

EOCEP English 2 2021 Data Review Report

In fall 2021, the South Carolina Department of Education convened a panel of experts to review item data on the End-of-Course Examination Program (EOCEP) English 2 test. The panel looked at items and data from spring 2021 assessments. There were no state assessments in 2020 due to the global pandemic; thus, there is no Data Review Report for spring 2020. However, there are still reports from previous years that contain relevant and useful suggestions for improving instruction. The discussions of this year's panel yielded the recommendations that follow. The panel recognizes the hard work of SC educators over the past two years and offers these suggestions as an addendum to those from previous years.

Teachers on this year's panel felt that the 2019 suggestions were still extremely relevant and that teachers should be reminded to look at the [2019 TDA Data Review](#).

Summary

Content experts on this year's committee developed a list of suggested speeches for teachers to consider using as part of their instruction. The 2021 EOCEP English 2 data revealed that C.4.1 and C.4.3 are troublesome indicators for students. Additionally, because C.4.1 and C.4.3 overlap with a variety of Reading Informational Text standards and Writing standards, the committee thought it would be beneficial to provide teachers with instructional strategies tied to specific texts.

Communication 4.1 and 4.3

The committee noted that it is important for English 2 teachers to not only review the demands of E2.C.4.1 and E2.C.4.3, but to also look at 8.C.4.1 and 8.C.4.3 to determine if there are any instructional gaps that need to be addressed in English 2. Please note that C.4.1 and C.4.3 remain unchanged from English 1 to English 2.

Examination of C.4.1 and C.4.3

Indicators	Skills	Importance
8.C.4.1 Determine the effectiveness of a speaker's argument and specific claims , evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying	Students should be able to determine a speaker's argument and determine whether it is effective. This includes determining: -claims -reasoning -evidence	Students in English 2 should have a working knowledge of claims, reasoning, and evidence. If an English 2 teacher notes that a student is struggling with this vocabulary, the teacher may wish to scaffold into the expectations of E2.C.4.1 through the targeted use of the skills of 8.C.4.1.

Indicators	Skills	Importance
when irrelevant evidence is introduced.	<p>Students should be able to determine if the claims, reasoning, and evidence</p> <ul style="list-style-type: none"> - are relevant (important) to the speaker's argument -are sufficient (complete) in their support <p>Lastly, students should be able to determine and identify when a speaker introduces evidence that is irrelevant to the argument he/she is making.</p>	<p>The cognitive range of 8.C.4.1 is a Depth of Knowledge (DOK) level 2, which asks students to demonstrate a comprehension of terms and usage of claims, reasoning, and evidence. The cognitive range of E2.C.4.1 is a DOK level 3, which requires students to evaluate a speaker's use of claims, reasoning, evidence, plus point of view and rhetoric. Before students can move into the cognitive demands of E2.C.4.1, they must first comprehend these elements and identify their use in a text.</p>
<p>8.C.4.3 Evaluate the presentation to determine how the speaker:</p> <ol style="list-style-type: none"> Articulates a clear message Monitors audience awareness Addresses possible misconceptions or objections Chooses an appropriate media Uses an appropriate style <p>8.C.4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and</p>	<p>8-9.C.4.2 and 8.C.4.3 begin moving students into examining and evaluating the techniques a speaker uses to deliver his/her message and to impact the audience.</p> <p>Before students can analyze the effectiveness of the structure of a speaker's message (8.C.4.2), students must first be able to identify the use of</p> <ul style="list-style-type: none"> -Chronological structure -Cause/effect structure -Problem/solution structure -Compare/contrast structure <p>Through the instruction of RI.11.1, students have been working with most of these text structures since grade 3-5. The exception to this is "chronological structure."</p> <p>In E1.C.4.2, students are first introduced to the types of appeals that speakers (and authors) use when presenting their opinions and/or information.</p>	<p>In E2.4.3, students must be able to analyze the speaker's use of</p> <ul style="list-style-type: none"> -Repetition -Rhetorical Questions - Delivery Style <p>and how those elements</p> <ul style="list-style-type: none"> -Convey the speaker's message -Impact the audience <p>Students who do not have the foundational language of 8.C.4.2, 8.C.4.3, and E1.C.4.2 may struggle with the cognitive demands of E2.4.3. English 2 teachers may identify students who need extra support in understanding and determining an author's rhetorical and stylistic methods. For these students, teachers may wish to revisit and reteach the demands of the earlier grade-level indicators.</p>

Indicators	Skills	Importance
compare/contrast relationships to convey messages. E1.C.4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals .	Students should not only be aware that authors use logical, emotional, and ethical appeals, but also how authors use these types of appeals.	

*Essential vocabulary for students is in bold.

There are several indicators that overlap with E2.C.4.1 and E2.C.4.3. To review how these standards overlap and support one another, the committee recommended that teachers visit the [English 2 Assessment Boundaries](#) document and pay close attention to E2.RI.10.1, E2.RI.11.1, and E2.RI.11.2. In addition to these standards, E2.C.4.1 and E2.C.4.3 are also supported by W.1.1a, W.1.1b, W.1.1c, W.1.1d, W.1.1e, W.1.1h, W.1.1j, W.2.1b, W.2.1d, and W.2.1f.

Recommended Mentor Texts

The committee members worked together to create a list of speeches that teachers may wish to consider using as part of their instruction. This list is not a prescriptive list, but rather a list of possible mentor texts. The committee wishes to note that not all students will relate to all texts, so teachers should carefully preview and consider which (if any) of the following mentor texts would be appropriate for their students.

“Speech on the Challenger Disaster” by Ronald Regan (1986)

Ronald Reagan (1911-2004) was the 40th president of the United States, serving from 1981-1989. This is one of President Regan’s most famous speeches because it was written and delivered within hours of the Challenger disaster. President Reagan was tasked with delivering a speech that appropriately captured the solemnity of the moment and could reach an audience of both children and adults.

Because of its brevity and use of everyday language, this speech is considered a great starting point for students who may not have had much exposure to formal speeches. Some of the elements present in this speech include Reagan’s emotional appeal to the audience, his use of allusion, and the delivery style he used to reach an audience of all ages. Some students may need help building background knowledge on the events surrounding the Challenger space shuttle to fully understand the context of this speech.

“Perils of Indifference” by Elie Wiesel (1999)

Elie Wiesel (1928-2016) was a survivor of the Holocaust, world-renowned author, and a champion of human rights. He was awarded the Nobel Prize in 1986. Wiesel’s speech, “The Perils of Indifference,” was first delivered at the White House in 1999.

While there are many elements within this complex speech, teachers may wish to highlight Wiesel’s emotional and ethical appeals, his use of a changing point of view, repetition, and rhetorical questions. Some students may need help building background knowledge of the Holocaust to fully understand the context of this speech.

“We Are Virginia Tech” by Nikki Giovanni (2007)

Nikki Giovanni is an acclaimed poet and a seven-time winner of the NAACP Image Award. Throughout her career she has earned numerous awards and recognitions, such as the Caldecott Honor Book Award. She currently serves on the faculty at Virginia Tech as University Distinguished Professor.

Because of its brevity, teachers may want to consider this speech as a starting point for students who may not have had much exposure to formal speeches. Some of the elements in this speech that are worthy of attention are Giovanni’s use of repetition, emotional appeal, parallelism, tone, and allusion. The committee also notes that teachers may want to focus on Giovanni’s craft of structure.

Commencement Speech at Oberlin College by Michelle Obama (2015)

Michelle Obama served as the First Lady of the United States from 2009-2017 while her husband, Barack Obama, served as the 44th President of the United States. Mrs. Obama is a lawyer, a writer, and an advocate for education.

Mrs. Obama’s commencement speech is written in a conversational language that is accessible for most students. She uses a rich vocabulary that can allow students the practice of determining the meaning of words in context. Some of the elements in this speech that are worthy of attention are Mrs. Obama’s use of rhetorical questions, repetition, and her development of a call to action.

excerpt from “Citizenship in a Republic” by Theodore Roosevelt (1910)

Theodore Roosevelt (1858-1919) was the 26th President of the United States, serving from 1901-1909. In 1906, President Roosevelt was awarded the Nobel Peace Prize.

The excerpt from “Citizenship in a Republic” recommended by the committee is most commonly known as “The Man in the Arena.” This excerpt contains a rich vocabulary that can allow students the practice of determining the meaning of words in context. The delivery style of this speech impacts the tone and purpose. The committee also noted that the excerpt’s call to action is a model for students on how a call to action is developed over the course of a text rather than something that is added at the end. Some of the elevated language in this excerpt may prove to be a challenge for some students; however, the committee recommends that all students be exposed to the more complex language used by Roosevelt in this excerpt.

“Freedom or Death” by Emmaline Parkhurst (1913)

Emmaline Parkhurst (1858-1928) was a British Suffragist who helped women in Great Britain gain the right to vote.

This speech contains a rich and complex vocabulary that can allow students the practice of determining the meaning of words in context. The committee recommends this text because of Parkhurst’s use of wit and sarcasm throughout the speech. Also noted is the use of punctuation, allusion, and the sophistication and control of language Parkhurst demonstrates. Some of the elevated language in this excerpt may prove to be a challenge for some students; however, the committee recommends that all students be exposed to the more complex language used by Parkhurst in this speech.

Other Texts for Consideration

The committee also recommends that teachers consider the following texts for use with their English 2 students. These texts range from shorter, less complex speeches to longer, more complex speeches. **The committee recommends that all students be exposed to texts of higher complexity.** This is not a prescriptive list of texts, but rather a list of suggested texts for teachers to consider. The committee wishes to note that not all students will relate to all texts, so teachers should carefully preview and consider which (if any) of the following mentor texts would be appropriate for their students.

- “I am Still the Greatest” by Muhammad Ali
- “The Hill We Climb” by Amanda Gorham
- 2005 Commencement Speech by Steve Jobs
- “Atlanta Compromise Speech” by Booker T. Washington
- “Every Man a King” by Huey P. Long
- “The Danger of a Single Story” by Chimamanda Adichie
- “100 Days of Rejection” by Jia Jiang
- Dramatic monologues from plays and screenplays
- Political cartoons (as an introduction to rhetorical analysis)

