

*The Teachers' Guide
to
Statewide Assessment:
English Language Arts*

Content Standards

- Focus on what students should know and be able to do
- Promote and develop thinking processes

Assessment Guide

- Provides assessment framework for each grade level cluster
- Correlates benchmarks with assessments

Assessment Guide

- Explains test design
- Explains scoring
- Provides sample items

Test Design

Charts

- Grade 4 - page 19
 - Grades 8 and 10 - page 20
- NOTE: Grade 10 is the same as Grade 8

Grade-specific design

- Grade 4 - pages E-1 to E-8
- Grade 8 - pages M-1 to M-8
- Grade 10 - pages H-1 to H-8

Terminology

- Rubric
- Constructed response
- Item-specific rubric

Rubric: Scoring Guide

- descriptive measurement for defining what a learner should know and be able to do
- inventory of what will be assessed
- connection of the assessment to actual student understanding and performance

Item-Specific Rubric

Scoring guide written
specifically for each
constructed-response item

Constructed-Response Items

Includes:

- short-answer items worth 2 points
- extended-response items worth 4 points
- written composition worth 12 points

Scoring Information

- General scoring information
 - pages 5-6
- Scoring rubrics
 - for 2 and 4 point items
 - page 7
- Scoring the written composition
 - pages 8-14

Sample Test Items

- Grade 4: pages E-9 to E-20
- Grade 8: pages E-9 to E-19
- Grade 10: pages H-9 to H-21

Appendix

- Test Administration Schedule
page I
- Standards and Benchmarks
pages II - XIII
- Released Test Items
pages XIV and following

ELA Test Design

- Session 1: Writing
- Session 2: Using Information Resources
- Session 3: Reading and Responding
- Session 4: Proofreading

Session 1: Writing

Students produce a written composition in response to a writing prompt.

Writing Prompt

<u>Modes of writing</u>	<u>Grade Level</u>
Descriptive	4
Narrative	4 and 8
Expository	8 and 10
Persuasive	10

Writing Prompt

Directions state the following:

- ★ purpose and focus
- ★ intended audience
- ★ recommended length
- ★ important elements to be evaluated

Writing Rubric

- Composing 4 points
- Style/Audience Awareness 4 points
- (Conventions)
 - Sentence Formation 1 point
 - Usage 1 point
 - Mechanics 1 point
 - Spelling 1 point

Reference Pages

Scoring Chart for the
Written Composition

pages 15 - 18

Content parameters for
the conventions

pages E-3, M-3, H-3

Session 2: Using Information Resources

Students receive a written description of a research task such as gathering information and writing a report.

Using Information Resources

Emphasis for each grade level

Grade 4: Locating information

Grade 8: Evaluating and selecting information

Grade 10: Synthesizing information and conducting research

Reference Sources

Articles

Parts of books

Visual aids

Computer information

Session 3:

Reading and Responding

- Fiction

short stories, dramas, novels

- Nonfiction

articles, biographies,
autobiographies, editorials

- Poetry

Session 4: Proofreading

- Students read a 100–250 word text (a letter, a narrative, an editorial, or an expository piece)
- and determine the best choice for correcting errors.
- “No error” is one of the choices.

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**A Practical Tool
for
Teachers**