

## SC READY ELA Grades 6-8 2022 Data Review Report

In fall 2022, 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 2022 assessments. The discussions of this year’s panel yielded the recommendations that follow. The panel recognizes the hard work of SC educators, particularly over the past three years, and offers these suggestions as an addendum to those from previous years.

The committee recommends exposing students to a variety of text types and text sets. This includes texts of various lengths. The committee would like to emphasize that while it is important that students read longer texts, such as dramas and novels, it is equally important that students have regular exposure to shorter complex texts. Students of all reading abilities must have experience with close reading of a variety of challenging texts as identified by the quantitative and qualitative features.

- Quantitative features include factors such as word count in sentences, the number of syllables in each word, the number of sentences—in other words, things that can be counted. Measures such as Lexile ranges are quantitative.
- Qualitative features include factors such as figurative language, levels of meaning (literary), purpose (informational), text structure, and knowledge demands.

### Level of Questioning

**The committee recommends that teachers pay close attention to the level of questioning they are using in the classroom.** The cognitive complexity of questioning is determined by the Depth of Knowledge (DOK) range within each grade-level indicator. Because level 4 requires extended time, the range of questioning on SC READY is 1-3. The committee decided that this year’s document would clarify the DOK ranges of targeted grade-level indicators and how questions in that range *may* look. The “possible questions” listed below represent examples of questions that can target the identified indicators. **This is not a complete or a prescriptive list.**

### Informational Text Features and Structures

One indicator of concern for grades 6-8 is RI.11.1, which asks students to *identify* (6<sup>th</sup>), *determine the impact* (7<sup>th</sup>), and *analyze the impact* (8<sup>th</sup>) of text features and structures on an author(s) idea or claim.

6 <sup>th</sup> Grade Indicator	Assessment Boundaries	Cognitive Range	Possible Questions
<b>6.RI.11.1</b> Identify text features and structures that support an author’s idea or claim.	To be successful, students must <ul style="list-style-type: none"><li>• Understand that text structure provides a framework for an</li></ul>	It is important to understand the range of cognitive complexity of this indicator.	<b>*The specificity of the question will be determined by the individual text.</b>

6 <sup>th</sup> Grade Indicator	Assessment Boundaries	Cognitive Range	Possible Questions
	<p>author to share information with a reader and that an author purposely organizes (or structures) a text.</p> <ul style="list-style-type: none"> <li>• Know the meaning of the word “claims.”</li> <li>• Identify text features that support an author’s idea or claim.</li> <li>• Identify text structures that support an author’s idea or claim.</li> </ul>	<p>Asking students to <i>identify</i> text features and structures is a DOK 1, while asking students to <i>examine how</i> a feature/structure supports an idea/claim is a DOK2. This level requires students to move beyond identification and demonstrate a comprehension of the element(s) (feature, structure, idea, and claim) and <i>how</i> one supports another.</p>	<p>1. Which text feature supports the claim [insert claim here]? (DOK 2)</p> <p>2. Which text structure supports the claim [insert claim here]? (DOK 2)</p> <p>3. Which text feature supports the author’s idea that [insert idea here]? (DOK 2)</p> <p>4. Which text structure supports the author’s idea that [insert idea here]? (DOK 2)</p>

**Scaffolding 6.RI.11.1**

Scaffold	Possible Scaffolding Questions
<p>According to the assessment boundaries, a student must first understand what <b>text structure and text features</b> are before the student can determine how that feature/structure supports an author’s claim or idea.</p> <p>Refer to page 39 in the <a href="#">Assessment Boundaries</a> for a list of structures named in the ELA standards.</p> <p>Refer to page 31 in the <a href="#">Assessment Boundaries</a> for a list of text features named in the ELA standards.</p>	<p>1. Which <b>structure</b> does the author use to organize the text? (DOK 1)</p> <p>2. Which <b>text feature(s)</b> does the author use [name a paragraph or section of the text]? (DOK 1)</p>
<p>According to the assessment boundaries, students must first understand what an <b>author’s claim</b> is, what an <b>author’s idea</b> is, and how to locate each within a text.</p>	<p>1. What is a <b>claim</b>? (DOK 1)</p> <p>2. Locate the <b>author’s claim</b> in [name a paragraph or section of the text]. (DOK 1)</p> <p>3. What is the <b>author’s idea</b> in [name a paragraph or section of the text]. (DOK 1)</p>

7 <sup>th</sup> Grade Indicator	Assessment Boundaries	Cognitive Range	Possible Questions
<p><b>7.RI.11.1</b> Determine the impact of text features and structures on an author’s ideas or claims.</p>	<p>To be successful, students must</p> <ul style="list-style-type: none"> <li>• Understand that text structure provides a framework for an author to share information with a reader and that an author purposely organizes (or structures) a text.</li> <li>• Know the meaning of the word “claims.”</li> <li>• Identify text features that support an author’s idea or claim.</li> <li>• Identify text structures that support an author’s idea or claim.</li> <li>• Determine the impact of text features on an author’s ideas or claims.</li> <li>• Determine the impact of text structures on an author’s ideas or claims.</li> </ul>	<p>It is important to understand the range of cognitive complexity of this indicator.</p> <p>Asking students to determine the relationship (impact) between</p> <ul style="list-style-type: none"> <li>• text features and an author’s claims or ideas, or</li> <li>• the relationship (impact) between text structures and an author’s claims or ideas</li> </ul> <p>requires students to go beyond comprehension and make connections between elements of a text. This is a DOK 3.</p>	<p><b>*The specificity of the question will be determined by the individual text.</b></p> <ol style="list-style-type: none"> <li>1. How does the author’s use of [insert text feature here] impact the passage? (DOK 3)</li> <li>2. How does the author’s use of [insert text feature here] impact the section [identify section here]? (DOK 3)</li> <li>3. How does the author’s use of [insert text feature here] impact the paragraph [identify paragraph here]? (DOK 3)</li> <li>4. How does the author’s use of [insert text feature here] impact the author’s claim [insert claim here]? (DOK 3)</li> <li>5. How does the author’s use of [insert text feature here] impact the author’s idea that [insert idea here]? (DOK 3)</li> <li>6. How does the author’s use of [insert text structure here] impact the passage? (DOK 3)</li> <li>7. How does the author’s use of [insert text structure here] impact the section [identify section here]? (DOK 3)</li> </ol>

7 <sup>th</sup> Grade Indicator	Assessment Boundaries	Cognitive Range	Possible Questions
			<p>8. How does the author's use of [insert text structure here] impact the paragraph [identify paragraph here]? (DOK 3)</p> <p>9. How does the author's use of [insert text structure here] impact the author's claim [insert claim here]? (DOK 3)</p> <p>10. How does the author's use of [insert text structure here] impact the author's idea that [insert idea here]? (DOK 3)</p>

**Scaffolding 7.RI.11.1**

Scaffold	Possible Questions
Before students can determine the impact of one element ( <b>text features or structure</b> ) on another element ( <b>claim or idea</b> ), students must first be able to determine <i>how one supports the other</i> (grade 6).	<p>1. Which <b>text feature</b> supports the <b>author's claim</b> [insert claim here]? (DOK 2)</p> <p>2. Which <b>text structure</b> supports the <b>author's claim</b> [insert claim here]? (DOK 2)</p> <p>3. Which <b>text feature</b> supports the <b>author's idea</b> that [insert idea here]? (DOK 2)</p> <p>4. Which <b>text structure</b> supports the <b>author's idea</b> that [insert idea here]? (DOK 2)</p>
What if students need more basic support before they can perform at the grade-level expectation? <b>Refer to the scaffolds provided for 6.RI.11.1.</b>	Before answering text dependent questions, students may need to create a graphic organizer that allows them to see the relationship between text feature(s)/structure and an author's ideas or claims.

8 <sup>th</sup> Grade Indicator	Assessment Boundaries	Cognitive Range	Possible Questions
<p><b>8.RI.11.1</b> Analyze the impact of text features or structures on authors’ similar ideas or claims* about the same topic.</p> <p>*SC READY may assess this with multiple authors or with one author. Refer to the assessment boundaries for more information.</p>	<p>To be successful, students must</p> <ul style="list-style-type: none"> <li>• Understand that text structure provides a framework for an author to share information with a reader and that an author purposely organizes (or structures) a text.</li> <li>• Know the meaning of the word “claims.”</li> <li>• Identify text features that support an author’s idea or claim.</li> <li>• Identify text structures that support an author’s idea or claim.</li> <li>• Analyze the impact of text features on an author’s ideas or claims.</li> <li>• Analyze the impact of text structures on an author’s ideas or claims.</li> </ul>	<p>It is important to understand the range of cognitive complexity of this indicator.</p> <p>The range of this indicator is a DOK 3. Students are being asked to analyze the impact of one element on another element in multiple texts. The addition of multiple texts adds to the difficulty of the task, not the cognitive complexity. The cognitive processes involved with analyzing one text are the same as the mental processes involved with analyzing two or more texts.</p>	<p><b>*The specificity of the question will be determined by the individual text.</b></p> <ol style="list-style-type: none"> <li>1. How does the author’s choice of text structure impact the claim that [insert claim here]? (DOK 3)</li> <li>2. How does the author’s choice of text features impact the idea that [insert idea here]? (DOK 3)</li> <li>3. How do the authors’ choices of text structure impact their claim that [insert claim here]? (DOK 3)</li> <li>4. How does author 1’s choice of using [insert text structure here] and author 2’s choice of using [insert text structure here] impact their claim that [insert similar claim here]. (DOK 3)</li> </ol>

8 <sup>th</sup> Grade Indicator	Assessment Boundaries	Cognitive Range	Possible Questions
			5. Compare and contrast the authors' choices of text structures [insert the two types of structures here] and how each structure impacts their claim that [insert similar claim here]. (DOK 3)

**Scaffolding 8.RI.11.1**

Scaffold	Possible Questions
<p>According to the assessment boundaries, students must first understand what text structure and text features are before the student can determine how that feature/structure supports an author's claim or idea.</p> <p>Refer to page 39 in the <a href="#">Assessment Boundaries</a> for a list of structures named in the ELA standards.</p> <p>Refer to page 31 in the <a href="#">Assessment Boundaries</a> for a list of text features named in the ELA standards.</p>	<p>1. Which structure does the author use to organize the text? (DOK 1)</p> <p>2. Which text feature does the author use [name a paragraph or section of the text]? (DOK 1)</p>
<p>According to the assessment boundaries, students must first understand what a claim is and how to locate an author's claim within a text.</p>	<p>1. What is a claim? (DOK 1)</p> <p>2. Locate the author's claim in [name a paragraph or section of the text]. (DOK 1)</p> <p>3. What is the author's idea in [name a paragraph or section of the text]? (DOK 1)</p>
<p>Before students can analyze the impact, they must determine the impact of text structure and text features on an author's ideas or claims.</p>	<p>Teachers should refer to the possible questions provided in RI.7.11.1.</p> <p>Before answering text dependent questions, students may need to create a graphic organizer that allows them to see the relationship between text feature(s)/structure and an author's ideas or claims.</p>

### **The Function of Grammar in Writing**

The committee noticed a weakness in students' grammatical skills. The committee cautions that grammar instruction should be taught through the students' own writing rather than through isolated grammar instruction. This allows teachers to build and strengthen students' writing skills through authentic writing that allows them to learn, practice, and use grammatical concepts. This also allows students to explore the function of grammar within their own writing styles.

Some students may need to start with individual sentences and paragraphs before progressing to whole pieces of writing. Another way to provide support is for all students to engage with mentor texts and direct their focus on how grammar conventions such as punctuation, are part of an author's craft.

### **Frequently Asked Questions (FAQs) about SC READY for ELA.**

#### **Q: What percentage of the test is the TDA item worth?**

**A:** The Text Dependent Analysis (TDA) item is worth a maximum of 8 points on SC READY. This equals approximately 12% of the total test for ELA grades 6-8. The TDA item is aligned to and reports out with Writing Standard 2.

#### **Q: Why don't teachers have access to their students' TDA scores?**

**A:** Teachers do have access to their students' TDA scores once districts and schools receive the complete data files in July. In July, the districts and schools have access to reports in the DRC Interactive Reporting system or they can download the School Roster or a District Roster report (by subject) from the DRC Portal. If you need help accessing this information, contact your School Testing Coordinator. Your STC can generate an Excel report from the data file showing student scores and performance levels.

#### **Q: How is the TDA item scored?**

**A:** The TDA item is scored with a holistic rubric that has a point range of 1-4. To reflect the importance of student writing, the 1–4-point score on the SC READY TDA item is weighted by a factor of 2 for a maximum of 8 points. All student responses are scored by two readers. For a detailed explanation of each possible score point (1-8), review the [Scoring the SC READY TDA Writing Prompt](#) document.

#### **Q: How many paragraphs must students have in their TDA response? Which writing formula is the best for students to use?**

**A:** There is not a prescribed number of paragraphs for students to write in their TDA response. The length of the response is dictated by the content of the text and the prompt. Students testing online have a character limit. There is no one-size-fits-all writing formula for students to use. Teachers should use their professional judgment to determine what works best for their students. The TDA scoring rubric does not evaluate the quantity of the writing, only the quality.

## **Frequently Asked Questions (FAQs) about SC READY for ELA.**

**Q: Which indicators are assessed on SC READY? The blueprint only shows the strands.**

**A:** The [Assessment Boundaries Document](#) provides assessment boundaries and sample questions for each of indicators assessed on SC READY.

**Q: How do teachers use the Assessment Boundaries Document?**

**A:** The [Assessment Boundaries Document](#) was designed by the Office of Assessment and Standards (OAS) alongside content experts from across the state to provide teachers with a better understanding of how to better target the ELA standards in assessment. While the OAS uses this document when developing the SC READY assessments, teachers can use the insights within the document to better understand their grade-level indicators and can use the language of the document to write/ask questions for in-class assessments. The document also provides teachers with insights as to which grade-level indicators overlap and relate, as well as provide specific language from earlier grade-level indicators to save middle school teachers time.

**Q: How can teachers become more involved in the SC READY assessment?**

**A:** The Office of Assessment and Standards convenes several meetings each year to review items, passages, and item data. In addition, there are committees assembled to review passages and items for potential bias and sensitivity concerns. South Carolina educators are involved in each step of the development process. Educators who are interested in serving on a committee can apply [here](#).

**Q: Why does the state offer assessment resources in multiple languages, but only offers the assessments in English?**

**A:** Section 59-18-310 of [The Education Accountability Act](#) requires that statewide assessments must be “developed... and administered in English...”

**Q: What assessment resources are offered by the South Carolina Department of Education?**

**A:** The Office of Assessment and Standards offer many resources for teachers. The [Quick Links for Teachers](#) page provides ELA teachers with the test blueprints, assessment boundaries, sample release items, data review reports, online tools training for the online testing platform, information on accommodations and customized forms, and the newly released SC READY TDA Sampler items for grades 3-8.