

## SC READY ELA Grades 3-5 2021 Data Review Report

In fall 2021 the South Carolina Department of Education convened a panel of experts to review item data on the SC READY Grades 3-5 English-Language Arts Assessment. The panel looked at items and data from the 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.

### Suggestions by Reporting Category

#### Inquiry:

- Students should know the purpose and use of various sources.
- Propose questions seeking information and have students select the source that would be best to answer each question.
  - For example, I want to find out more information about the recent earthquakes in South Carolina.
    - What would be the best source to find this information? Possible answers could be a map, a news article about the impacts of the earthquake, an interview with someone who felt the earthquake, or a website that provides research on earthquakes
  - Teachers could have students explore the four sources given above (or similar sources) and then select their response. Giving students access to the sources that are being discussed will help them process the use of each source.
  - An alternate activity could be for teachers to give the students a source and have them create questions that could be answered from the given source.
    - For example, give students a website about polar bears. Ask students to create questions about polar bears that can be answered from the website.

#### Literary and Informational:

- Continue to expose students to additional texts such as recipes, biographies, documentaries, and drama.
- Teach poetry throughout the year. Consider visualization strategies when dealing with poetry.
- Exposure to maps and discussions about landforms is helpful when integrating Social Studies and literacy.
- Integrating literacy with Science and Social Studies lessons will enhance the students' background knowledge. SC READY **does not** assess science or social studies content in isolation, but passages and writing items can include grade-level science and social studies content. These items provide students with all the information that is needed to

answer the questions, but students could benefit from a solid understanding of their grade-level science and social studies standards.

## Writing

- The committee spent significant time reviewing items and data for standards 5.1 and 5.2.
- Students are having a difficult time differentiating between plural and possessive words. For example: My (sisters, sister's) three friends are coming to dinner. Which word should be used to show there is only one sister? Students will often select sisters for plural instead of possessive in situations like this.
- The committee noticed that students have a difficult time knowing which words should be capitalized in titles. For example: I am going to the Great Smoky Mountains soon. In this situation students would need to understand which words need to be capitalized. However, students are either capitalizing too many words or not enough words. Please do not assume that students are familiar with this skill because the data shows that is challenging.
- Support for both plural and possessive along with capitalization of titles could be achieved through mentor sentences. For example, students could use the mentor sentences to make changes to their own sentences.
  - A question to ask- Which sentence uses capitalization correctly? or Which sentence uses the correct form of the word?
  - Also, the use of I can statements is relevant here- "I can" use the correct capitalization beyond capitalizing the first word of a sentence.

## Text Dependent Analysis (TDA)

- Continue using the [2019 ELA Test Data Review for Text Dependent Analysis](#), [ELA Text Dependent Analysis Resources for Grades 3-5](#), and [2019 SC READY ELA Test Data Review for Grades 3-5](#).
- The committee suggested having students identify their own thinking in their draft. If they are unable to identify their own thinking, there is a good chance that they have written a summary.

## Other suggestions:

- Provide students with appropriate opportunities to read and respond to complex texts.
- Teacher questioning from texts should have a range of Depth of Knowledge (DOK) levels. Consider the DOK of questions when creating questions for students. Many of the questions on SC READY are categorized as DOK 2.
- Students should be comfortable annotating text online and on paper. Intentional use of the [Online Tools Training](#) will allow students practice with virtual annotation.
- Increase student reading stamina. Students will have up to ten questions per passage on their assessment.