

Assessment and Instruction in the Era of the CCSS in English Language Arts

**Karen Wixson, PhD
The University of North Carolina Greensboro**

Key Shifts in Assessment & Instruction Related to CCSS

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1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational
3. **Knowledge:** Building knowledge through content rich text (esp. nonfiction)

Implications of Shifts

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- **Texts Worth Reading:** Use of authentic texts worthy of study instead of artificially produced passages
- **Tasks Worthy of Engagement:** Activities that focus on substantive content and draw students into deeper encounters
- **Integrated ELA:** Instruction and assessment activities that integrate
 - the areas of ELA,
 - the CCSS standards, and
 - ELA with the disciplines

MAJOR READING & WRITING CLAIMS DRIVING NEW ASSESSMENTS

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Students are expected to:

- Read closely and critically to comprehend a range of increasingly complex literary and informational texts (SBAC); read and comprehend a range of sufficiently complex texts independently (PARCC)
- Produce effective writing for a range of purposes and audiences (SBAC); write effectively when using and or analyzing sources (PARCC)
- Engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information (SBAC); build and present knowledge through research and the integration, comparison, and synthesis of ideas (PARCC)

TYPES OF ITEMS

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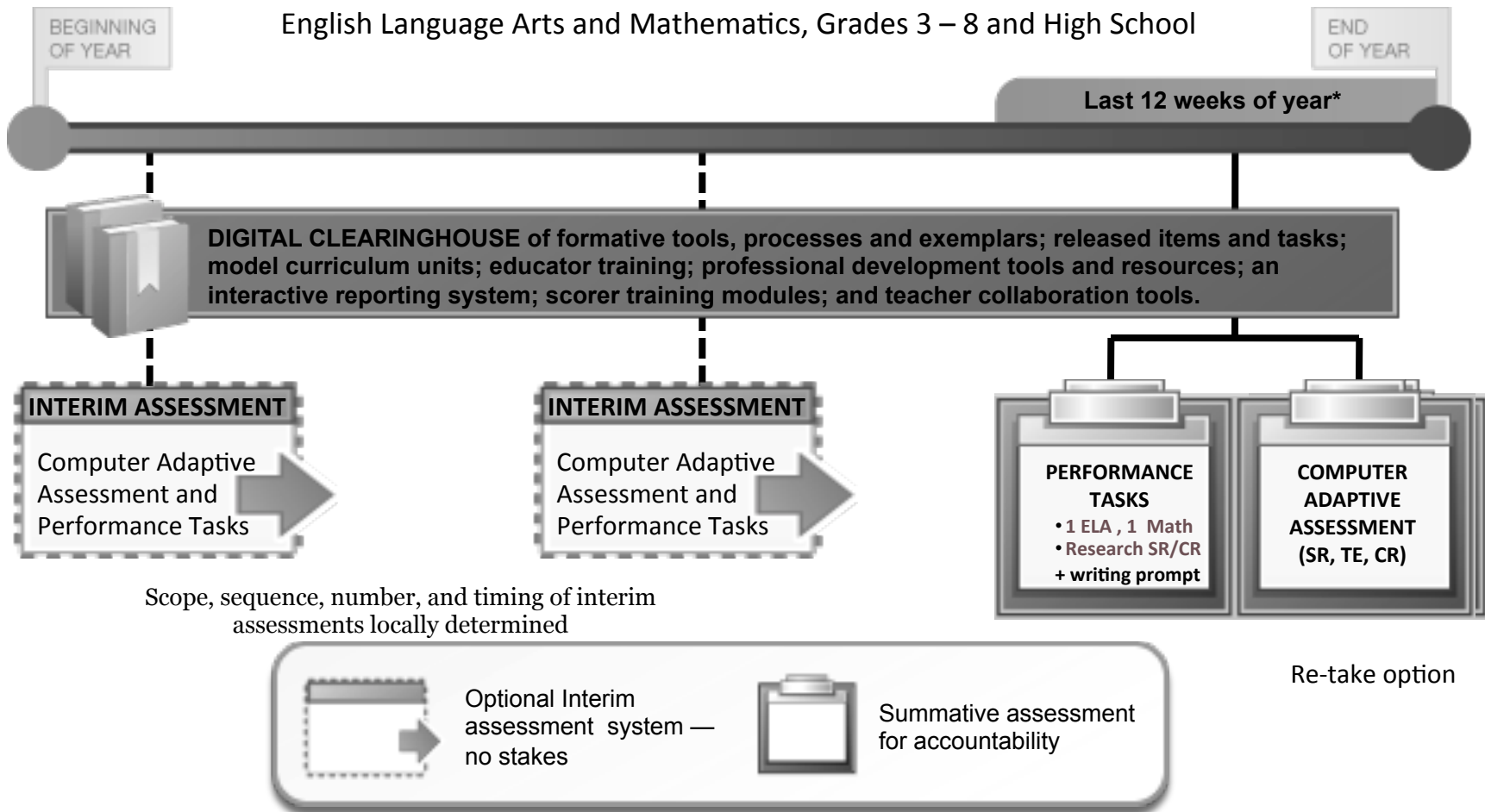
Types of Items	PARCC*	SBAC**
Multiple Choice	Evidence Based Selected Response (EBSR)	Selected Response (SR)
	Technology Enhanced Constructed Response (TECR)	Technology Enhanced (TE)
Open-Ended	Prose Constructed Response (PCR)	Constructed Response (CR)
Performance	Literary Analysis Task Narrative Task Research Simulation Task	Various combinations of “stimuli-information processing-product/perf”

* PARCC End of Year assessments include EBSR & TESR items, Performance assessments include EBSR, TESR, and PCR items

** SBAC computer adaptive assessments include all 3 item types, performance tasks consist of research questions (SR & CR) and writing prompt

The SBAC Assessment System

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* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

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BEGINNING OF YEAR

END OF YEAR

Optional Assessments/Flexible Administration

Diagnostic Assessment

- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

Mid-Year Assessment

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

Performance-Based Assessment (PBA)

- ELA/Literacy Tasks (3)
- EBSR, TECR, PCR items
- Required

End-of-Year Assessment

- EBSR, TECR items
- Required



Summative, Required assessment



Interim, optional assessment

ELA - Speaking And Listening Assessment

- Locally scored

ADMINISTRATION TIME & SESSIONS

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Grade	PARCC	SBAC-Not including Classroom Activity
3	EOY: 60 min. x 2 sessions Perf: 40-60 min. per task TOTAL: Approx 4.5 hours	CAT: 1 hr 45 min Perf: 35 min (stimulus + research Q's; 70 min writing prompt) TOTAL = Approx. 3.5 hours
4-5	EOY: 70 min. x 2 sessions Perf: 50-80 min per task TOTAL: Approx 5 hrs 50 min	CAT: 1 hr. 45 min Perf: 35 min (stimulus + research Q's; 70 min writing prompt) TOTAL = Approx. 3.5
6-8	EOY: 70 min x 2 sessions Perf: 50-85 min. per task TOTAL: Approx. 5 hrs 55 min	CAT: 1 hr. 45 min Perf: 35 min (stimulus + research Q's; 70 min writing prompt) TOTAL = Approx. 3.5
9-11	EOY: 70 min x 2 sessions Perf: 50-85 min. per task TOTAL: Approx. 5 hrs 55 min	CAT: 2 hr. Perf: 35 min (stimulus + research Q's; 85 min writing prompt) TOTAL = Approx. 4 hours

TEXT LENGTH AND DIFFICULTY

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Grade	PARCC	SBAC
3	200-800	650
4-5	200-800	750
6-8	400-1000	950
9-11	500-1500	1100

- SBAC calls for texts on grade level for “Reading” questions (CAT) and one grade below level for “Writing” (Perf)
- PARCC uses grade level rubrics to identify texts as “very complex, moderately complex, or readily accessible”

IMPLICATIONS FOR INSTRUCTION

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- Information about assessment texts and tasks indicates that students need:
 - Experience reading “long” grade-level or near grade level texts independently
 - Strategies for dealing with grade level texts if they cannot read them independently
 - Stamina
- In addition:
 - Everyone needs to be exposed to rich grade levels texts
 - Students who cannot read grade level texts independently will need instructional level texts as well to improve their basic skills

SAMPLE SHORT ANSWER ITEMS

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- SBAC
 - Selected Response
 - Technology Enhanced
 - Constructed Response (Reading)

- PARCC
 - Evidence Based Selected Response
 - Technology Enhanced Constructed Response

PARCC Evidence-Based Selected-Response (Grade 3)



Part A

What is one main idea of “How Animals Live?”

- a. There are many types of animals on the planet.
- b. Animals need water to live.
- c. There are many ways to sort different animals.*
- d. Animals begin their life cycles in different forms.

Part B

Which sentence from the article best supports the answer to Part A?

- a. “Animals get oxygen from air or water.”
- b. “Animals can be grouped by their traits.”*
- c. “Worms are invertebrates.”
- d. “All animals grow and change over time.”
- e. “Almost all animals need water, food, oxygen, and shelter to live.”

SBAC Technology Enhanced Vocabulary (Grade 4)

43000



Read the sentences from the passage. Then answer the question.

“My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said ‘Babe Ruth.’ I began to shake inside.”

Click on two phrases from the paragraph that help you understand the meaning of scarred.

SBAC (Brief) CONSTRUCTED RESPONSE

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- Write a paragraph explaining why people who live in moist climates work harder to prevent mold than people that live in dry climates. Include details from the passage about how they prevent mold.”
- “Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.”
- These can appear as part of the CAT and/or as “research” questions in the Performance assessment

IMPLICATIONS FOR INSTRUCTION

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- Information about short-answer questions on assessments indicate that students need:
 - More than basic understanding of text
 - Practice with justifying their understandings from text
 - Opportunities to apply their understanding in different ways
 - Experience with academic vocabulary in context
- On over-arching emphasis on self-monitoring and fix up

SBAC PERFORMANCE TASKS

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- Classroom Activity—20 minutes
- Research
 - 35 minutes with stimuli/research questions (SR, TE, &/or CR)
 - 1 or 2 stimuli at grade 3; up to 5 for high school
 - At least 3 research questions
- Writing
 - 70-85 min with Writing prompt
 - ✦ Opinion (3-5); argumentative (6-11)
 - ✦ Narrative
 - ✦ Informational/Explanatory

STRUCTURE OF SBAC PERFORMANCE TASKS

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Performance Task		
Stimulus*	Information Processing	Product/Performance
<ul style="list-style-type: none"> • readings • video clips • audio clips • research topic/issue/problem • graphs, charts, other visuals <p>* Max of 2 at gr 3 and 5 HS</p>	<ul style="list-style-type: none"> • Research questions • comprehension questions • simulated internet search 	<ul style="list-style-type: none"> • Essay, report, story, script • oral presentation w/wo graphics, other media • Responses to embedded CR questions



SBAC PERFORMANCE TASK: INFORMATIONAL (Grade 4)

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- Animal Defenses (125 min. total)
 - ✦ Classroom activity to prepare for Parts I and II (20 min.)
 - ✦ Part I: Examine sources, take notes, respond to 3 CR research questions (35 min.)
 - ✦ Part II: Write explanatory essay (70 minutes)

SBAC PERFORMANCE TASK: CLASSROOM ACTIVITY (Grade 4)

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- Step 1: Orientation to the Topic (4 min.): Indicate that after this activity students will be completing an assessment on the topic of animal defenses. Introduce “defense” and probe students’ understanding to be sure
- Step 2: Accessing the Stimuli (13 min.)—show Animal Defenses video and lead whole class discussion using specific questions
- Step 3: Clarify Expectations for Writing Task (3 min.) —Explain what students are expected to do in their explanatory essay according to “directions”

SBAC PERFORMANCE TASK: STIMULI & RESEARCH QUESTIONS (Grade 4)

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- Students have 35 minutes to:
 - read an article and watch a video about what animals themselves from danger (stimuli)
 - take notes (note-taking “grid” provided)
 - answer 3 CR questions about the sources
 - ✦ What does the article “Animal Roll-Ups” tell you about why some animals curl up? Use details from article to support your answer.
 - ✦ Think about the armadillo and the hedgehog described in the article. In what way are their defenses similar or different. Explain your answer using details from the article.
 - ✦ In the video “Animal Defenses” the puffer fish and the crab were both successful in protecting themselves from sea otters. Do they have the same type of defense? Explain your answer using details from the video.

SBAC PERFORMANCE TASK: WRITING

(Grade 4)

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- The writing “assignment” —
 - “Your class is preparing a *museum display* that will include photos of a variety of animals and interesting facts about them. You have been asked to write an article for the museum display explaining about **animal defenses**.”
 - Choose one animal from the article “Animal Roll-Ups” and one animal from the video “Animal Defenses”. In your article, explain how each of these animals protects itself from its enemies and how the 2 animals’ defenses are similar or different. Include details from your sources.
- Students have 70 minutes to:
 - Review notes and sources
 - Plan, draft, and revise their explanatory essays

PARCC PERFORMANCE TASKS

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- **Literary Analysis**
 - EBSR & TECR questions about 2 literary texts
 - write a literary analysis about the two texts
- **Research Simulation**
 - read anchor text and answer EBSR & TECR questions
 - read 2 additional sources and answer EBSR & TESR questions
 - synthesize understandings into analytic essay
- **Narrative**
 - read 1 or 2 brief texts and answer EBSR & TECR questions
 - write either a narrative story or narrative description

PARCC LITERARY ANALYSIS PERFORMANCE TASK (Grade 10)

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Texts:

Ovid's "Daedalus and Icarus"

Sexton's "To a Friend Whose Work Has Come to
Triumph"

PARCC LITERARY ANALYSIS TASK: EBSR ITEM (Grade 10)

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Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?

- a. Striving to achieve one’s dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.*
- c. Imagination and creativity bring their own rewards.
- d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

- a. “and by his playfulness retard the work/his anxious father planned” (lines 310-311)*
- b. “But when at last/the father finished it, he poised himself” (lines 312-313)
- c. “he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling” (lines 327-329)
- d. “Proud of his success/the foolish Icarus forsook his guide” (lines 348-349)*
- e. “and, bold in vanity, began to soar/rising above his wings to touch the skies” (lines 350-351)*
- f. “and as the years went by the gifted youth/began to rival his instructor’s art” (lines 376-377)
- g. “Wherefore Daedalus/enraged and envious, sought to slay the youth” (lines 384-385)
- h. “The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall” (lines 395-396, 399)

PARCC LITERARY ANALYSIS TASK: EBSR VOCABULARY ITEM (Grade 10)

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Part A

What does the word vanity mean in these lines from the text “Daedalus and Icarus”?

“Proud of his success, the foolish Icarus forsook his guide, and, bold in vanity, began to soar” (lines 345-349)

- a.arrogance*
- b.fear
- c.heroism
- d.enthusiasm

Part B

Which word from the lines from the text in Part A best helps the reader understand the meaning of vanity?

- a.proud*
- b.success
- c.foolish
- d.soar

PARCC LITERARY ANALYSIS TASK: PCR ITEM (Grade 10)

26

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

PARCC RESEARCH SIMULATION TASK

(Grade 7)

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Texts:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

PARCC RESEARCH SIMULATION TASK: TECR ITEM (Grade 7)

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Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know where Earhart and Noonan died.

Part A

- Highlight the claim that is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

Part B

- Click on two facts within the article that best provide evidence to support the claim selected in Part A.

PARCC RESEARCH SIMULATION TASK: FIRST PCR ITEM (Grade 7)

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Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

PARCC RESEARCH SIMULATION TASK: FINAL PCR ITEM (Grade 7)

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You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

PARCC NARRATIVE TASK: FINAL PCR (Grade 6)

31

Following EBSR and TECR questions about *Julie of the Wolves*:

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

IMPLICATIONS FOR INSTRUCTION

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- Information about performance tasks on new assessments indicates students need:
 - Experience with different types of source materials
 - Experience integrating ideas and information from multiple sources of information
 - Experience with different types of writing purposes—opinion/argumentative, literary analysis, summary, etc.