

## SC READY ELA Grades 6-8 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 ELA tests for grades 6-8. 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.

### Text Dependent Analysis (TDA)

Content experts on this year's panel recommend that teachers refer to the [2019 TDA Data Review Report](#) for detailed information pertaining to the TDA item on the SC READY assessment.

### Summary

Based on the 2021 SC READY ELA data for grades 6-8, the panel identified students' abilities to determine and analyze the development of a theme as an area of concern. The panel noted that while the majority of students are able to identify a theme within a text, many students are struggling to analyze how an author develops a theme over the course of a text. This weakness includes the interaction between elements of text that contribute to the development of theme. Because the development of theme (RL.6.1) incorporates literary elements from other Literary Text Standards, the panel opted to include elements of RL.5.1, RL.8.1, and RL.11.1.

Below is the vertical articulation of RL.6.1 for grades 6-8. The panel also recommended that 6<sup>th</sup> grade teachers revisit the 5<sup>th</sup> grade indicator and note that while the 6<sup>th</sup> grade indicator asks students to “determine” a theme, the 5<sup>th</sup> grade indicator asks that students “determine and analyze.” The panel noted that while the skill of analysis is not named in the 6<sup>th</sup> grade indicator, it should be continued from grade 5. Please refer to the [ELA Grades 6-8 Assessment Boundaries](#) document for an in-depth breakdown of the assessed ELA standards.

**Standard 6:** Summarize key details and ideas to support analysis of thematic development.

What precedes 6-8	Grade 6	Grade 7	Grade 8
5.RL.6.1 Determine and analyze the development of a theme within a text; summarize using key details.	6.RL.6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text...	7.RL.6.1 Determine one or more themes and analyze the development; provide an objective summary.	8.RL.6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.

As mentioned earlier, the panel also recommended that teachers examine the supporting Literary Text Standards of RL.5.1, RL.8.1, and RL.11.1. The vertical articulation of each of these indicators is below.

<b>What precedes 6-8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
5.RL.5.1 Quote accurately to <b>analyze</b> the meaning of and beyond the text to support inferences and conclusions.	6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5.RL.8.1 Cite evidence within the text to: a. <b>analyze</b> two or more characters, events, or settings in a text and explain the impact on the plot; and b. explain the influence of cultural, historical, social, and political context on characters, setting and plot development	6.RL.8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.	7.RL.8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	8.RL.8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.
5.RL.11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	6.RL.11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.	7.RL.11.1 Analyze how an author develops and contrasts points of view to impact content meaning, and style.	8.RL.11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.

\*As with RL.6.1, the committee recommended that 6<sup>th</sup> grade teachers examine the language of 5.RL.8.1 and note the use of the word “analyze.” Students in grade 6 should continue the skill of analysis.

### **Cognitive Rigor**

Of concern to the committee is the cognitive rigor of RL.6.1 and the identified supporting indicators. After much discussion, the panel chose to present the rigor of RL.6.1, RL.5.1, RL.8.1, and RL.11.1 in three cognitive levels: Recall, Skills and Concepts, and Strategic Thinking. The cognitive range of RL.6.1, RL.5.1, RL.8.1, and RL.11.1 is DOK 2- 4. Since level 4 requires extended thinking, it is for instructional use and is not represented on the SC READY ELA assessments.

<b>DOK Level</b>	<b>Basic Definition</b>	<b>Example</b>	<b>Cognitive Process</b>	<b>Percentage of SC READY ELA 6-8 Items</b>
1	Recall or recognition of a fact, information, or concept.	Example: What is a theme?	To answer this DOK level 1 question, students must have a basic understanding of theme and be able to recall the definition. This type of question is below the level of the reading indicators for grades 6-8; however, some students may need recall questions as an instructional scaffold into the demands of the grade-level indicators.	5-15%
2	Skills and Concepts/ Basic Reasoning	Example: Determine a theme of the text.	To successfully respond to this DOK level 2 prompt, students must comprehend the text and apply basic reasoning and information from the text.	55-80%
3	Strategic Thinking	Example: Determine how a theme is conveyed through particular details.	To successfully respond to this DOK level 3 question, students must first comprehend the text and determine a theme. Next, students must determine which details in the text help develop that theme.	8-35%

### Cognitive Complexity and RL.6.1, RL.5.1, RL.8.1, and RL.11.1

<b>Recall/Recognition</b>	<b>Skills and Concepts/ Basic Reasoning</b>	<b>Strategic Thinking</b>
Theme (RL.6.1) Key Details (RL.6.1) Objective Summary (RL.6.1) Character and Characterization (RL.6.1, RL.8.1) Setting (RL.6.1, RL.8.1) Parts of the Plot Structure (RL.6.1, RL.8.1) Contextual Influences (RL.8.1) Dialogue (8.RL.8.1) Text Evidence (RL.5.1) Point of view (RL.11.1)	Students must know that <ul style="list-style-type: none"> <li>• Determining a theme involves making inferences and analyzing text.</li> <li>• Literary elements affect the development of characters, plot, and theme.</li> <li>• Evidence supports inference.</li> <li>• Evidence and inference support analysis.</li> <li>• The point of view (perspective in grade 8) through which a story is</li> </ul>	Students must be able to <ul style="list-style-type: none"> <li>• Make inferences and cite evidence to support inferences.</li> <li>• Analyze and cite evidence to support analysis.</li> <li>• Analyze the development of a theme, including               <ul style="list-style-type: none"> <li>○ the relationships of character, setting, and plot.</li> <li>○ how a plot unfolds.</li> <li>○ how characters respond or change as a plot unfolds.</li> </ul> </li> </ul>

Recall/Recognition	Skills and Concepts/ Basic Reasoning	Strategic Thinking
Style (RL.11.1) Perspective (8.RL.11.1) Suspense (8.RL.11.1) Humor (8.RL.11.1)	told impacts the content, meaning, and style. <ul style="list-style-type: none"> <li>An author intentionally develops the point of view/ perspective of a character(s).</li> </ul>	

\*The panel also noted that scaffolding the identified indicators will not be the same for all students, but that all students should be given the opportunity and support to perform at the application level.

### Instructional Application

The panel wanted to demonstrate the interrelationship of RL.6.1, RL.5.1, RL.8.1, and RL.11.1 when analyzing the development of a theme over the course of a text. The panel chose to use a previously released SC READY passage, "[The Other Side of the Camera](#)," since all South Carolina teachers have access to the text. *It is important to note that students should be exposed to increasingly complex texts at each grade level.* As part of the committee's discussion of the development of theme within this selected text, they identified that it was important that students be able to

- make inferences about the character and the character's development throughout the story, including how the character may change.
- understand how the character's point of view drives the story.
- understand the impact of conflict on character.
- consider the setting and context of the story and how they impact the character.

The panel chose to first identify a theme of the text and present it as: **One theme of "[The Other Side of the Camera](#)," is a good idea can change a bad situation.** The panel then worked through the text to locate evidence of the development of this theme and the supporting elements involved. Below is a table that outlines the panel's discussion and presents what they identified as successful evidence supporting the development of the theme *a good idea can change a bad situation* over the course of the text.

Evidence of Gabe's Bad Situation	Anticipated Student Thinking	Supporting Literary Elements
Paragraph 1: "Gabe hustled down the crowded hallway... sped around the corner... lost his grip on the folder he was	A student should be able to infer (RL.5.1) from this incident that Gabe is in a hurry and is having a bad start to his day. As part of the inference (RL.5.1), a student	Character, Setting, Plot (RL.8.1)

<b>Evidence of Gabe's Bad Situation</b>	<b>Anticipated Student Thinking</b>	<b>Supporting Literary Elements</b>
carrying... a stack of index cards scattered out onto the glossy floor.”	should be able to connect his/her inference to the supporting elements of RL.8.1.	
Paragraph 2: “ ‘Oh great!’ ” Gabe grumbled.	A student should be able to infer (RL.5.1) from Gabe’s “grumbling” that he is upset or frustrated (RL.8.1) with what has just happened. In grade 8, a student should be able to identify this as internal dialogue (RL.8.1) and make an inference that Gabe is speaking to himself out of frustration with himself and what just happened.	Character (RL.8.1) Dialogue (8.RL.8.1)
Paragraph 2: “He was already running late, and now was going to have to reorganize...” Paragraph 19: “Panicking, Gabe gazed down...the reports had gotten all mixed up, which was even worse!” Paragraph 21: “Gabe sat there, feeling frozen...” Paragraph 22: “In desperation, Gabe grabbed...”	In addition to making the inference (RL.5.1) that Gabe is running late and is frustrated (RL.8.1), a student should also be able to connect his/her inference to the impact of the point of view (RL.11.1) from which this story is being told and how that point of view impacts the theme as it is being developed.	Character (RL.8.1) Point of View (RL.11.1)
Paragraph 23: “Gabe knew both of them would be livid with him, and he would probably deserve it. His April Fool’s Day was off to a dreadful start.”	In addition to making inferences (RL.5.1) about Gabe’s character and point of view (RL.11.1), a student should recognize the context of April Fool’s Day (RL.8.1) and determine why that detail is important to the plot and theme of the story.	Character, Context, Plot (RL.8.1) Point of View (RL.11.1)

<b>Evidence of a Good Idea Changing a Bad Situation</b>	<b>Anticipated Student Thinking</b>	<b>Supporting Literary Elements</b>
Paragraph 24: “Suddenly, Gabe felt a burst of inspiration...grinned broadly as he said, ‘This has been a special April Fool’s edition...’”	A student should be able to infer (RL.5.1) that this is a changing point in the story, which relates to the plot of the story and the development of the theme. A student should also be able to make a connection of the context of April Fool’s Day to the plot of the story (RL.8.1)	Character, Context, Plot (RL.8.1)

Evidence of a Good Idea Changing a Bad Situation	Anticipated Student Thinking	Supporting Literary Elements
Paragraph 27: “Marcella turned to Gabe, a genuine smile slowly replacing her newscast smile. ‘Wow, quick thinking, Gabe!’ she complimented. ‘You saved the day in the end.’”	A student should be able to infer (RL.5.1) that this is when Gabe’s situation changes. In doing this, a student should be able to connect the character of Marcella (RL.8.1) to the change and the resolution of the plot (RL.8.1). A student in grade 8 may also note the dialogue and how it provides evidence that the situation has changed (8.RL.8.1).	Character, Plot (RL.8.1) Dialogue (8.RL.8.1)

### Instructional Use

The panel determined that teachers in grades 6-8 can use “The Other Side of the Camera” to model for students the process of analyzing how an author develops a theme over the course of a text and how an author uses other elements, such as character, plot, setting, context, and point of view as part of the development of theme. The purpose of this document is not to serve as an instructional template.