

Tips and Aids for Helping ELLs be Successful on AzMERIT ELA

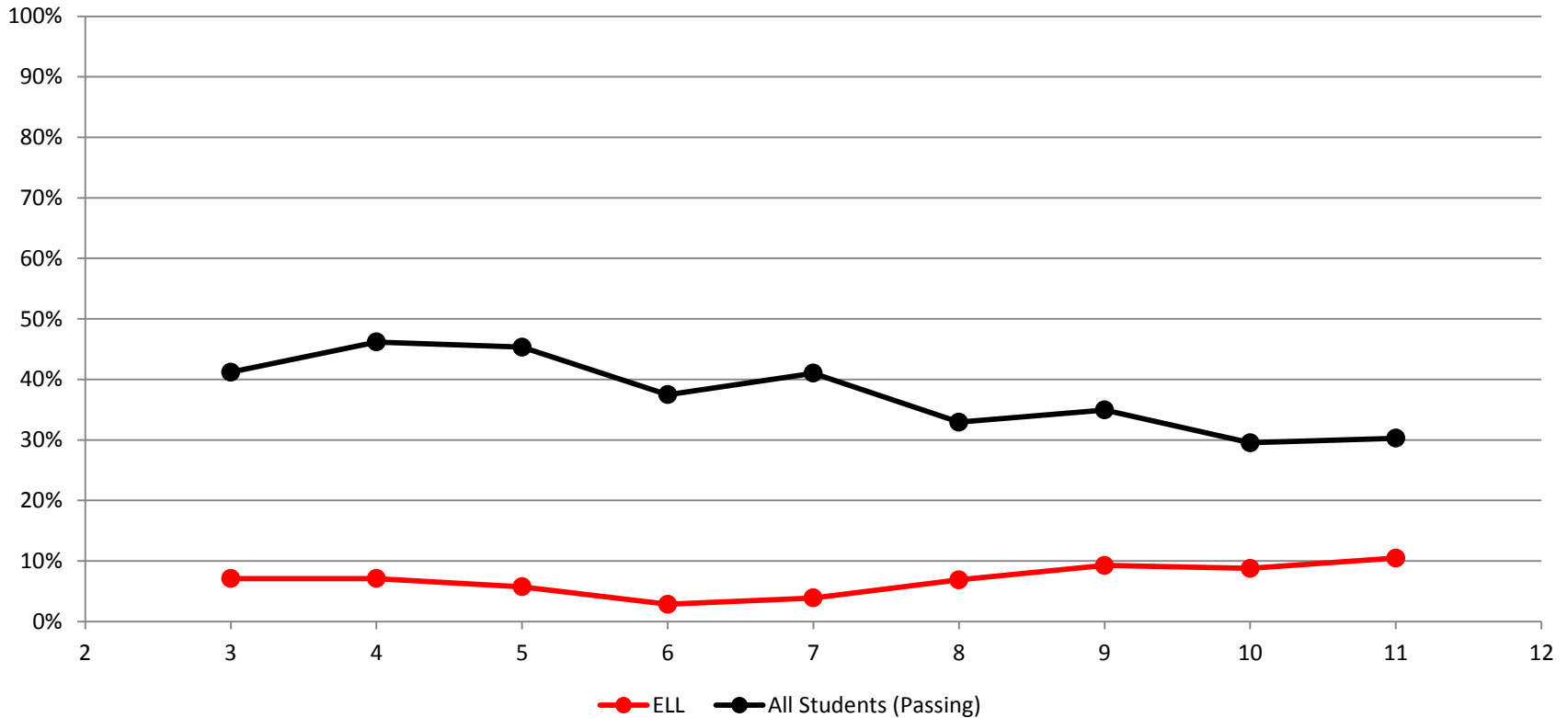
Dr. Lietta Scott
Margaret Bowerman

Today's Session

- How do students perform on AzMERIT ELA?
 - How many are Passing?
 - Are there differences across reporting categories?
 - Does the type of item affect performance?
- How can you help your students?
 - Support Tools
 - Sample Item Types
 - Creating Test Items

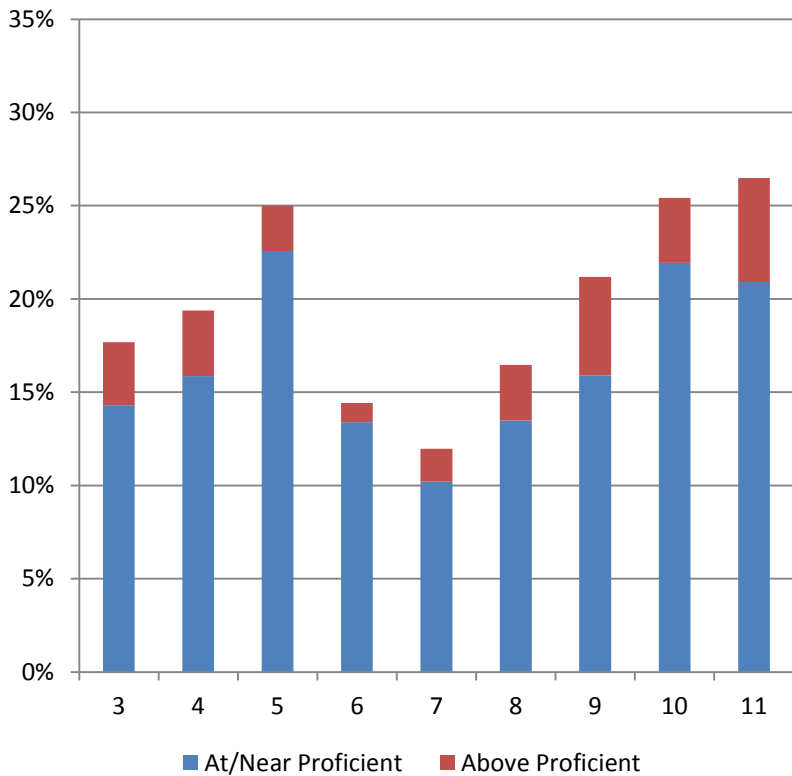
How many Pass the test?

**Percent of ELL Students Passing
AzMERIT ELA 2016**

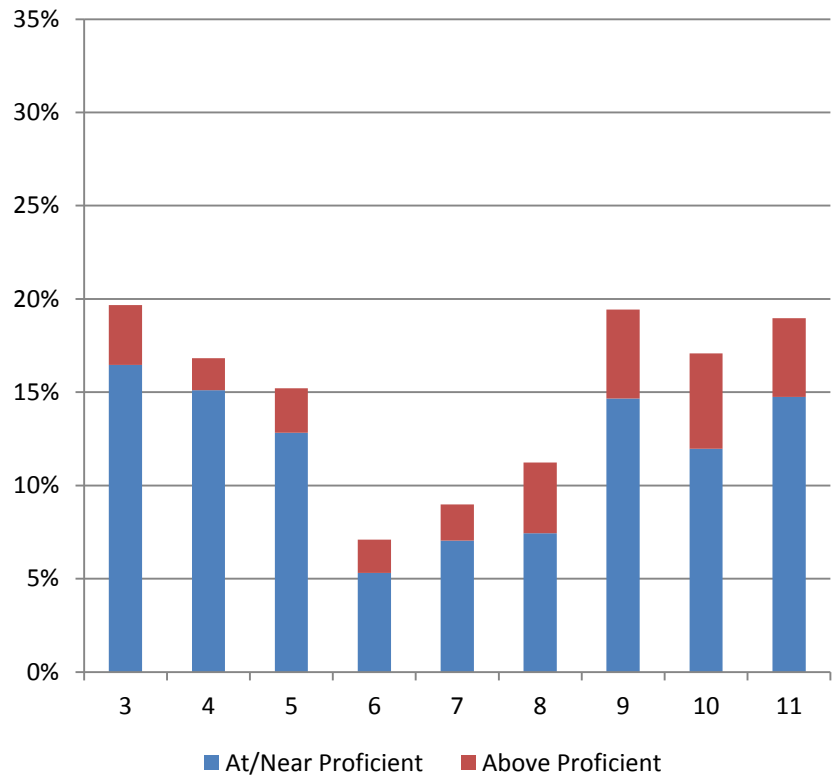


% ELL at Least Near Proficient – Reading

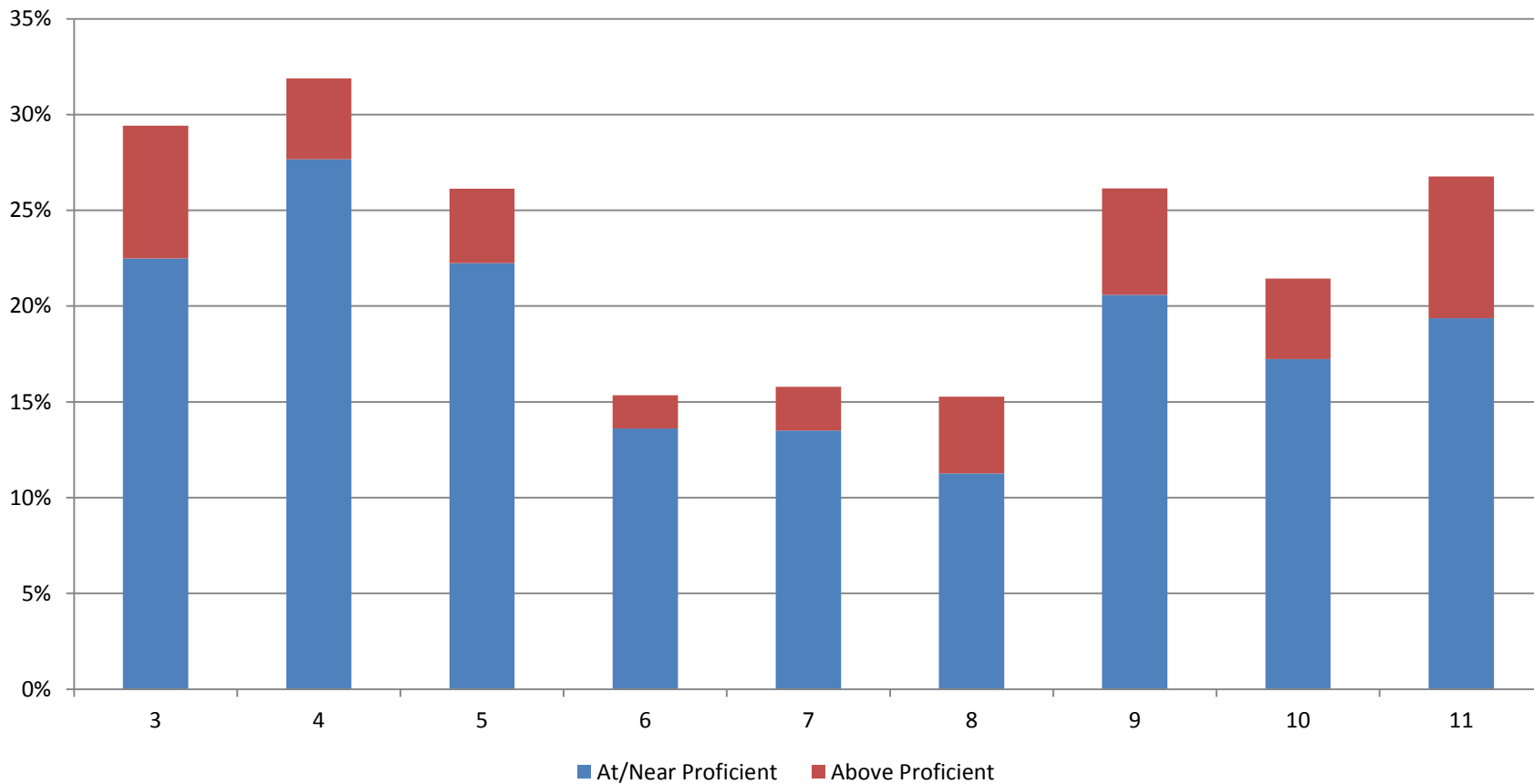
Literary Reading



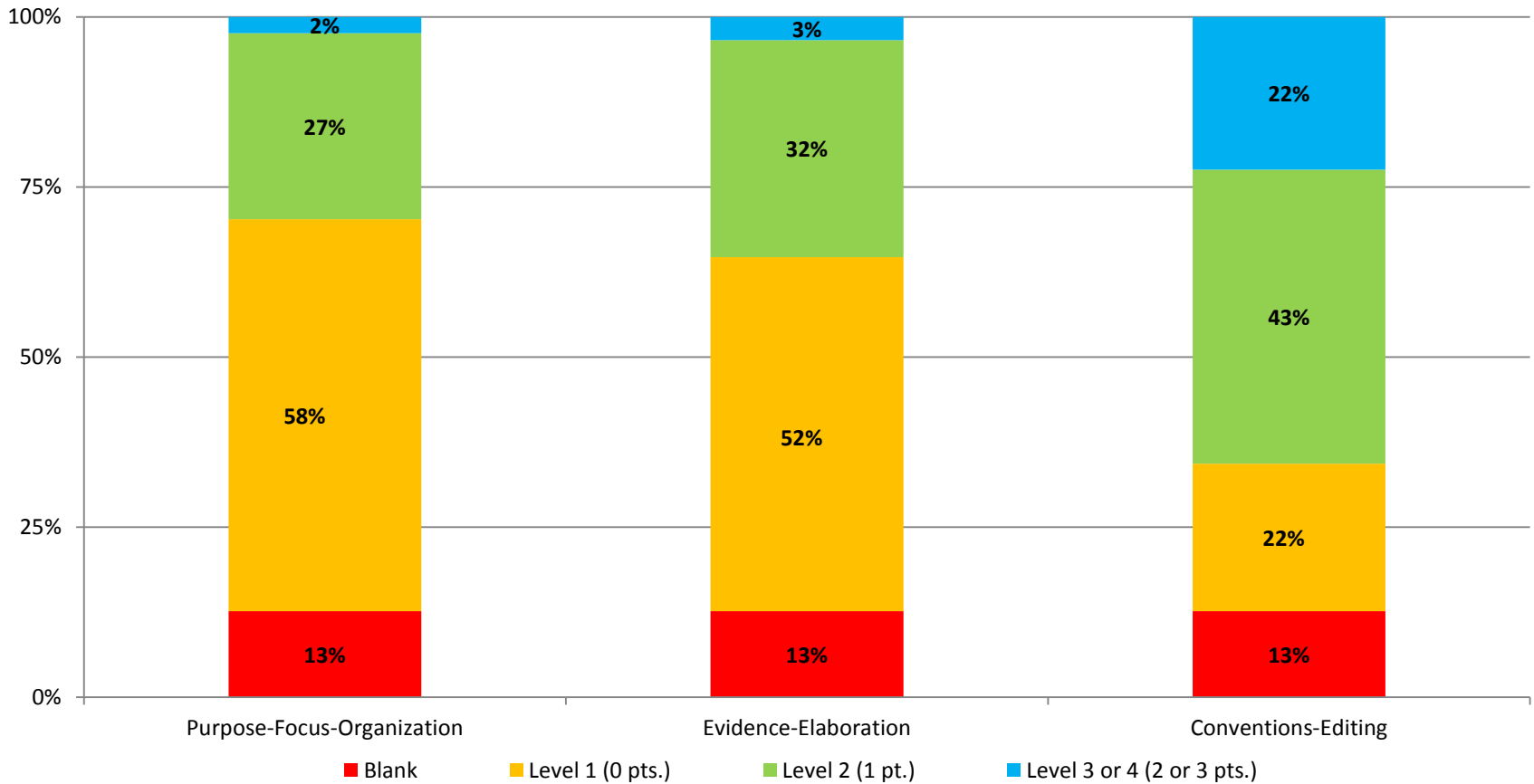
Informational Reading



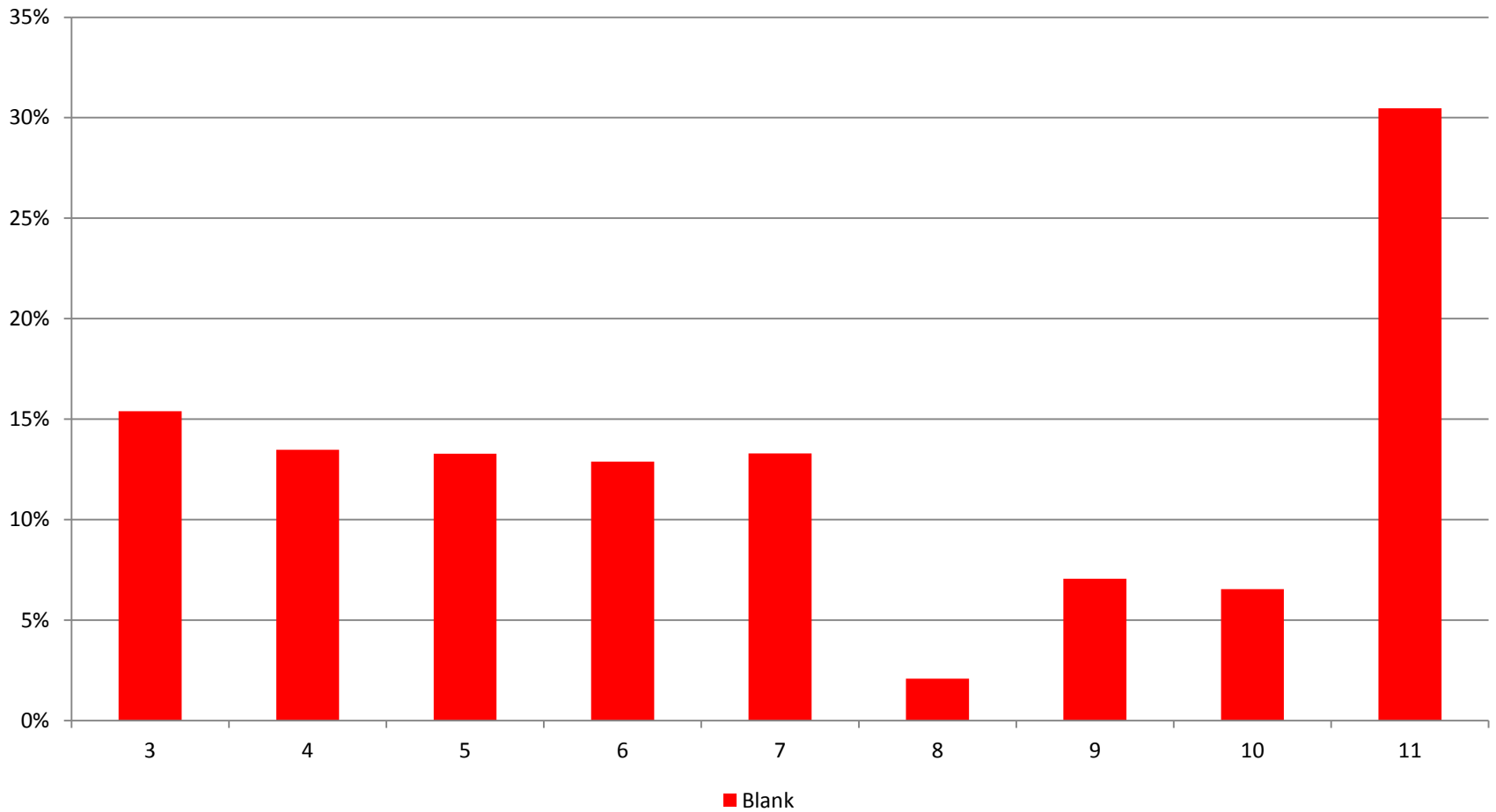
% ELL at Least Near Proficient – Writing & Language



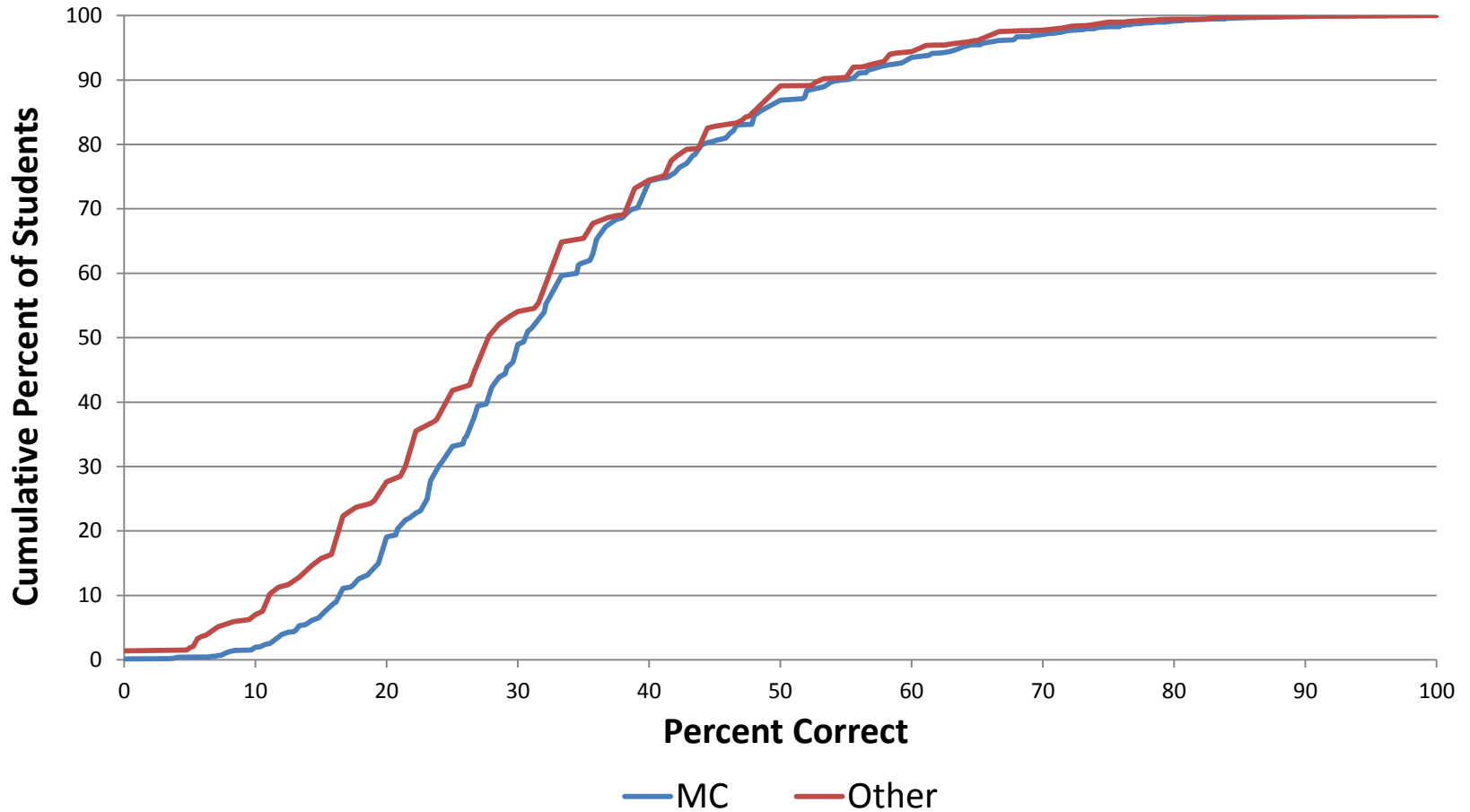
% ELL at Each Trait Score Level – Writing Prompt



% ELL Submitting a Blank Writing Prompt



% ELL by Item Type



SUPPORTING STUDENTS

Support Tools

Now that we have seen the data from AzMERIT, let's look at how we can use this plus AzMERIT support materials to assist students in the classroom.

- Writing template
- ELP and state standards
- Performance Level Descriptors
- Item Specifications
 - Sample Item Types
- Create AzMERIT Test Items

Writing successfully with just 7 words...

- In – said – I – agree – with – because – and
- In (title 1), (author 1) said, “_____.” In (title 2), (author 2) said, “_____.” I agree with (one or both of the authors) because “_____” and “_____.”

ELP Standards (Grades 3–5)

Language

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.

- HI-4 explaining the meaning and usage of (3.L.4) grade-specific academic vocabulary and (4.L.4) symbols.
- HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

- HI-20: applying understanding of content vocabulary within math, science and social studies texts. 3.RI.4 4.RI.4 5.RI.4

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

- HI-7: writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.). 3.W.1 4.W.1 5.W.1

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Proficiency Level Descriptors

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction

PE-18: identifying two characters within a fictional text heard or read.

E-18: comparing and contrasting two characters, with instructional support, within a fictional text heard or read.

B-18: comparing and contrasting two characters within a fictional text.

LI-18: comparing and contrasting two characters within a fictional text.

HI-18: comparing and contrasting two characters within a fictional text.

Fiction

PE-19: identifying two settings within a fictional text heard or read.

E-19: comparing and contrasting two settings, with instructional support, within a fictional text heard or read.

B-19: comparing and contrasting two settings within a fictional text.

LI-19: comparing and contrasting two settings within a fictional text.

HI-19: comparing and contrasting two settings within a fictional text.

Non-Fiction

PE-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)

E-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)

B-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)

LI-20: applying understanding of content vocabulary within math, science and social studies texts.

(math, science, social studies)

HI-20: applying understanding of content vocabulary within math, science and social studies texts.

(math, science, social studies)

Performance Level Descriptors

English Language Arts Grade 5

Reading: Informational Text					
Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RI.2	identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the loose meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of basic academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

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Item Specifications

Content Standard	AzCCRS.ELA.Informational.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on words and phrases that are central to the meaning of text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response 	
	Task Demand	Common Response Types
	<p>Determine the meaning of domain-specific words or phrases that are central to the text.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words or phrases used in the text • Requires the student to select from four choices the meaning of a word or phrase AND to select words or phrases from the text that show the meaning <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select from four choices the meaning of words or phrases used in the text <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of words and phrases as used in a text

SAMPLE ITEM TYPES

Passage

Judicial Branch

- 1 The judicial branch of government is made up of the court system. The Supreme Court is the highest court in the land. Article III of the Constitution established this Court and all other Federal courts were created by Congress. Courts decide arguments about the meaning of laws, how they are applied, and whether they break the rules of the Constitution.
- Used with permission

Multiple Choice

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- a. celebrated
- b. denied
- c. finished
- d. started

Evidence Based Selected Response

Part A

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- a. celebrated
- b. denied
- c. finished
- d. started

Part B

Which phrase from the passage supports the meaning of the word **established**?

- a. “... made up of the court system.”
- b. “... courts were created by Congress.”
- c. “... about the meaning of laws...”
- d. “... they break the rules...”

Hot Text

Part A

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- a. celebrated
- b. denied
- c. finished
- d. started

Part B

Which phrase from the passage supports the meaning of the word **established**?

- a. “... made up of the court system.”
- b. “... courts were created by Congress.”
- c. “... about the meaning of laws...”
- d. “... they break the rules...”

Open Response

- What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

Acceptable answers might include:

started

initiated

originate

found

began

commenced

launched

instituted

Combination items

Some items may use two different types – for example, an Evidence Based Selected Response item may have a multiple choice selection in Part A and hot text in Part B.

Part A

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- celebrated
- denied
- finished
- started

Part B

Which phrase from the passage supports the meaning of the word **established**?

- a. “... made up of the court system.”
- b. “... courts were created by Congress.”
- c. “... about the meaning of laws...”
- d. “... they break the rules...”

CREATING TEST ITEMS

Creating EBSR Items

EBSR items are developed through the use of paired questions. The first part measures reader accuracy and comprehension of text(s) (RI or RL.2–9) and the second part measures the textual evidence a reader has used to develop that accurate comprehension (RI.1 or RL.1).

In this first example, we see a two–part question where students draw an inference in Part A and connect this with text from the passage in Part B.

Example 1:

Part A—What theme is revealed in the passage?

Part B—Which paragraph from the passage best shows this same theme?

Creating EBSR Items

In the next examples, the level of difficulty increases as students are asked to identify multiple correct responses **and** to identify specifically where the evidence is found.

Example 2:

Part A – Which of the following sentences best describes a character trait that is revealed when Character A does X?

Part B—What **two** details from the passage best show additional evidence of this character trait?

Example 3:

Part A—What is the point of view/perspective in this passage?

Part B—Select **two** pieces of evidence from the passage that support this same point of view/perspective (or the opposite point of view/perspective)?

Creating Vocabulary Items

When writing vocabulary items, here is one basic format:

Part A – “What is the meaning of the word XXX as it is used in [paragraph 13, or line, or text]?—Part A wording

Part B – “Which of the phrases from the excerpt helps the reader understand the meaning of XXX?”

The vocabulary standards cover more than determining the meaning of words and phrases as they are used in a text. You may need to use a different format to assess the other vocabulary standards.

Creating Vocabulary Items

Vocabulary items should:

- target Tier 2 academic vocabulary
 - Words with wide use across academic subjects
 - Words that are important for students to know

- have distractors in the same part of speech as the assessed word

- elicit evidence from at least one language standard and from reading standard RI.1 or RL.1.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Distractors

- Distractors must be **plausible responses** to item stems.
- The **written style** of all distractors in an item should be similar to that of the correct response(s), but need not be “perfectly parallel” in length, grammatical function, or in use of punctuation.
- Put distractors in a logical order.
- Limit the use of negatives.
- Limit the use of “all of the above” or “none of the above.”
- Reduce the chance of guessing correctly.
- Avoid an alternative that is significantly longer or shorter than the rest.

Distractors (continued)

- If answer responses are quotations or paraphrased textual evidence, place the answers in the order they appear in the passage.
- Particular care must be taken for Part B in EBSR items so all of the answer choices have the **same type of citation** of evidence (e.g. all quotes or all paraphrases).
- All answer choices for Part B (distractors) must be **accurate/relevant/from the passage** (whether exact citations or paraphrases).

YOUR TURN

Group/Partner Procedures

- Review the ELA Item Development Checklist
- Read the sample passage
- Note where questions naturally arise
 - Tier 2 academic vocabulary
 - Requires close reading
 - Requires complex, analytical thinking
- Select a standard to assess
- Determine what item type would best assess this standard
 - Multiple Choice
 - Evidence Based Selected Response
 - Hot Text
 - Open Response
 - Combination Item

Sample Tests

Content-based sample tests are now available for each grade level/content area on the AzMERIT portal at <http://azmeritportal.org/>.



The screenshot shows the AzMERIT portal interface. At the top, there is a navigation bar with links for Home, Users, Resources, and Supported Browsers. Below this is a header banner with the AzMERIT logo and the text 'Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics'. The main content area is titled 'Sample Tests' and features four blue buttons with white icons and text:

- Take the Sample Tests**: Icon of a list with a gear.
- Administer Sample Tests**: Icon of a computer monitor displaying the word 'SAMPLE' and a lock icon.
- Tutorials**: Icon of a person pointing at a whiteboard.
- Sample Test Scoring Guides**: Icon of a stack of books.

Questions?

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