



ELA
Grades 3 through 5

**Test Data
Review Report
2023**

Introduction

On October 23, 2023, Data Recognition Corporation (DRC) and the South Carolina Department of Education (SCDE) convened a panel of educators to review item data from the SC READY ELA grades 3-5 assessments. The panel discussed and analyzed items from the 2023 SC READY assessment of the *2015 SCCR ELA Standards*, including information about how students performed on each item. The panel recognizes the hard work of South Carolina educators and offers these relevant and useful suggestions for improving instruction as an addendum to those from previous years.

The panel offered suggestions to impact instruction for the standard indicators listed below. Please be reminded that this is not an inclusive list of all the assessed indicators, but consideration for the indicators where students appear to be having difficulty. To streamline information and avoid redundancy, this report focuses on indicators identified by this year's panel as areas of particular concern. Data review reports for previous years are available on the [SCDE's website](#). Teachers are encouraged to review the 2022 Data Review Report, as it contains specific information that remains relevant for improving instruction.

Reading Literary and Informational Texts

The committee's recommendations focused on strategies to help students develop two essential skills: making inferences and using text evidence. Across both literary and informational texts, the committee offered suggestions for ways to support students in developing a strong foundation for these skills. Students should have the opportunity to practice developing these skills first through conversations, and then through grade-level appropriate written responses.

Skill	Suggestions
Making Inferences	<p>Students must be able to make inferences at the word-, sentence-, paragraph-, and text-level across literary and informational texts. Making inferences is at the heart of analysis. Students must be able first to identify impactful words, phrases, and text, and then to explain why and how they contribute to meaning in the text and/or how they affect the reader's experience. The committee's suggestions are as follows:</p> <ul style="list-style-type: none">• Practice having students identify and explain words, phrases, and figurative language that contribute to meaning in the text, and the reader's experience. This can include how specific words, phrases, and figurative language create a "mental movie" for the student, elicit an emotional response, advance the plot, contribute to new learning, or provide clarity.<ul style="list-style-type: none">○ Provide students with exposure to a broad, complex vocabulary across content areas.○ Provide students with exposure to a variety of common similes, metaphors, and idioms.

Skill	Suggestions
Making Inferences (cont.)	<ul style="list-style-type: none">○ Teach students how to use sentence- and paragraph-level context clues (the context clue may not always be directly before or after the language students are analyzing).○ Encourage students to create a connection between themselves and the text so that students are better able to explain how words, phrases, and figurative language contribute to their experience as readers.● Practice having students conduct character analyses.<ul style="list-style-type: none">○ Teach students how to consider characters in context (how a character impacts a text).○ Ask questions like: How would the story be different without a certain character? How does the relationship between two or more characters affect the plot? What motivated the character to act in a certain way?○ Use graphic organizers (e.g., a “conflict map”) to help students track and visualize the conflicts characters face, how they respond, and how this leads to the forward movement of the plot.○ Encourage students to think about word choice, and how an author’s choice of words, phrases, and figurative language reveals details about a character’s personality, feelings, or thoughts.○ Organize roleplay activities in which students act out alternate scenes while assuming the roles of characters in an original text. For example, if the read aloud your class is currently reading has a main character who has never played basketball, but is always excited to learn new things, students could act out a scene based on how they think the main character would react to playing basketball.○ Similarly, organize roleplay activities in which students act out alternate scenes in different settings while assuming the roles of characters in an original text. <p>Related indicators—R.L. 9.1, R.L. 9.2, R.I. 8.1</p>

Skill	Suggestions
Using Text Evidence	<p>Students must go beyond simply identifying information in a text. Students must be able to understand and discuss the impact and importance of (analyze) the text they have identified. The committee's suggestions are as follows:</p> <ul style="list-style-type: none">• Practice having students prove their answer/response by providing text evidence and explaining its relevance.<ul style="list-style-type: none">○ Teach students how to distinguish between important information and interesting information.○ Teach students to first highlight important and/or relevant information in a text that supports their answer/response, and then to refer explicitly to the highlighted information in their oral or written response.○ “Socratic seminars” can provide students with the opportunity to have deeper discussions about a text. Students can learn by asking and answering questions, but also by hearing others’ opinions and how other students support their thinking. <p>Related indicators—R.L. 5.1, R.L. 8.1a, R.I. 5.1</p>

Writing

Unlike the reading literary and informational texts portion of this document, the committee's recommendations are noted in a general list.

General Strategies

- Provide students with explicit instruction on how to edit a piece of writing based on grade-level grammar and conventions expectations.
 - For example, give students a sentence fragment and ask them to provide the missing subject or predicate to create a complete sentence.
- Teach students how to identify homonyms in their reading and incorporate homonyms into their own writing.
- Provide students with copious opportunities to apply grade-level appropriate comma expectations. For example:
 - Ask students to incorporate dialogue into their narratives.
 - Incorporate comma usage in anchor charts.
 - Reinforce comma uses through games and writing.
 - Intentionally model how commas affect a text through your read aloud.

- Review the purpose of an introduction and how it sets up the reader for what is coming next.
 - Provide students with a text that is missing an introduction, then have students write an introduction for the text.
 - Alternatively, provide students with an introduction, then have students write the rest of the text based on the introduction. You can also provide students with introductions of varying quality to further illustrate the importance of a well-crafted introduction.
- Explicitly teach students how to use a variety of transitional words and phrases to connect similar or dissimilar ideas.
- Support students in using imagery in their writing by asking students to identify imagery in the books they are reading, and then demonstrating for students how they can emulate that in their own writing by using the book as a mentor text.

Frequently Asked Questions (FAQs)

FAQ: Which ELA standards will be assessed on the SC READY ELA tests in 2023-24?

Answer: The 2015 SCCCR ELA Standards will be assessed in 2023-24. The 2023 SC CCR ELA Standards will be assessed operationally in 2024-25.

FAQ: Why are we having a stand-alone field test this spring?

Answer: This spring, students in grades 3-8 and English 2 will take a stand-alone field test for the upcoming Text-Dependent Writing (TDW) Item. This item will replace the current TDA item beginning in 2024-25. For this change to happen, the TDW must first be field tested. To learn more, read the [Transitioning from TDA to TDW Memo](#).

FAQ: How do we know when the TDW will be field tested?

Answer: Please reach out to your School Testing Coordinator or your District Testing Coordinator for this information. Each district set its field test date based on its SC READY testing window. If you want to learn more about the testing window, read the [2023-24 Assessment Schedule](#).

FAQ: When will the TDW rubrics be released?

Answer: There are on-going regional professional development opportunities for TDW happening throughout the state through February 2024. The TDW rubrics will be released on the [Assessment Quick Links for Teachers](#) page in late February. There will also be a short, explanatory video provided with the rubrics that give an overview of the new item. More professional development for TDW and the rubrics will be offered in the 2024-25 school year.

FAQ: When will we receive scored sample TDW responses?

Answer: Since the TDW item has not yet been administered, there are no student responses to release. The field test will take place in spring 2024. We will gather committees of teachers to participate in rangefinding in July 2024. The teachers on these committees will determine the score points for student TDW responses. Because this is a lengthy process, we do not have an exact date

for the release of scored student TDW responses. Teachers can apply to join assessment committees at the [Assessment Quick Links for Teachers](#) page.