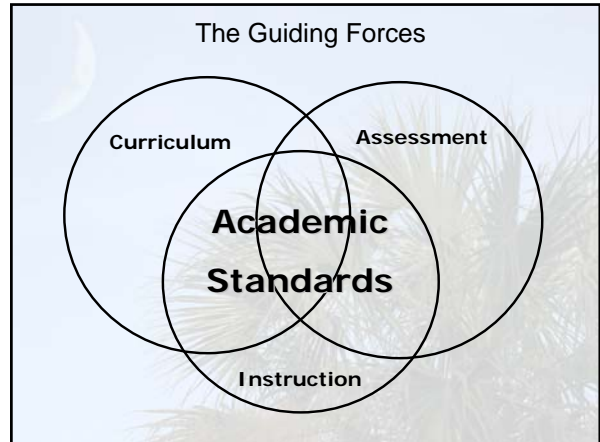


## Developing Formative Assessments for ELA – Reading - Writing

A Step by Step Approach



## ELA Assessment Development

- Academic Standards Documents
- Local Curriculum Guides
- Other Factors:
  - readability, appropriateness of content
  - topic alignment to content areas
  - questions aligned to grade level standards
  - formats *similar to* standardized tests.

## The Basic Work Flow

- Find a text passage.
- Establish its readability: Lexile and RL.
- Identify the topic and note content area.
- Assign the text passage to a grade level.
- Use the grade's standards to design questions.
- Use stem wording models and distractor patterns aligning to Best Practices.
- For Writing-based assessments:
  - Number each sentence in the text passage.
  - Refer to sentences in each question. Sequence the items in the order they appear in the passage.

## Guidance Documents

- Your state's Academic Standards and Indicators for all subject areas, in tandem with
- The Support Documents, including the Composite Writing Matrix,
- and your county's Curriculum Guides for teaching and assessment considerations.
- Skills and concepts should be assessed how they are taught.

<http://ed.sc.gov/agency/offices/cso/standards/ela/>

[http://www.s2marts.org/index.php?option=com\\_content&view=category&layout=blog&id=186&Itemid=258](http://www.s2marts.org/index.php?option=com_content&view=category&layout=blog&id=186&Itemid=258)

The ELA Support Documents above are in Unedited Draft form.



## ELA: Reading and Writing

### Content Determines Process, therefore:

- The content of the selected passage will dictate which indicators can be assessed, and
- the readability (difficulty) of the passage will determine the grade level in which it can be used.

## For Assessments

- Students typically read assessments independently.
- Passages should be within their Independent Reading Level.
- This means the bottom 100 points of their Lexile Range.
- If students cannot read the passages independently, the formative skills data may not be valid.

Sample Assessment 1: title - **Clothing in the American Colonies** page 1

Genre: Informational text.  
Lexiled at 1010L ( ~ grade 8 ).  
Readability 7.4

Topic: One facet of life in the American colonies.  
Relates to Grade 8 Social Studies...from European Colonization to the Revolutionary War. SC History.  
... could be used as supplemental reading, or within an ELA class.

Revision and editing skills were chosen, so the passage was typed using numbered sentences.

Sample Assessment 1: title - **Clothing in the American Colonies** page 2

### Use of the Composite Writing Matrix, grade 8

**Reinforcement of grammatical conventions previously taught**

**Revision and organizational strategies in grades 6, 7, & 8**

- Use revision strategies to improve clarity, **tone**, **voice**, and development of ideas
- Use simple, compound, complex, and compound-complex sentences
- multiple-paragraph compositions that include a **central idea** with supporting details with appropriate transitions

**Writing Products in grade 8**

**Narrative writing** - memoirs  
**Descriptive writing** in other modes – narrative, expository, persuasive  
**Writing to inform** - letters of request, inquiry, or complaint, reports  
**Writing to persuade** - speeches, editorials, essays

Sample Assessment 1: title - **Clothing in the American Colonies** page 3

### Which nine-weeks?

The **SOUTH CAROLINA SUPPORT SYSTEM CURRICULUM Prioritized Scope and Sequence for Grade Eight** suggests the **second nine-weeks for Informational Texts**.

Sample Assessment 1: title - **Clothing in the American Colonies** page 4

Please take a few minutes and read the numbered passage:

“Clothing in the American Colonies”

Readers should be warned that the passage contains errors. Students will be directed to locate the errors while reading and identify appropriate corrections.

Prepare for Item Development

Sample Assessment 1: title - **Clothing in the American Colonies** page 5

While the passage was typed, read and re-read, content was found or created to assess the following skills.

These skills were *identified* in the passage:

#	Item Code	ELA - Goal, Strand and Skill Info	RIT Levels
• 1	8-4.5.053cl	Revising sent-fragment for clarity, verb tense	L 191-200
• 2	8-4.5.052wc	Revising writing, Voice – word choice	L 211-220
• 3	8-4.4.053pp	Grammar conventions, future tense....	L 191-200+
• 4	8-4.5.051cl	Revising writing, Clarity, combine sentences	L 181-190
• 5	8-4.6.052c	Edit SAE, proofread, capitalize religious group	L 211-220
• 6	8-4.4.052vt	Grammar conventions, verb tense	L 181-190
• 7	8-4.4.051cs	Grammar conventions, adj: comparative	L 191-200
• 8	8-4.6.051p	Edit SAE, proofread punctuation, comma	L 221-230
• 9	8-4.6.053c	Edit SAE, proofread, Capitalization	L 191-200
• 10	8-4.7.051sp	Spell correctly, Latin prefix dis- ( also Reading 8-3.5 )	L 201-211

## “Clothing in the American Colonies”

Referring to

### Writing Products in grade 8

**Narrative writing** - memoirs

**Descriptive writing** in other modes – narrative, expository, persuasive

**Writing to inform** - letters of request, inquiry, or complaint, reports

**Writing to persuade** - speeches, editorials, essays

Who can see an opportunity for an extended response writing prompt?

“a letter of request” “a memoir” “a persuasive request”

## Another Example

## A Biography

## Revision and Editing Skills

**Genre:** biographical sketch

**Lexiled at 640L ( ~ grade 4 ).**

**Readability 5.0 \*note !**

**Topic:** Maria Mitchell, astronomer

- Appropriate for grade 5 age group, topic and lexile

- Also SDE Grade 5 READING Understanding and Using Literary Texts

**literary nonfiction, biographical sketches**

### Use of the Composite Writing Matrix, grade 5

#### Conventions of grammar

irregular comparative and superlative adjectives, irregular adverbs, interjections  
past participles of commonly misused verbs, subject-verb and pronoun-antecedent agreement with collective nouns

#### Mechanics of editing:

Capitalization - ethnic groups, national groups, religions and languages

Punctuation – colons, hyphens

Spelling - commonly confused words, multisyllabic constr., double cons. patterns  
irregular vowel patterns in multisyllabic words

#### Revision and organizational strategies in grade 5

word choice, organization and development of ideas and voice

use of simple, compound, and complex sentences

multiple-paragraph compositions that include a **central idea** with supporting details with appropriate transitions

**Writing Products in grade 5** . . . .

While the passage was typed and read, opportunities were found or created to assess the following skills.

These skills were *identified* in the passage:

#	Item Code	Goal and Strand info	RIT Levels
• 1	5-4.6.001c	Edit SAE, proofread, Capitals – states	L 191-200
• 2	5-4.4.001pa	Grammar conventions, pronoun antecedents	L 191-200
• 3	5-4.4.002cs	Grammar conventions, adjective, superlative	L 191-200
• 4	5-4.5.003cd	Revising writing, Content Development	L 181-190
• 5	5-4.5.001cd	Revising writing, Content Development	L 181-190
• 6	5-4.5.002cd	Revising writing, Content Development	L 181-190
• 7	5-4.6.002p	Edit SAE, proofread, punctuation, hyphen use	L 211-220
• 8	5-4.6.002c	Edit SAE, proofread, Capitals – nationalities	L 191-200
• 9	5-4.4.003sv	Grammar conventions, subject-verb agreement	L 181-190

## Another Example

## Literary Narrative

The **SOUTH CAROLINA SUPPORT SYSTEM CURRICULUM**  
**Prioritized Scope and Sequence for Grade Five**

suggests the first nine-weeks for Literary Texts.

Reading Indicators

Genre: Literary text, historical fiction

Lexiled at 820L ( ~ grade 8 ).

Readability 6.3

Topic: Native American conflict and cooperation, cultural and political systems

**Standard 8-1** The student will read and comprehend a variety of literary texts in print and nonprint formats.

**8-1.1** Compare/contrast ideas within and across literary texts to make inferences.

**8-1.5** Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

**8-1.2** Explain the effect of point of view on a given literary text.

**8-3.2** Analyze the meaning of words by using Greek and Latin roots and affixes.

**8-3.1** Use context clues to generate the meanings of unfamiliar words.

### Social Studies connections.

- **5-2.5** Explain the **social** and economic effects of the westward expansion on Native Americans, including .... **Native American displacement.** (P, G, E, H)
- **8-1.1** Summarize the **culture, political systems, and daily life of the Native Americans of the Eastern Woodlands,** including their methods of hunting and farming, their use of natural resources and geographic features, and **their relationships with other nations.** (H,G, P)

These skills were *identified* in the passage:

#	Item Code	Goal and Strand info	RIT Levels
• 1	8-1.1.061	Compare/contrast ideas ... to make inferences.	R 211-220
• 2	8-1.1.062	Compare/contrast ideas ... to make inferences.	R 211-220
• 3	8-1.1.063	Compare/contrast ideas ... to make inferences.	R 211-220
• 4	8-1.5.051	Analyze the effect of the author's craft: imagery.	R 191-200
• 5	8-1.1.065	Compare/contrast ideas ... to make inferences.	R 211-220
• 6	8-1.1.066	Compare/contrast ideas ... to make inferences.	R 211-220
• 7	8-1.2.061	Explain the effect of point of view ....	R 191-200
• 8	8-3.2.061	Analyze the meaning of words ... Latin roots...	R 211-220
• 9	8-3.1.061	Use context clues to generate meanings...	R 231-240
• 10	8-3.1.062	Use context clues to generate meanings...	R 201-210

### Determining Readability

Mechanical Step 1

- Type the passage in MS-Word.
- Pull down Tools > Spelling and Grammar.
- Click through the corrections.
- The last section will report a Flesch-Kincaid Reading level of the passage.
- Record that as RL 5.3.
- Mechanical Step 2 is next.

### How to "lexile" a passage:

- After determining the RL of the passage, Save it as **yourtitle.txt**
- Use a browser and Go to [www.lexile.com](http://www.lexile.com)
- Click partners.
- Click Lexile Analyzer, log in\*.
- Click Browse. Find & highlight yourtitle.txt
- Click Open. Click Analyze.
- Read and record the Lexile Measure.
- Label it xxxL.

## Third step

- Your human interactions are needed.
- There is more to readability than word count and sentence length.
- Is the topic age appropriate for a certain grade level?
- Does the topic align to any grade level related topic in social studies or science?

## Credits



- South Carolina Academic Standards and ELA Support Documents
- Charleston County Coherent Curriculum.
- NWEA, Item Writing Seminar handouts.
- CTB-McGraw-Hill, Best Practices in Bank and Item Development.
- [www.lexile.com](http://www.lexile.com), Metametrics.
- Assessment Development Content:

Douglas Reeves, Douglas B. Ph.D. (1998) *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School and District*. Denver: Center for Performance Assessment.

Ainsworth, Larry and Donald Viegut. (2006). *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment*. Thousand Oaks: Corwin Press.

Bill Morgan

Charleston County School District, Department of Assessment and Accountability