

Spring 2022 3-5 ELA Data Review Report

In fall 2022, the South Carolina Department of Education convened a panel of experts to review item data for the SC READY assessment. 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.

The panel focused on reviewing field test items that students appeared to show difficulty. Please be reminded that this is not an inclusive list of all the standards on the assessment, but consideration for the standards where students appear to be having difficulty.

Question and Answers

The panel was given the opportunity to ask questions that either they or their colleagues had.

Is it appropriate to use "I statements" in the TDA?

- Students may use "I statements" in their response. Refer to the [Scoring Guidelines](#) to determine the content that is needed for students to create a successful TDA response.

Why is it a holistic rubric and not a standards-based rubric?

- The TDA items are developed using the holistic [rubric](#). Using a holistic rubric focuses on what a student **can** do overall.

Is there one standard that is typically assessed?

- All TDA responses are aligned to Writing Standard 2. Each prompt is written based on the passage that students receive. There is a balance of literary and informational text in terms of the development of passages. The genre of the prompt is taken into consideration each year. Different committees of South Carolina educators evaluate the passages and items prior to students receiving the TDA prompts. During this process, the committee anticipate possible student responses.

How much does TDA count?

- Students can receive up to 8 points on their essay. The score that is shown in Enrich is the total amount of points the student receives. The TDA counts for 12.1% of the student's total ELA score.

Why do I have zeros and twos? How do I move students to get a score?

- The [non-scorable codes](#) can support understanding the zeros. Students who score a two (each reader gave the student a 1) usually have minimal analysis and inadequate writing. Typically, these students wrote a short-constructed response instead of a fully developed writing piece. Encourage students to elaborate on their thinking so that the reader is not

left guessing or making connections for the student. For more detailed information review the TDA section of the [2019 Data Review Report](#).

Are the passage lengths relatively the same?

- There is guidance to the word count ranges that are factored into the development of passages. During instruction, consider the complexity of a given text not only the length. Passages on SC READY can be poetry, drama, journals, guides, paired passages, etc.

Why are the paragraphs not indented?

- All passages throughout SC READY are written in block format. The [Sample Release Items](#) and the [Online Tools Training](#) are places to explore with students so that this will not distract them during testing.

Text Dependent Analysis

The panel previewed the TDA Sample Release Items and provided the following recommendations:

- Students should be familiar with the format of the TDA prompt. It will be three sentences each time. The first sentence guides the student's thinking. The second sentence tells the student the task. The third sentence tells the student to use evidence from the passage to support his or her analysis.
- Consider completing an Author's Study with students. Exposing students to multiple texts written by the same author will allow students to grasp the craft and style that an author has. In turn, this will help students develop their own writing craft and style.
- Students appear to demonstrate difficulty with Author's Craft. Consider the abovementioned strategy to support students with being comfortable writing about Author's Craft.
- Consider exposing students to various versions of the same story. Including different versions (think different cultures here as well) of familiar stories will allow students to identify the differences between author's craft and style.
- Consider using read-alouds to support student understanding. For example, while reading to students ask, "What if _____ had not happened?" Ask students to think through how the plot would have changed. If reading a chapter book aloud, have students think through earlier events to determine if those minor changes would have changed the story.
- Suggested Authors to study- Christopher Paul Curtis, Patricia Polacco, Ezra Jacks Keats, Judy Blume, and Jon Scieszka, Barbara Park, James Patterson

General Suggestions

- When creating assessments for your students, consider assessing multiple indicators with each passage. Students can have up to ten questions per passage on SC READY. Refer to

the Assessment Boundaries Document to identify the indicators that are assessed with passages.

- As a reminder, the Inquiry, Writing, and Language indicators are assessed through Selected Response Items.
- Teachers should continuously model for students how to respond to questions that ask for the **best** option. Also, have students defend why an answer option is not the **best** option.
- Provide students with multiple opportunities to explore figurative language. One suggestion is to have an idiom parade where students can create costumes or projects to express the idiom that is selected.
- Stay away from using a stock list of question stems. Add variety in the way you ask the students questions.
- Providing students with strategies to determine the meaning of unfamiliar words will be beneficial. Vocabulary came up multiple times during the panel discussion.
- Provide students with opportunities to respond to questions that have culled text as part of the question. In these situations, students need to focus on what is culled to answer those specific questions.

Literary

Standard R.L. 5.1-

Grade 3- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Grade 4- Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.

Grade 5- Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.

- Teachers should model and provide students with situations where students will have to work through their inferences to make the best selection. Remember to focus on the intent of the passage during instruction.
- Character analysis- Students had difficulty making inferences about characters. Remind students to look at the passage and items carefully to find the intent of the passage and question.
- Teachers should model all answers to identify which are not correct.
- Cause and effect (be intentional when teaching text structures).
- Consider using the [QAR Strategy](#) to model for students how to interact with text.

Standard 6.1-

Grade 3- Determine the theme by recalling key details that support the theme.

Grade 4- Determine the development of a theme within a text; summarize using key details.

Grade 5- Determine and analyze the development of a theme within a text; summarize using key details.

- Summarizing a text is different from summarizing a theme (be intentional about teaching the difference between the two). Summary is not in isolation so look back at the standard here.

- Students should be able to determine supporting details even if they are not listed.

Standard 8.1a- Use text evidence to:

Grade 3- describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot;

Grade 4- explain how conflicts cause the characters to change or revise plans while moving toward resolution;

Grade 5- Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot;

- Use a think-aloud to support the students with determining the motive. Consider incorporating mystery texts with students. Have students work through the problem/solution and how each relates to the development of the plot. Model for students how to find a character's motivation. Move students beyond simply finding the beginning, middle, and end when discussing plot.
- Provide students with multiple opportunities to use text evidence to support their answers.

Standard 10.1-

Grade 3- Use paragraph-level context to determine the meaning of words and phrases.

Grade 4- Use definitions, examples, and restatements to determine the meaning of words or phrases.

Grade 5- Use cause and effect relationships and comparisons to determine the meaning of words or phrases.

- Students should interact with text constantly. Read-alouds are useful for identifying paragraph-level context to determine meaning of words and phrases. Remember to teach students grammar. Spend time exploring how roots and affixes impact word meanings.
- Students should be able to transfer their knowledge. Be intentional about vocabulary. Authentic conversations around vocabulary.
- Text complexity matters when exploring higher-level vocabulary. Utilize close reading skills.
- Suggested Activities: Word of the day/word of the week initiatives. Remember to teach them; they will learn and use it.
- Have students identify the parts of speech being used.

Standard 11.1-

Grade 3- Explain the differences between first and third person points of view.

Grade 4- Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.

Grade 5- Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.

- Ask students how does the point of view impact the meaning? Move beyond only teaching students to identify the pronouns.
- Have students tell and write stories from different points of view.

Informational

Standard 5.1-

Grade 3- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Grade 4- Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.

Grade 5- Quote accurately from a text to analyze meaning in and beyond the text.

- Students will benefit from having a rich vocabulary. Teach students multiple meanings of words. For example, *idea* should not simply be taught as main idea.
- Make sure students are reading to the end of questions. Teach students not to assume that students have a full understanding of the question prior to reading the entire question. Don't solely depend on the headings.
- Close read the answer choices. Distractors can be similar so students will need to read each distractor (answer option) carefully.

Standard 6.1-

Grade 3- Summarize multi-paragraph texts using key details to support the central idea.

Grade 4- Summarize multi-paragraph texts using key details to support the central idea.

Grade 5- Summarize a text with two or more central ideas; cite key supporting details.

- Students should understand the structure of a summary. Summaries should include an opening, body, and restatement of some sort for the conclusion. Have students make sense of the answer options.
- Give students options to determine the ending to a summary. Provide variety when exploring the way summaries are presented to students.

Standard 8.2-

Grade 3- Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.

Grade 4- Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.

Grade 5- Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

- Be intentional about teaching students the purpose of text features along with how to use them. Model rereading sections of text to find answers. Have a focus for reading. Timelines/Graphics- teach students how they relate to a passage. Explore why the author uses specific text features

Standard 9.2-

Grade 3- Determine the meaning of a word when an affix is added to a base word.

Grade 4- Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

Grade 5- Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

- Be very intentional about teaching students vocabulary. During instruction, teach students the use of superlatives. Create opportunities for students to explore vocabulary in context and isolation. Have students apply the vocabulary that is being taught.

Standard 10.1-

Grade 3- State the author's purpose; distinguish one's own perspective from that of the author.

Grade 4- Identify and describe the difference between a primary and secondary account of the same event or topic.

Grade 5- Compare and contrast a primary and secondary account of the same event or topic.

- Move beyond only using *persuade, inform, and explain* because author's purpose is deeper than PIE. Give students the opportunity to provide the reasoning an author could have written a text.

Writing Items

(The indicators are not listed here for writing. Refer to the 2015 Standards Document for the wording of the standards and indicators.)

W.L.4.1b- Be mindful of multilingual students when providing instruction on the plural form of words. Have students say the words aloud to ensure they are not dropping endings.

W.MCC.3.1g- Focus on the connection between reading and writing. The use of adjectives should support students with visualizing what is being said in text.

W.L.4.1a- Place emphasis on teaching the parts of speech. Students should be familiar with the words listed in each indicator.

W.L.5.1- Students are demonstrating difficulty with identifying the correct words to be capitalized. Refer to the K-2 indicators for support.

W.MCC.1.1c- Teach students to write strong introductions and how to identify a strong introduction.

W.MCC.1.1d- Utilize exemplar papers for students to identify the components of it, including transitions.