

EOCEP English 2 Data Review Report 2022

In fall 2022, 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 2022 assessments. The discussions of this year's panel yielded the recommendations that follow. The panel recognizes the hard work of SC educators, particularly during the past three years, and offers these suggestions as an addendum to those from previous years.

Author's Craft

Based on a variety of test items assessing the Language Craft and Structure grade-level indicators of RL.9.1, RL.10.1, RL.11.1, RL.12.1, RL.12.2, RI.8.1, RI.8.2, RI.9.1, RI.10.1, RI.11.1, and RI.11.2, the committee identified the students' abilities to examine *Author's Craft* as a weakness.

Analyzing and evaluating an author's craft in both literary and informational texts require students to deeply consider "*how and why*" an author writes a text and the techniques an author uses to convey his/her message.

Author's craft includes, but is not limited to, the intentional decisions, tools, and techniques an author uses to tell a story in literary text, support a central idea in informational text, and persuade the reader in both literary and informational texts.

Sample of How and Why Questions	
Why does <u>the author</u> choose to tell the story through a first-person point of view? How does this choice impact meaning in the story? How does this choice impact the reader? (RL.11.1)	How does <u>the author use</u> the dialogue between characters to reveal the theme? (RL.8.1, RL.6.1)
How does <u>the author's choice</u> to use flashback at the beginning of chapter one create tension? (RL.12.1)	How does <u>the author's word choice</u> in section two impact the tone of the text? (RI.8.2)
Why does <u>the author choose</u> to structure the text this way? How does the structure of the text impact meaning? (RI.11.1)	How does <u>the author use</u> reasoning to support the claim in paragraph one? Is the author's reasoning valid? What could the author change to make his reasoning valid? (RI.11.2)

Author's Craft and Rhetoric

The committee also noted that rhetoric (C.4.1 and C.4.3) is part of an author's craft and is an area of concern for students as evidenced on the English 2 EOC test. The committee would like to remind English 2 teachers of the vertical articulation of Indicators C.4.1 and C.4.3.

	Grade 8	English 1 and English 2	Comments
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 when irrelevant evidence is introduced.	<u>Evaluate</u> a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	8.C.4.1 focuses on claims and the quality of reasoning and evidence a speaker uses to support those claims. 8.C.4.1 is the same as E1/E2.RI.11.2. The exception is that RI.11.2 introduces fallacious reasoning in place of irrelevant evidence.
C.4.3	Evaluate the presentation to determine how the speaker: a. Articulates a clear message; b. Monitors audience awareness; c. Addresses possible misconceptions or objections; d. Chooses appropriate media; and e. Uses an appropriate style of the audience.	<u>Analyze</u> the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	Rhetoric is first introduced in the language of the standards in E1.C.4.1 and students are expected to begin their study of rhetoric by "analyzing and evaluating" an author's use of rhetoric and specific types of rhetoric (C.4.3).

The Craft of Rhetoric in C.4.1

E2.C.4.1 Evaluate a <u>speaker's point of view</u> , <u>reasoning</u> , and <u>use of evidence and rhetoric</u> , identifying any fallacies in reasoning or exaggerated or distorted evidence.
<p>To examine a <u>speaker's point of view</u>, students can consider:</p> <ul style="list-style-type: none"> • What might be the speaker's motivation? • What perspective does the speaker represent (political, social, cultural)? <p><i>How does the speaker's perspective impact his/her motivation?</i></p>
<p>To examine a speaker's <u>reasoning</u>, students can consider:</p> <ul style="list-style-type: none"> • Is the speaker's reasoning logical? If it's not, what could the speaker do to make her reasoning more logical? <p>What does the speaker not explain? Could this be intentional? <i>Why</i> might the speaker choose not to explain this?</p>
<p>To examine speaker's <u>use of evidence</u>, students can consider:</p> <ul style="list-style-type: none"> • Does the speaker use evidence to support her claims? • Does the evidence connect to what the speaker is saying? <p>Is the speaker correctly citing evidence? If not, could the speaker be intentionally mis-citing evidence? <i>Why</i> might a speaker do this?</p>
<p>To examine a speaker's <u>use of rhetoric</u>, students can consider:</p> <ul style="list-style-type: none"> • What is the speaker's purpose in delivering this speech? • Is the speaker trying to appeal to the audience's logic, emotions, and/or ethics (C.4.2)? • Does the speaker want the audience to feel a certain way— angry, guilty, excited, etc.? <i>Why</i> might the speaker want the audience to feel this way? <p><i>How</i> does the speaker use rhetorical devices (rhetorical questions, repetition, etc.) to impact the audience? (C.4.3)</p>

The Function of Grammar in Writing

The committee noticed a weakness in students' grammatical skills, specifically with **semicolons** and **conjunctive adverbs**. The committee cautions that grammar instruction should be taught through the students' own writing rather than through isolated grammar instruction. This allows teachers to build and strengthen students' writing skills through authentic writing that allows them to learn, practice, and use grammatical concepts. This also allows students to explore the function of grammar within their own writing styles.

Some students may need to start with individual sentences and paragraphs before progressing to whole pieces of writing. Another way to provide support is for all students to engage with mentor texts and direct their focus on how grammar conventions (such as punctuation) are part of an author's craft.

Text Dependent Analysis

The TDA item on the English 2 EOC assessment is worth up to 16 points. The TDA item is aligned to Writing Standard 2; it also contains elements of English 2 Reading indicators. The secondary reading indicators are determined by the content of the text being used. The TDA item is worth approximately 23% of the scale score. The scale score ranges from 0-100, in correspondence with the South Carolina Uniform Grading Scale. **The scale score is not the percentage of test questions answered correctly.**

The committee encourages teachers to visit the [2019 TDA Data Review Report](#) and the newly released [EOCEP English 2 TDA Scoring Sampler](#).

Reading a Variety of Texts

The committee recommends that students have opportunities to read a variety of types of texts and texts of various lengths. Page 89 of the 2015 ELA Standards document lists: fiction, literary nonfiction, poetry, drama, adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, monologues, classical essays, memoirs, autobiographical and biographical sketches, speeches, narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

The committee noted a weakness in students' abilities to analyze drama and poetry.

Frequently Asked Questions (FAQs) about the EOCEP for English 2

Q: Why don't teachers receive their students' TDA scores?

A: Teachers do receive their students' TDA scores. Once districts receive the final data file for that semester of testing, teachers have access to their students' TDA scores. Contact your School Testing Coordinator (STC) for more information about accessing these scores.

Q: Why don't teachers receive more information about how their students scored on the English 2 EOC test?

A: Teachers receive the preliminary scale score to use as their students' final exam grade. This score ranges from 0-100, in correspondence with the South Carolina Uniform Grading Scale.

The scale score is not the percentage of test questions answered correctly. Once districts receive the final data file for that semester of testing, teachers also have access to their students' "Performance by Reporting Category." The Reporting Categories for English 2 are Informational Text, Literary Text, and Writing (to include TDA and Communication). Students also receive an Individual Student Report (ISR) that provides the scores and Performance by Reporting Category for each EOC assessment taken during that school year. A [Sample ISR](#) is located on the SCDE website. Contact your School Testing Coordinator (STC) for more information about accessing these scores.

Q: What resources are available from the SCDE to support teachers with the English 2 EOC test?

A: The Office of Assessment and Standards provide the following resources:

- [The E2 EOCEP Test Blueprint](#) provides teachers with information about which grade-level indicators are assessed, the Performance Reporting Categories, the range of items within each category, the total number of operational items, and the range of items by DOK level.
- [The Assessment Boundaries for English 2](#) provide teachers with insight into how each indicator may be assessed on the E2 EOC assessment. This document also provides specific language that may have been used at earlier grade levels, notes on when specific terminology enters the language of the indicators, and a deconstruction of each assessed indicator that provides assessment language for use in the classroom.

Frequently Asked Questions (FAQs) about the EOCEP for English 2

- [Past years' Test Data Review Reports](#) may provide additional instructional insights for teachers.
- [The Sample Release Items](#) provide teachers with examples of the types of items that are used on the English 2 EOC assessment as well as a range of DOK complexity and a range of reading passages that mirror what is on the assessment.
- [The NEW English 2 TDA Scoring Sample](#) provides teachers with a release TDA item and passage along with two sample student responses at each rubric score point. Each student response is fully annotated with scoring notes and suggestions for improvement.

Q: How can teachers become more involved in the development of the EOCEP for English 2 assessment?

A: The Office of Assessment and Standards convenes several meetings each year to review items, passages, and item data. In addition, there are committees assembled to review passages and items for potential bias and sensitivity concerns. South Carolina educators are involved in each step of the development process. Educators who are interested in serving on a committee can apply [here](#).

Q: Why does the state offer assessment resources in multiple languages, but only offers the assessments in English?

A: Section 59-18-310 of [The Education Accountability Act](#) requires that statewide assessments must be “developed... and administered in English...”