English 1 2016 Test Results Data Review

Areas of Concern in English 1 (EOCEP)

The EOCEP 2016 spring assessment of English 1 was based on the 2015 South Carolina College-and Career-Ready Standards for English Language Arts.

Based on results of the 2016 spring administration of the English 1 end-of-course assessment, students may need further instruction in the following areas:

Reading Informational Text (RI)

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

RI. 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Students seem to have difficulty determining when bias is present in an author’s statement or conclusion and, therefore, should carefully evaluate claims. Students need to be aware of where an author’s allegiances may lie, whether hidden or stated. For example, students should be able to determine an author’s use of “loaded” words which might indicate bias (wholesome family values, a valuable service). Students should also be able to identify valid support for any claims or conclusions.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general, academic and domain-specific vocabulary.

RI. 9.1 Use context clues to determine meanings of words and phrases.

Students seem to have difficulty in selecting the correct meaning of a word in context. Students need a better understanding of how to recognize context clues that may help in correctly identifying the meaning of a word. Some examples of context clues which may aid students in deciphering an unknown word are through using the following: synonyms, antonyms, comparisons, contrasts, definitions, explanations.

Inquiry–Based Literacy Standards (I)

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
Students seem to misunderstand when an inquiry should be narrowed or broadened. An inquiry topic may need to be narrowed (example: automobiles v. hybrid automobiles) so that a student understands the particular focus of the topic. When researching, students should construct questions that would yield the most information. See example below:

Which research question would yield the **most** information about the history of Bonsai?

A. Is the Bonsai art form an ancient tradition?
B. Where were Bonsai trees originally found?
C. Did Bonsai trees exist in more than one country?
D. How did the Bonsai art form first develop and spread?

Key D

Note: Options A, B, C may all be answered in one or two words.

Suggestion: Students may need further instruction in and opportunities to engage in the inquiry/research process in all content areas. Teachers may refer to the EOCEP Teacher’s Guide with Sample Items to view types of Inquiry items aligned to the South Carolina College and Career Ready Standards.