Items contain precisely defined constructs and are accessible, free from bias, and compatible with accommodations

Read Selection 2, an article about another exciting race. Then answer the questions.

SELECTION 2

The Iditarod by Donna Walsh Shepherd

The Iditarod race 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 hundreds of booties to protect the dogs' feet in icy weather.

In 1972, twenty dogs got loose and were taken home in sleds.

With trail race is rough and Swingle's 2 hours, 20 minutes, 20 seconds.

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

As the Street in people's weeks or place, to musher's difficult

one second

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. $0.95x \cdot 0.9x$
- D. $0.95 \cdot 0.9 \cdot x$

Math items are based on real-world scenarios to engage students

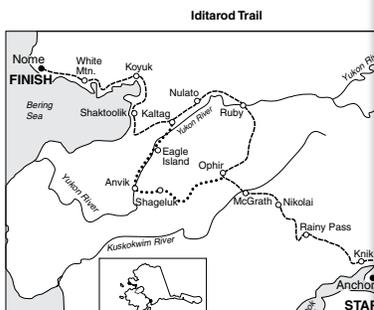
Distractor rationales or rubrics for every item to help teachers uncover student misconceptions and score consistently

Distractor Rationales

- A Student added the discounts.
- B Student added the discounted prices.
- C Student multiplied the discounted prices.
- D Key: Student correctly found the composition of the functions.

Sample Math Item

Items are free of ambiguity, grammatical errors, and potentially insensitive content or language



at a glance

Grades: 1–12

Content areas: English language arts, mathematics

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

Types of items: Technology-enhanced, selected-response, constructed-response, extended-response, evidence-based selected-response, prose constructed-response, and performance tasks

Languages: English, Spanish (mathematics)

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

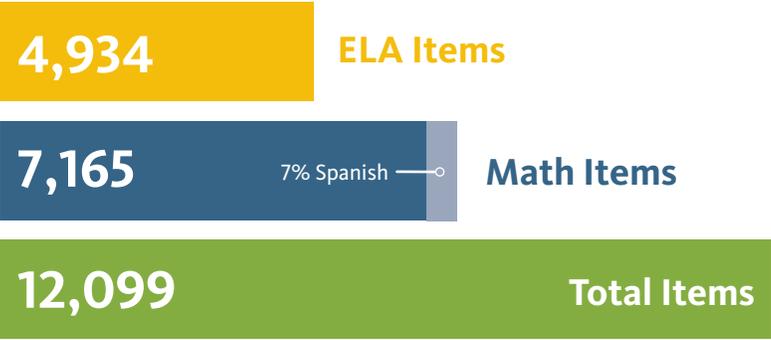
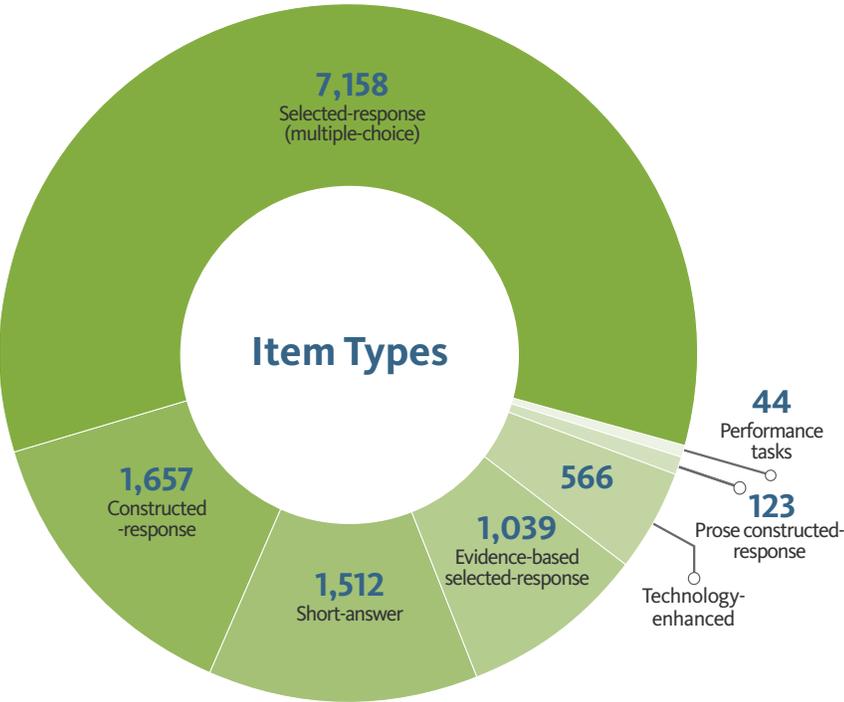
- Delivery mode:**
- Online platforms (QTI)
 - Paper-based (PDF) for *Testlets* and *Benchmarks*

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

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



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:

Anchor Standards (Clusters)	Target Standards (Key concepts/skills to be assessed)	Depth of Knowledge (DOK)	Item Type (MC/CR*)	# of Items	Item Position
Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	MC	1	1
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2	MC	1	2
	Explain the relationships or interactions between two or more individuals, events, ideas, or issues in a historical, scientific, or technical text, drawing on specific information in the text.	2	MC	1	3
Craft and Structure	Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.	2	MC	1	4
Integration of Knowledge and Ideas	Draw on information from multiple sources, demonstrating the ability to answer to a question quickly or to solve a problem efficiently.	2	MC	1	5
	Explain how an author uses reasons and evidence to support particular points in a text, and how those reasons and evidence support which point of view. Integrate information from several texts on the same topic in order to write or speak on that subject knowledgeably.	2	CR	1	6

*MC = Multiple Choice, CR = Constructed Response

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**

Time Needed for Administration: **20–30 minutes** | Total Score: **10 points**

Materials Needed: **Student Test Form and Scoring Guide**

Item Specifications:

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

*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



It's all about student learning.

Start the conversation today.

sales@measuredprogress.org

866.239.2150