



English 2

**Test Data
Review Report
2023**

Introduction

On October 24, 2023, Data Recognition Corporation (DRC) and the South Carolina Department of Education (SCDE) Office of Assessment and Standards (OAS) convened a panel of educators to review item data from the SC End-of-Course Examination Program (EOCEP) English 2 assessment. The panel discussed and analyzed items from the 2023 EOCEP English 2 assessment of the *2015 SCCR ELA Standards*, including information about how students performed on each item. The panel recognizes the hard work of South Carolina educators and offers these relevant and useful suggestions for improving instruction as an addendum to those from previous years.

Data review reports for previous years are available at the [SCDE's website](#). Please be reminded that this is not an inclusive list of all the assessed indicators, but consideration of the indicators where students appear to be having difficulty. To streamline information and avoid redundancy, this report focuses on indicators identified by this year's panel as areas of particular concern. Teachers are encouraged to review the 2022 Data Review Report, as it contains specific information that remains relevant for improving instruction.

Making Inferences (RL.5.1 and RI.5.1)

The committee noted a weakness in making inferences from both literary and informational texts. Inferential thinking is a skill that a student develops over time and a skill that requires a lot of practice. It requires a student to draw a conclusion based on evidence from the text and incorporate his ***background knowledge and experience***. Some of the instructional strategies recommended by the committee are:

Type	Examples
Graphic organizers	<ul style="list-style-type: none">• “<i>It says, I say, so...</i>” A graphic organizer that allows students to quote the text directly, write what they think about the quote, and then discuss what they think it means.• A graphic organizer where the teacher provides quotes from the text and then asks students to write what they think each quote means.
Illustrations or Movie Clips	<p>Present an image or movie related to the text and ask students questions about why certain elements are included in the image. For example:</p> <ul style="list-style-type: none">• Why is the tree in the background?• How does the tree's lack of leaves contribute to the image?• Based on the character's facial expression, how does he feel?

Background Knowledge and Experience

To help build a student's background knowledge of a text, provide opportunities for a student to read and research the time period in which it is set, including social and political issues of that period. Consider working with social studies and science teachers to provide context and content for texts. For example, if a student in English 2 is reading *Antigone*, that student will need background knowledge of Greek mythology as it relates to *Antigone*, such as the story of *Oedipus Rex*. A student may also need background knowledge of Greek life and politics during the time in which Sophocles lived.

Reading and Writing Arguments (RL.11.2 and W.1.1)

Reading Arguments

Before a student can analyze an argument and write an argument, the student must first understand the parts of an argument. One weakness noted by the committee is with arguments (claims, evidence, and reasoning).

Skill	Possible Strategies
Identifying claims, evidence, and reasoning	<p>While identifying claims, evidence, and reasoning is <i>below the expectations</i> of English 2, some students may need to revisit this skill before they can move into analysis.</p> <ul style="list-style-type: none">Students must first understand what a claim is, what evidence is, what reasoning is, and how they fit into an argument. This can be provided as a handout or an anchor chart, providing students with a reference tool.Podcasts or debates: provide a different medium. Students can listen to or watch small sections of podcasts or debates to identify claims, evidence, and reasoning. Teachers will need to preview and strategically select the sound or video clips.Graphic organizers: will help students organize and sort claims, evidence, and reasoning as they identify the parts of an argument.

Skill	Possible Strategies
Tracing an argument	<p>This is still <i>below the expectations</i> of English 2, but some students may need to revisit this skill before moving into analysis. To trace an argument, students first identify the claim and then follow the evidence and reasoning the author uses to support the claim. Students examine <i>how</i> the pieces come together as a whole before they begin analyzing the individual pieces.</p> <ul style="list-style-type: none"> Podcasts, debates, or speeches: Use small clips or chunks. Teachers will need to strategically preview and select the clips or chunks. Ask students to chart the claim, evidence, and reasoning and then describe <i>how</i> the evidence supports the claim and <i>how</i> the reasoning supports the evidence. Highlighting: When using text, students may want to highlight the claim in one color, the evidence in a second color, and the reasoning in a third color. This will also help when students begin finding multiple claims within an argument.
Analyzing an argument	<ul style="list-style-type: none"> Present a weak claim to students and ask them to rewrite it to make it stronger and explain <i>how</i> their rewrite strengthens the claim. Provide students with a strong claim and ask them to find evidence that supports that claim. The evidence may consist of statistics, definitions, observations, etc. Next, ask students to determine which evidence found by classmates best supports the claim. Students should be asked to explain <i>why</i> or <i>how</i>.
Evaluating an Argument	<p>To determine the quality of an argument also requires the students to consider the source of the argument.</p> <ul style="list-style-type: none"> Logical fallacies: Students will need a general understanding of logical fallacies and may need classroom instruction identifying logical fallacies before evaluating an argument. <i>The learning goal is not to memorize a list of logical fallacies.</i> Students should ask questions of the text or speech, the writer/speaker, and the publication company, website, or event in which it was published or presented. Allow students to research to find the answers. Examples of questions are: <i>Who is making the argument? What is the source of the evidence? Is the source reliable? Who paid for the research to produce the evidence? What is the counterclaim?</i>

Writing Arguments

As part of W.1.1, a student can incorporate the skills from analyzing others' arguments into writing arguments about a topic.

Revising Writing (W.1.1f and W.2.1g)

The committee noted that revision of writing is a weakness. One particular concern voiced by the committee is that revising and editing be taught as two separate steps in the writing process.

Skill	Specific Information
Revising	<p>Revising requires students to make significant changes to their draft. Students must have a clear definition of what revision means. Typically, revision involves rethinking or restructuring a written response. Consider strategies such as:</p> <ul style="list-style-type: none"> • using a teacher-produced piece of writing to show the different drafts and how and why the revisions were made. • sharing before-and-after examples of drafts by famous writers. Discuss which revisions were made and <i>how</i> those revisions improved the text. • Writing conferences: When conferring with students about their writing, offer 1-2 goals for revision. Be specific with comments and provide examples. <i>These goals should not be related to grammar and conventions; save those for editing.</i> • Modeling: Model a sentence or paragraph that needs revision. Talk through how to revise it and why. Revise with the class. Place model papers in various stages of the writing process on display in the classroom. This will allow students to see how a paper progresses from a draft to a finished product.
Editing	<p>Editing student work is a way to provide focused grammar instruction through writing instead of in isolation.</p> <ul style="list-style-type: none"> • Modeling: Provide a sentence or paragraph that has errors. Talk through the mistakes and show students how to correct them. • Use mentor sentences. • Resources: Provide students with an editing resource that provides definitions and examples. This will allow them to relearn and apply on their own.

Frequently Asked Questions (FAQs)

FAQ: Which ELA standards will be assessed on the EOCEP for English 2 exam in 2023-24?

Answer: The *2015 SCCR ELA Standards* will be assessed in 2023-24. The *2023 SC CCR ELA Standards* will be assessed operationally in 2024-25.

FAQ: Why are we having a stand-alone field test this spring?

Answer: This spring, students in grades 3-8 and English 2 will take a stand-alone field test for the upcoming Text-Dependent Writing (TDW) Item. This item will replace the current TDA item beginning in 2024-25. For this change to happen, the TDW must first be field tested. To learn more, read the [Transitioning from TDA to TDW Memo](#).

FAQ: How do we know when the TDW will be field tested?

Answer: Please reach out to your School Testing Coordinator or your District Testing Coordinator for this information. Each district set its field test date based on its EOCEP testing window. If you want to learn more about the testing window, read the [2023-24 Assessment Schedule](#).

FAQ: When will the TDW rubrics be released?

Answer: There are on-going regional professional development opportunities for TDW happening throughout the state through February 2024. The TDW rubrics will be released on the [Assessment Quick Links for Teachers](#) page in late February. There will also be a short, explanatory video provided with the rubrics that give an overview of the new item. More professional development for TDW and the rubrics will be offered in the 2024-25 school year.

FAQ: When will we receive scored sample TDW responses?

Answer: Since the TDW item has not yet been administered, there are no student responses to release. The field test will take place in spring 2024. We will gather committees of teachers to participate in rangefinding in July 2024. The teachers on these committees will determine the score points for student TDW responses. Because this is a lengthy process, we do not have an exact date for the release of scored student TDW responses. Teachers can apply to join assessment committees at the [Assessment Quick Links for Teachers](#) page.

FAQ: When will other assessment resources be released for the 2023 SC CCR ELA Standards?

Answer: We will begin releasing some resources in late spring 2024. This is to avoid confusion around which standards are being assessed this school year. New resources will be released on the [Assessment Quick Links for Teachers](#) page.