

# Measuring Student Learning in English Language Arts

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# Goals Today

You will...

- Learn new KAP information.
- Acquire KAP Vocabulary.
- Explore KAP-Relevant Resources & Potential Uses.
- Connect Assessment & Instruction to Improve Student Learning.

# Kansas Assessment Program

What's New?

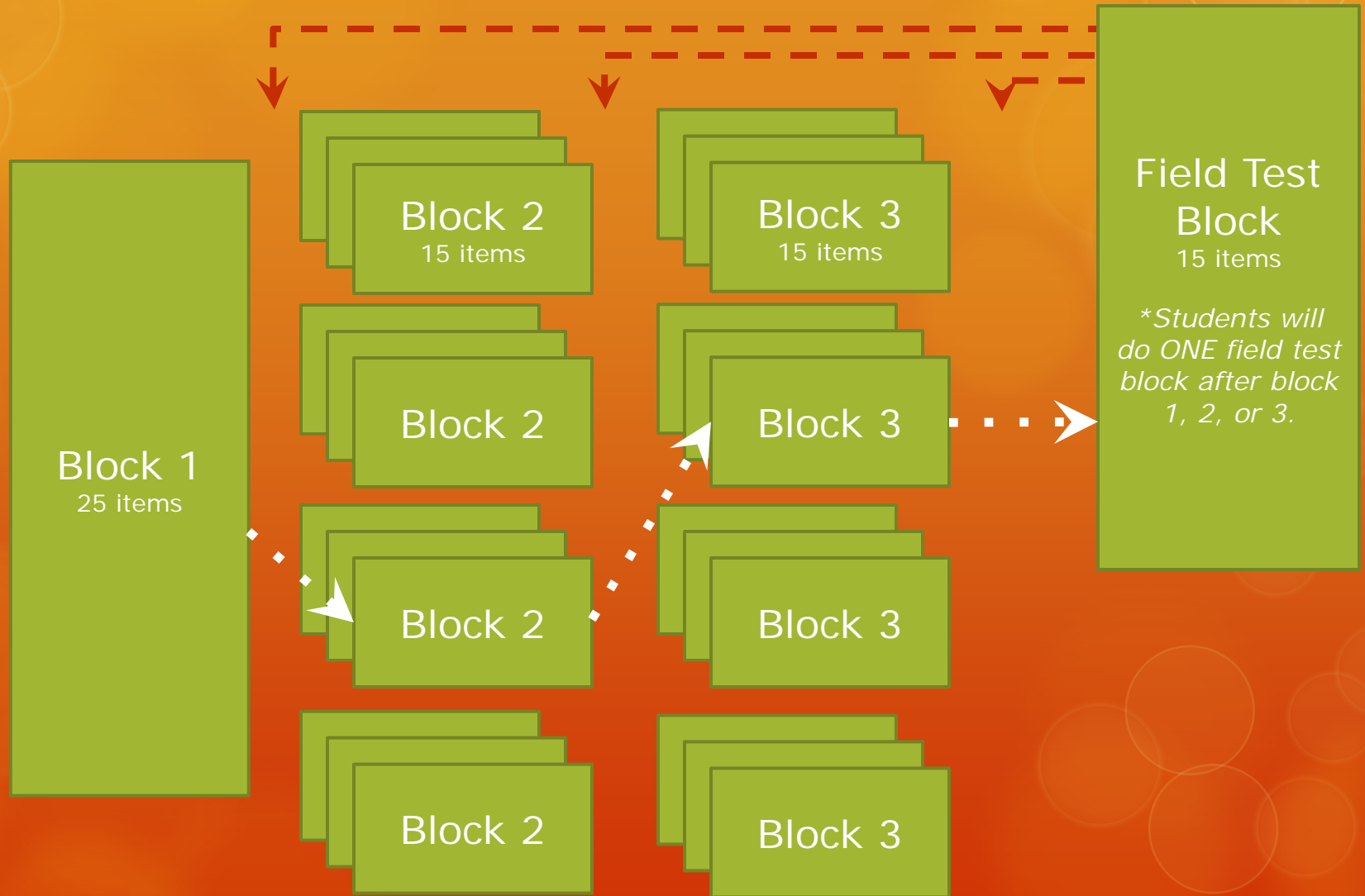
# KAP – ELA Timeline

- **Summer 2015:** Machine-Scored Standard-Setting
- **Oct 2015:** Individual Student Score Reports Issued
- **Dec 2015:** Report Cards Available
- **Feb 16-Mar 10 2016 :** Operational MDPT, grades 3-8
- **Feb 16-Mar 10 2016:** Field Test MDPT, grade 10 ELA
- **Mar 16-Apr 28 2016 :** Field Test Listening, grades 3-8 & 10  
(Yes, this is new)
- **Mar 16-Apr 28 2016:** Operational Stage-Adaptive, Machine-Scored ELA Assessment, grades 3-8 & 10
- **Ongoing:** Item and Passage reviews for ELA assessment

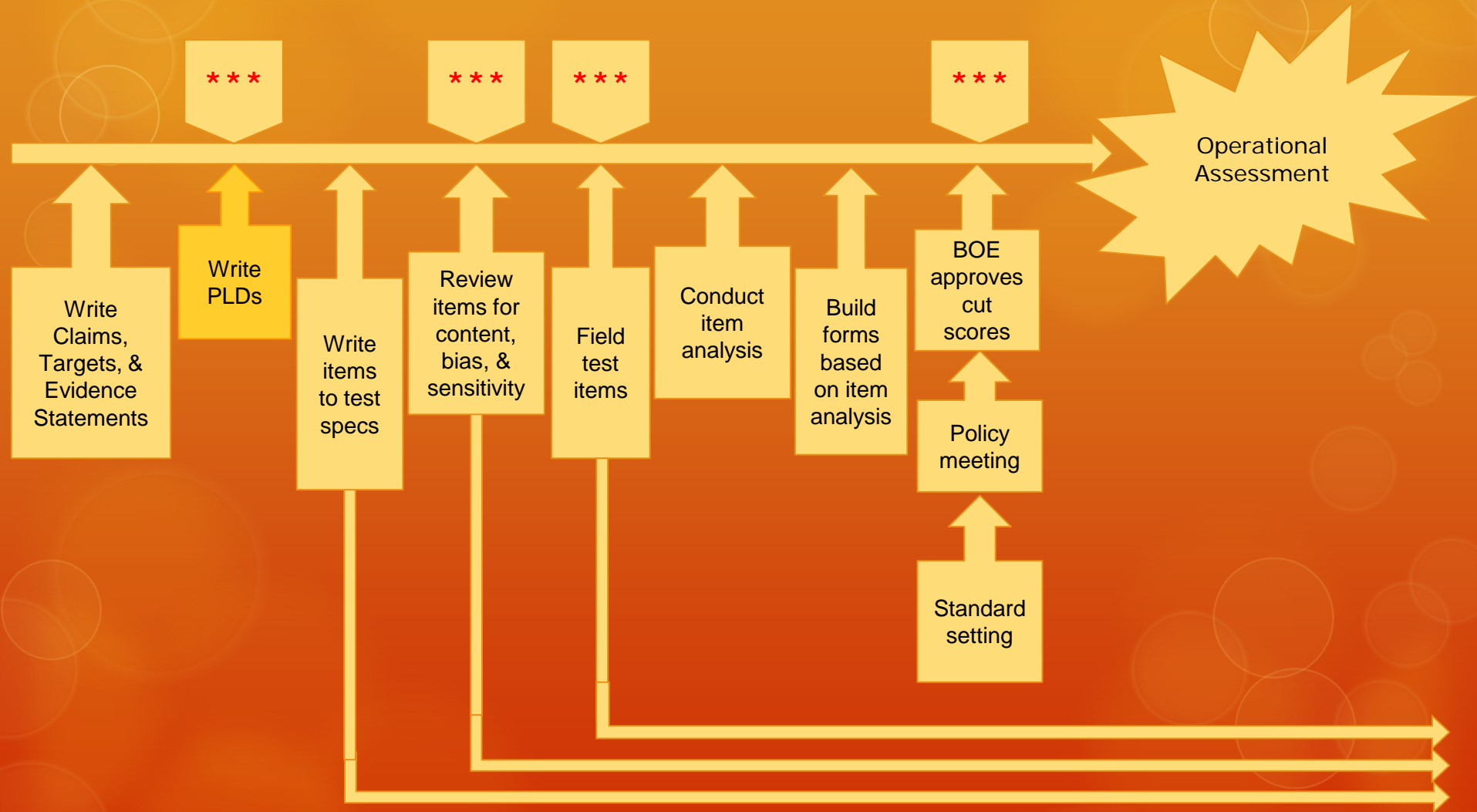
# Listening Field Test: The Basics

- Students will...
  - Listen to three audio stimuli, which will
    - Be embedded in the machine-scored assessment.
    - Cover different topics.
    - Cover a variety of content such as science, culture, and history.
  - Have the option to take notes while listening.
  - Respond to two questions about each of the stimuli.
- Stimuli are...
  - Between 1 and 3 minutes each.
  - Generally shorter at lower grades.

# What's "stage adaptive"?



# Building an Assessment...the basics



# Standard-Setting Details

- July 2015 – 4 days, Topeka KS
- Kansas Educators, Grades 3-8 & HS
- Sought out HS dual credit educators (CCR perspective)
- Ordered Item Booklets
- Set “cut scores” based on Performance Level Descriptors (PLDs)
- Policy meeting (Representatives from BOE, KNEA, KASB, etc.)
- August: Board received cut scores
- September: Board voted to accept cut scores

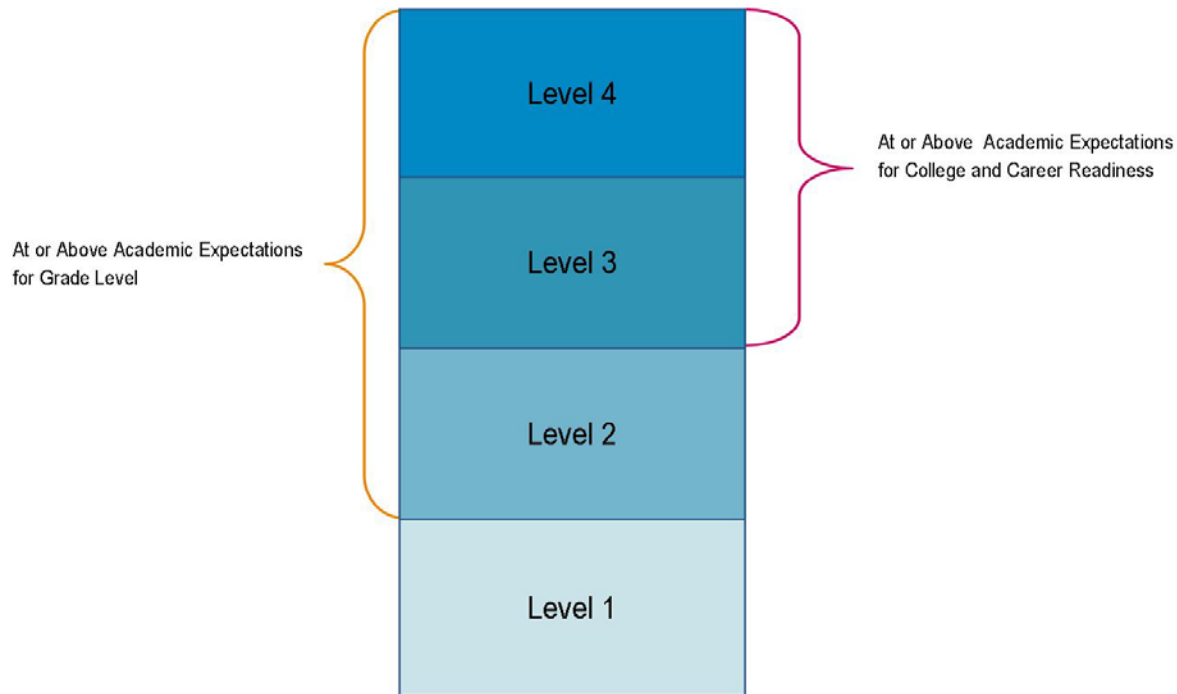


# Two Important Differences Between "OLD" and "NEW"

- 1) Proficiency vs. College and Career Ready
- 2) Levels 1, 2, 3, and 4 as a continuous range of student achievement

# 4 Performance Levels

## Kansas Assessment Performance Levels



# A Challenge

By 2020, it is estimated that 71% of all jobs in Kansas will require some post-secondary education. Today, only 52% of Kansans have “some” post-secondary education.

How are we going to close that 20% gap?

# Some motivation

“Employers rank reading and writing as major deficiencies in their new hires and concurrently rank reading comprehension as an important skill for workplace success.”

*Academic Senate of the California Community Colleges,  
2006 21<sup>st</sup> Century Skills Document*



# Standards and Assessments: *Some Reminders...*

1) The standards writers looked first at what skills constituted college and career readiness, then “walked them back” to each grade level.

2) Our new assessment is being written to address our standards.



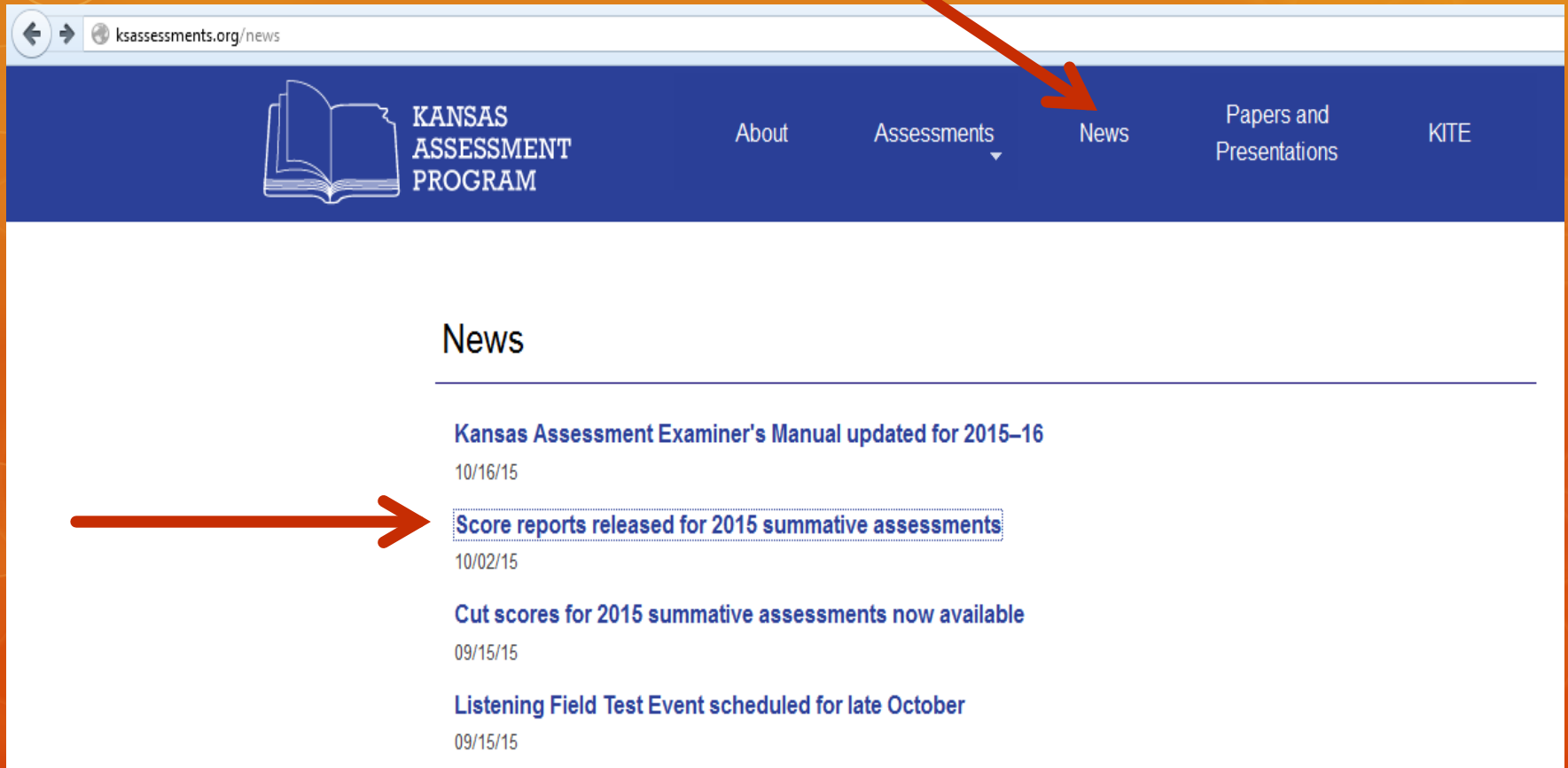
Teaching the standards

BUT...

What does that  
look like?

# Sample items & stats

Where to find them: ksassessments.org



The screenshot shows a web browser window with the address bar displaying "ksassessments.org/news". The website header is dark blue and contains the "KANSAS ASSESSMENT PROGRAM" logo on the left and navigation links for "About", "Assessments", "News", "Papers and Presentations", and "KITE" on the right. A red arrow points from the top of the slide to the "News" link. Below the header, the "News" section is titled "News" and lists several articles. A second red arrow points from the left side of the slide to the article title "Score reports released for 2015 summative assessments".

ksassessments.org/news

KANSAS ASSESSMENT PROGRAM

About Assessments News Papers and Presentations KITE

## News

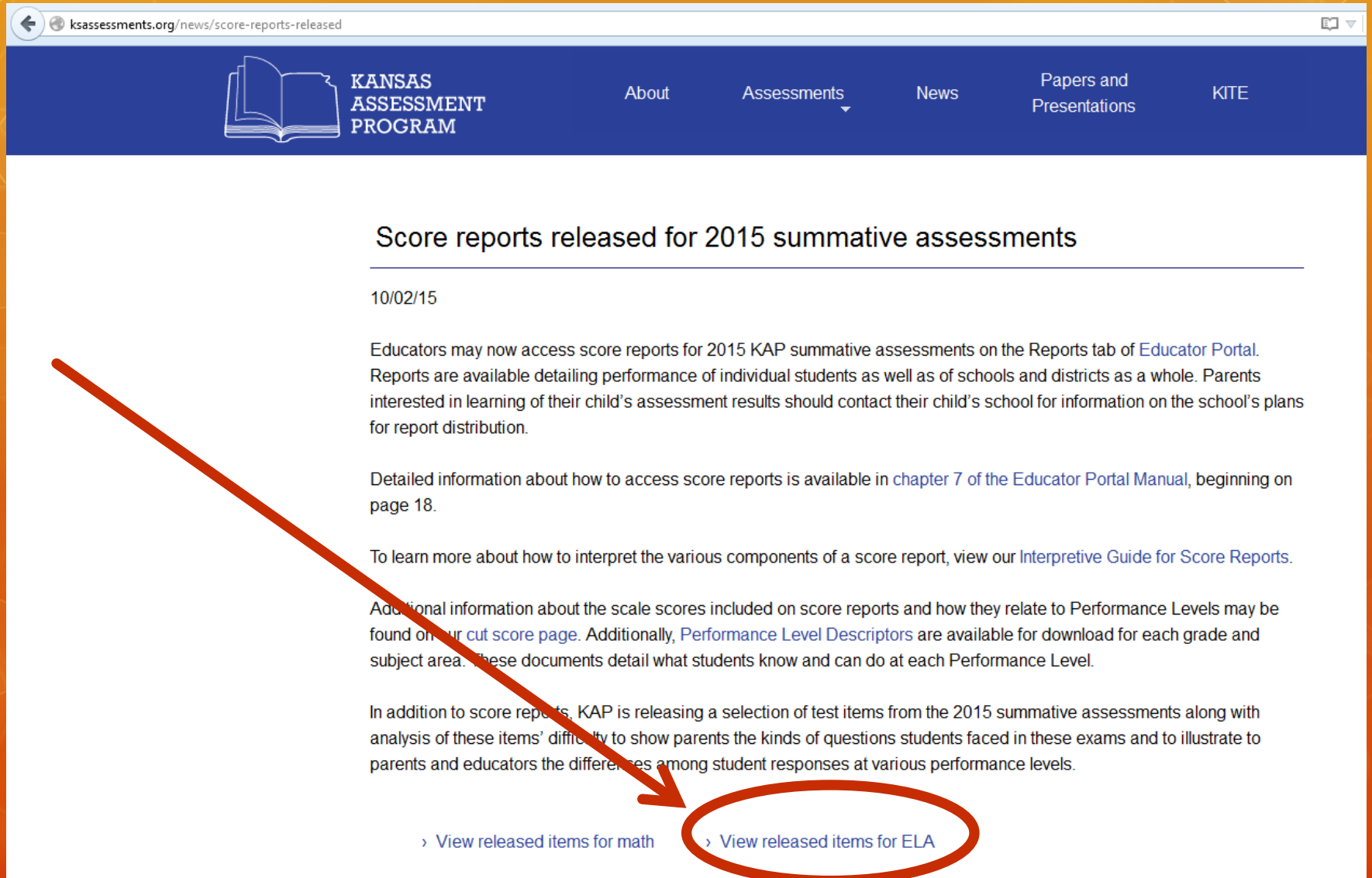
**Kansas Assessment Examiner's Manual updated for 2015–16**  
10/16/15

**Score reports released for 2015 summative assessments**  
10/02/15


**Cut scores for 2015 summative assessments now available**  
09/15/15

**Listening Field Test Event scheduled for late October**  
09/15/15

# Sample items & stats



ksassessments.org/news/score-reports-released

 KANSAS ASSESSMENT PROGRAM

About Assessments News Papers and Presentations KITE

## Score reports released for 2015 summative assessments

10/02/15

Educators may now access score reports for 2015 KAP summative assessments on the Reports tab of [Educator Portal](#). Reports are available detailing performance of individual students as well as of schools and districts as a whole. Parents interested in learning of their child's assessment results should contact their child's school for information on the school's plans for report distribution.

Detailed information about how to access score reports is available in [chapter 7 of the Educator Portal Manual](#), beginning on page 18.

To learn more about how to interpret the various components of a score report, view our [Interpretive Guide for Score Reports](#).

Additional information about the scale scores included on score reports and how they relate to Performance Levels may be found on our [cut score page](#). Additionally, [Performance Level Descriptors](#) are available for download for each grade and subject area. These documents detail what students know and can do at each Performance Level.

In addition to score reports, KAP is releasing a selection of test items from the 2015 summative assessments along with analysis of these items' difficulty to show parents the kinds of questions students faced in these exams and to illustrate to parents and educators the differences among student responses at various performance levels.

[› View released items for math](#) [› View released items for ELA](#)



# Sample items & stats



# Grade 7 "Level 3" sample item

## Grade 7, Level 3

Which sentence from the story **best** shows that spending time with the fish at the pond allows Yeh-Shen to escape from her stepmother's cruelty?



- "Yeh-Shen dropped to her knees along the shore of her family's pond and leaned over the water's edge to sprinkle the remnants of her dinner."
- "Yeh-Shen felt relaxed in the fish's presence."
- "The next evening, Yeh-Shen slipped from the cave again to visit the golden fish, but Yeh-Shen's stepmother followed and hid in the bushes to spy on her."
- "She saw Yeh-Shen kneel by the pond and empty the rest of her dinner into the water."

Correct Answer: "Yeh-Shen felt relaxed in the fish's presence."

Aligned to: Claim 1, Target 1 / Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Reasoning and evidence items ask students to utilize details to support an idea based on a reading selection. Students who score at Level 3 are more likely to successfully interpret the idea presented in order to choose the sentence from the reading selection that directly relates to that idea.

Overall Difficulty	Level 1 % Correct	Level 2 % Correct	Level 3 % Correct	Level 4 % Correct
71.3%	20.8%	72.9%	91.0%	98.8%

# Some Vocabulary

These can be found at:

[ksassessments.org/languagearts](https://ksassessments.org/languagearts)

Claim

Target

Performance Level Descriptor  
(PLD)

# Claims

Claims are “big picture” goals for describing student mastery of a skill, area, or topic with the content standards.

## **For ELA:**

CLAIM 1: Reading

Both RL & RI scores are reported.

CLAIM 2: Writing

CLAIM 3: Listening

# Targets

Targets are smaller goals for student mastery that combine to make a claim about student achievement.

*Example of Grade 3, Claim 1, Targets 1 & 2:*

## **Grade 3, Claim 1 Targets**

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.

So...a'hem...  
What about the  
standards?

## Grade 5

### Reading Standards for Literature

**RL.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## Grade 5

**Claim 1: Reading.** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

### Claim 1/Targets 1-7 – Reading Literary Texts

<b>Target 1: KEY DETAILS</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Evidence Required</b>	1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.
<b>Standards</b>	RL-1

## Grade 5

### Reading Standards for Literature

**RL.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2** – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

<b>Target 2: CENTRAL IDEAS</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.
<b>Evidence Required</b>	<ol style="list-style-type: none"><li>1. The student will determine or summarize a theme, main idea, or author's message or purpose presented in a text.</li><li>2. The student will determine or summarize key ideas and events in a text.</li></ol>
<b>Standards</b>	RL-2



# Performance Level Descriptors (PLDs)

Performance Level Descriptors (PLDs) state what students at each grade and within each performance level likely know and/or are able to do, based on our Kansas State Assessment.

# Performance Level Descriptors

	<b>Claim 1: Reading.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
<b>Target</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).	Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).	Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
1, 8	Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence from a text or texts, such as explicit or implicit details, to support a given conclusion based on the text or texts.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.
2	Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key ideas or events in a text.	Students can determine or summarize a theme or central idea presented in a text; and determine or summarize key ideas or events in a text.	Students can analyze and summarize a theme, central idea, and the author's message or purpose presented in a text; analyze, summarize, or sequence key ideas and events in a text; and use details within a text or texts to support and justify the statement of a theme or central idea.
3, 10	Students can determine the meaning of a word based on explicit context in a text; determine the intended	Students can determine the meaning of a word or phrase based on explicit context in a text; determine the	Students can determine the meaning of a word or phrase based on explicit or implicit context in a text;

Putting it all together

**ELA**  
**C L A I M S**

**1**

Reading

**T  
A  
R  
G  
E  
T  
S**

**2**

Writing

**T  
A  
R  
G  
E  
T  
S**

**3**

Listening

**T  
A  
R  
G  
E  
T  
S**

# ELA CLAIMS

1

Reading

60-65%

T  
A  
R  
G  
E  
T  
S

Literary Texts

Informational Texts

# ELA CLAIMS

2

Writing  
25-30%

T  
A  
R  
G  
E  
T  
S

Write / Revise

Language / Vocabulary

Conventions

# ELA CLAIMS

3

Listening  
10-15%

T  
A  
R  
G  
E  
T  
S

Listen

**A closer look into  
Claim 3 - Listening**

**Grades:**

**3-5**

**6**

**7-8**

**9-10**



# Claim 3 - Listening: Grades 3-5

**Target 4 Listen/Interpret: Interpret and use information delivered orally.**

**Evidence Required:**

1. The student will identify or interpret the purpose, central idea, or key points of a presentation.
2. The student will identify the use of supporting evidence in a presentation.
3. The student will draw and/or support a conclusion based on content in a presentation.

# Claim 3 - Listening: Grade 6

**Target 4 Listen/Interpret: Analyze, interpret, and use information delivered orally.**

**Evidence Required:**

1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.
2. The student will analyze how information is presented and/or the effects of the delivery.
3. The student will analyze a quality (sufficiency or evidence) of a presentation.
4. The student will draw and/or support a conclusion based on content in a presentation.

# Claim 3 - Listening: Grades 7-8

**Target 4 Listen/Interpret: Analyze, interpret, and use information delivered orally.**

**Evidence Required:**

1. The student will identify, interpret, or analyze the point of view, purpose, (motive, grade 8) central idea, or key points of a presentation.
2. The student will analyze how information is presented and/or the effects of the delivery.
3. The student will analyze a quality (e.g., soundness of reasoning, relevance or sufficiency of evidence) of a presentation.
4. The student will draw and/or support a conclusion based on content in a presentation.

# Claim 3 - Listening: Grades 9-10

**Target 4 Listen/Interpret: Analyze, interpret, and use information delivered orally.**

Evidence Required:

1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.
2. The student will analyze how information is presented and/or the effects of the delivery.
3. The student will analyze a quality (e.g., credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation.
4. The student will draw and/or support a conclusion based on content in a presentation.
5. The student will integrate content from a presentation with material external to the presentation.

**The targets link back to the standards.**

Where do we find the targets?  
Where do we find the pieces of evidence required?

<http://ksassessments.org/languagearts>



**The targets link back to the standards.**

**Grade 3 example:**

**SL.3.2** – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Questions to guide your discussion:

1. In what ways do you see the standards reflected in the assessment targets?
2. In what ways do you see the expectations of the standards aligned with the PLDs?

# Listening Task – Turning to Instruction

What currently-used instructional practices would provide an opening to further develop analytical listening skills?

How do we guide students to analyze material presented orally?

How can listening tasks be broken down into meaningful parts?

What considerations are there for ELLs, students with disabilities, etc.?

How can teachers model analytic listening for students?

What connections can be drawn between thoughtful listening, thoughtful reading and thoughtful writing?





# Metacognitive Implications

What questions do students need to be able to ask *themselves* in order to check their understanding as they read, write, and listen?

**Sharing the elements of your  
discussion...**



Assessment w/in the  
ELA classroom

How does it look  
in practice?



# Salvador Late or Early

By Sandra Cisneros

# Salvador Late or Early

Looking at the Grade 10 PLDs for Reading-Literary Texts, what will students performing at a Level 3 be able to do that students performing at a Level 2 would not?

# Salvador Late or Early

Looking at the Grade 10 PLDs for Reading-Literary Texts, what will students performing at a Level 4 be able to do that students performing at a Level 3 would not?

# Salvador Late or Early

What instructional elements could best help teachers to...

- 1) Notice where students are in their learning?
- 2) Help students reach higher performance levels?



# ELA Resources

[www.ksde.org/ela](http://www.ksde.org/ela) (ELA Portal)

Parent Guides for Standards

Curriculum Alignment Rubrics

MDPT Samples for Instructional Use

Kansas Guide to Learning: Literacy (KGLL)

[ksassessments.org](http://ksassessments.org)

Released Items

Item Specifications

Performance Level Descriptors



# Announcements

# ELA Standards Review

- Committees formed by January 2016
- Approximately 25 members each committee
  - Representative of educational constituents
  - Representative of 10 board districts
- A couple of face-to-face meetings and the rest done via web-ex/online
- Information requesting participation to come out in November

# Standards Review Website

○ Website:

<http://standards.ksde.org>

○ Site will close October 30, 2015

○ Please share information about this to your teachers and community!

# ELA Virtual Communities of Practice

- Focus: Meaningful, ongoing, inquiry-based professional learning for K-12 teachers of English Language Arts
- 4 VCOPs:
  - Western KS Elementary      Western KS Secondary
  - Eastern KS Elementary      Eastern KS Secondary
- Capped at 30 participants per cohort
- 6 meetings: 2 in-person and 4 virtual
- 1 hour college credit available-\$65 through Baker Univ.
- \$150/participant (includes all six meetings)
- For more information, contact [semyers@ksde.org](mailto:semyers@ksde.org).

# Thank you.

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