

ELA Quick Checks for Common Core Grades 2-12

CCSS ELA Quick Checks are short assessments designed for use by classroom teachers to measure student understanding of texts, concepts, and skills as defined by the Common Core State Standards. Each Quick Check is composed of a Student Document and a Teacher Rationale Document.

CCSS Quick Checks for Reading

The CCSS Reading Quick Checks focus on literary and informational texts and address the RL and RI standards. Each Reading Quick Check is centered on a short complex text, and includes five text-dependent selected response items and one extended response item. It can be given in a single class period, with administration taking between 15 to 20 minutes.

Text Complexity. Because the text is the focal point for each Quick Check, the texts on these assessments follow the grade-by-grade “staircase” of text complexity defined by the CCSS. The complexity of each text is determined by both quantitative (Lexile) and qualitative measures (Appendix A). Using this information, texts are placed in one of three levels of text complexity for that grade:

- **Lower Text Complexity** (T1)
- **Medium Text Complexity** (T2)
- **High Text Complexity** (T3)

The Teacher Rationale Document includes a Text Placement Rationale that describes the text in terms of its quantitative and qualitative measures for the teacher.

Each item on the Quick Checks is aligned to one CCSS standard and DOK level, which are described in the Teacher Rationale document. The Teacher Rationale document also includes rationales for correct and incorrect answer choices, which shed light on common student misunderstandings. Rubrics are provided for all constructed response items.

Levels of Understanding: Because individual CCSS standards encompass a range of understanding and skills, each Quick Check focuses on groups of 3 or 4 standards that support the overall depth of understanding of the text and cognitive demand of the assessment. Each grade includes assessments at these three levels of depth of understanding or cognitive complexity:

- **Level 1: Understanding Text** (L1) focuses on basic comprehension of text.
- **Level 2: Analyzing Text** (L2) requires students to analyze text and make and support inferences.
- **Level 3: Comparing Texts** (L3) involves analysis of text structures and relationships within and among texts.

A Schema that Describes Progress Toward College and Career-Ready Literacy: Taken collectively, the Quick Checks for Reading provide evidence that students are progressing toward the goal of independently reading and understanding complex literary and informational texts. (College and Career Readiness Anchor Standard for Reading 10.)

For every grade level, the three levels of depth of understanding are paired with the three levels of text complexity for both literary and informational texts. A chart representing this schema is included on the Teacher Rationale Document. The check mark indicates where the particular Quick Checks falls within the schema of cognitive complexity and text complexity:

	Text Complexity		
Comparing Text	Lower	Medium	Higher
Analyzing Text	Lower	Medium	Higher ✓
Understanding Text	Lower	Medium	Higher

Information about these levels is included in the assessment title. For example, **CCSS ELA Grade 2 (L2T3) Analyzing Informational Text** indicates that the test covers **Analyzing** Informational Text (L2) for text of **Higher** complexity (T3).

CCSS Quick Checks for Writing

The CCSS Writing Quick Checks focus on writing opinion/argumentative, informative/expository, and narrative texts and focus on the W.1, W.2, and W.3 standards. Each Writing Quick Check includes a stimulus (e.g., text, illustration, data) and three short constructed response items and one extended response item. Writing Quick Checks do not contain selected response items because students must actually write to demonstrate their ability to write. Each Writing Quick Check will take approximately 20 – 50 minutes.

The three short constructed response items illuminate student abilities related to the substandards (e.g., W.2.a), in addition to leading up to the longer, more complete constructed item, which is associated with the top level of the standard (e.g., W.2). The Teacher Rationale Documents include rubrics for scoring all of the items on each Writing Quick Check. It also includes a Text Placement Rationale if the stimulus includes a text. Texts on Writing Quick Checks are lower on the text complexity scale than texts on Reading Quick Checks.

CCSS Quick Checks for Language

Each grade includes two Quick Checks for Language. One of these focuses on the Language standards for conventions and usage (L.1 and L.2). The other focuses on Vocabulary Acquisition (L.4, L.5, and L.4).

CCSS Quick Checks for Foundational Skills

Grades 2-4 also include Quick Checks for Foundational Skills.