



# CenterPoint Interim Assessment

## Implementation Guide

### Grades K-12



## OVERVIEW

**CenterPoint’s ELA Interim Assessments** are designed to help educators understand the breadth of students’ skills in comprehending rich, complex texts, including the types of texts that typically appear in summative assessments. Students read and respond to authentic, complex literary and informational texts and engage in performance-based tasks. **These standards-based assessments can be used as part of a comprehensive assessment system to measure student progress and inform instruction.**

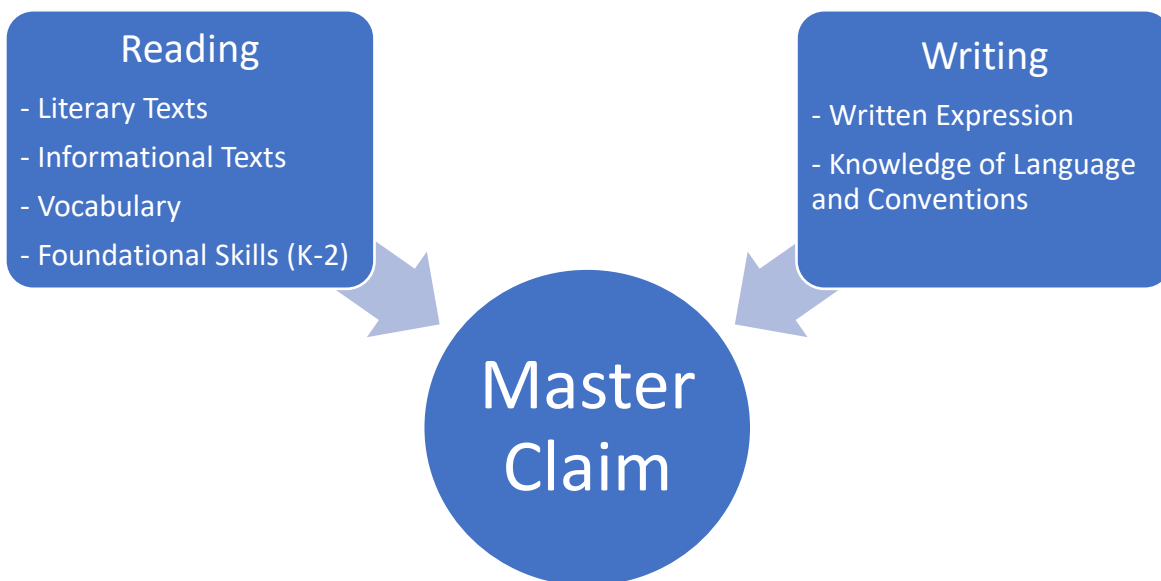
### EVIDENCE CENTERED DESIGN

CenterPoint’s ELA Interim Assessments provide educators with the information needed to monitor student performances in English Language Arts, so that students who may need additional intervention or enrichment opportunities can be easily identified. Using evidence centered design helps to ensure the interims provide quality data that can be used to make informed decisions.

The design of these interim assessments begins with the inferences or **claims** we want to make about what we want students to know. To support the claims, we must gather **evidence** from **tasks** that are designed to elicit specific evidence in support of the claims.

#### Assessment Claims

The ELA Interim Assessments were designed to provide information about a master claim and two major claims. The claims are shown in the diagram and defined below.



#### *Master Claim*

On-track or ready for college and careers.

### *Reading*

Students read and comprehend complex literary and informational texts.

### *Writing*

Students write effective arguments, informational compositions, and narratives when using and/or analyzing sources.

An additional sub-claim is assessed in conjunction with writing — Language:

### *Language*

Students know and use standard English conventions when writing.

## **ASSESSING READING AND WRITING**

College- and career-ready standards in English Language Arts and Literacy are designed to describe the knowledge, skills, and understandings essential to post-secondary success. This includes an emphasis on close, analytic reading, comprehension of a range of grade-level complex texts and writing effectively when using and/or analyzing sources. In addition, students in grades K-2 have an opportunity to demonstrate knowledge and progress toward mastery of foundational skills.

The ELA Interim Assessments are designed to measure student accuracy of comprehension and the ability to find and cite evidence from the text, as well as student written expression and knowledge of language and conventions. The reading comprehension items are aligned to college- and career-ready standards in Reading, while the constructed-response items are aligned to college- and career-ready standards in Writing and Language.

## **EVIDENCE AND TASKS**

Each question or task on the interim assessments was designed so that students can demonstrate evidence of learning to support the claims. Additionally, CenterPoint utilizes item types that provide the best way for students to show the evidence of learning that is desired. Below is a list of some of the item types utilized on the interims.

### **Machine Scorable Item Types**

- Selected Response - Multiple Choice (MC)
- Selected Response - Multiple Selection (MS)
- Evidence Based Selected Response (EBSR)
- Technology-Enhanced Item (TEI):
  - Gap Match
  - Cloze Association
  - Drag and Drop
  - Cloze Drop Down
  - Text Highlight/Hot Text

- Choice Matrix
- Human Scored Item Type
- Constructed-Response

## Universal Design

In addition to designing assessments within the framework of evidence-centered design, CenterPoint applies principles of universal design to increase the accessibility, and therefore fairness, of each assessment for all students. Universal design is essential to valid measurement practices. If assessment questions are not accessible or fair for every student, then the evidence collected will not provide meaningful information about students' knowledge and/or abilities.

## Assessment Specifications

College- and career-ready standards in English Language Arts are designed to describe the knowledge, skills, and understandings essential to post-secondary success. This includes an emphasis on reading comprehension and writing skills.

## Number of Questions and Versions

### *Grades K-2*

There are four forms, each with three parts:

- **Part 1: Reading Foundational Skills** — 5 machine scorable items
- **Part 2: Reading and Listening** — 8-12 scorable items
- **Part 3: Writing and Speaking** – 1 constructed response writing item

The K-2 assessments were designed in parts so that districts, schools, and educators have flexibility in administering each form: each part can be administered independently or in the same time period depending on preference and need. Please refer to the [\*\*K-2 ELA Interim Assessment Blueprints\*\*](#) to view the standards assessed within each interim form.

### *Grades 3-11*

The ELA Interim Assessments consist of three unique forms, with two versions of each form:



#### **Literary Analysis Task + Informational Text Set:**

- **A.1 – version with constructed-response item (reading and writing claims)**
- **A.2 – version without constructed-response item (reading claim only)**



#### **Research Simulation Task + Literary Text Set:**

- **B.1 – version with constructed-response item (reading and writing claims)**
- **B.2 – version without constructed-response item (reading claim only)**



#### **Narrative Writing Task + Two Informational Text Sets**

- **C.1 – version with constructed-response item (reading and writing claims)**

- **C.2 – version without constructed-response item (reading claim only)**

The 3-11 assessments were designed to allow the flexibility of assessing Reading **OR** assessing both Reading and Writing. Districts select the version of the form most appropriate for their district implementation.

# IMPLEMENTATION

**CenterPoint’s ELA Interim Assessments** have been designed to maximize instructional time and minimize testing time. After administering an assessment, educators will receive immediate feedback from the Reading items and will have the opportunity to hand-score the constructed-response item to ensure consistent alignment to scoring rubrics. This information can then be analyzed to inform instructional decisions.

## GRADES K-2

- **Four Interim Assessment forms: 1, 2, 3, 4 — each with three parts:**
  - **Foundational Skills**
  - **Reading and Listening**
  - **Writing and Speaking**
- The assessments are designed to include audio. Students listen to passages and have access to audio for questions in the Reading and Listening portion of the assessment. For the Writing and Speaking portion, students write what they can and then record their verbal responses to questions.
- Districts and schools may choose to provide more direct one-on-one support with the first interim, especially in kindergarten, as students will be new to testing.
- Additional support may be provided with Forms 2, 3, and 4 through administration in small groups, with a teacher or facilitator available to provide support as needed.

## GRADES 3-11

- **Three Interim Assessment forms: A, B, C**
- **Two versions of each form:**
  - **Form A, B, or C.1** — 11 Reading items
  - **Form A, B, or C.2** — 11 Reading items plus one Constructed Response Writing item
- Each form includes three passages:
  - Form A includes a literary text pair and an informational text
  - Form B includes an informational text pair and a literary text
  - Form C includes a literary text and two informational texts
- Students in grades 3-11 typically test in larger group settings, since they have greater familiarity with use of online test administrations.

## SCHEDULING TESTING WINDOWS

To begin, review your local instructional calendar. Consider first and last instructional days, time spent on curriculum units, school holidays, other assessment windows, and the time teachers need to analyze the data and plan for instruction. The Reading portion of each assessment is designed to be completed in one class period and should take between 45 minutes and one hour. The Writing portion should take an additional 45 minutes to one hour to complete. Please note that the K-2 interims have three parts: 1) Reading Foundational Skills, 2) Reading/Listening

Comprehension, and 3) Writing/Speaking. Districts and schools have the option to administer parts separately or in one time period.

**EXAMPLE Testing Window for Grades 3-11**

FIRST DAY OF INSTRUCTION	INTERIM A	INTERIM B	INTERIM C
Early September	Mid-October	Mid-December	Early/Mid-April

## SCORING

The items on [CenterPoint's ELA Interim Assessments](#) are like those on summative assessments to provide students with an indication of their progress 3-4 times a year and provide a better understanding of what to expect for the End of Year assessments.

Raw score data and items showing actual student performance can be used by educators to determine patterns of student performance and to diagnose students' strengths and areas of need.

Of note: CenterPoint's interim assessments are designed to show students' progress toward meeting End of Year expectations. Each assessment is intentionally designed to balance the assessment of each **claim** throughout the school year. These assessments are intentionally designed to be rigorous. To this end, when reviewing student data at the **standards level**, you may see significant gaps in demonstration of mastery at the Beginning and Middle of the Year.

### PERFORMANCE BAND RECOMMENDATIONS

Does Not Meet	Approaches	Meets	Exceeds
0-30%	31-50%	51-70%	71-100%

### SCORING STUDENT RESPONSES

Constructed-response items are designed to be hand-scored. Each constructed response is aligned to a Writing standard and has an associated rubric that is attached to each item. Rubrics can be accessed while scoring within the platform.

A student's score is determined by using the rubric, multiplying his or her Written Expression score by 3 and then adding in the Knowledge of Language and Conventions score (each rubric provides guidance at the top to support this calculation). For example, if 4<sup>th</sup> grade Student A earned a score of 2 for Written Expression and a score of 3 for Knowledge of Language and Conventions, one would multiply  $2 \times 3$  to get 6 points. Adding in the score point for Knowledge of Language and Conventions, the total number of points Student A earns for Writing is 9 points.

### [SAMPLE Analytic Writing Rubric \(Grades 4-8\)](#)

## Analytic Writing Rubric

Student score determined as follows:

- Multiply the Written Expression score by 3 (e.g.,  $4 \times 3 = 12$ ) and add the Knowledge of Language and Conventions score (max =  $12 + 3$  or 15).
- Total score \_\_\_\_\_ out of 15 points



## **Score Point 4**

### **Written Expression**

The student response:

- addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience;
- uses clear reasoning supported by relevant, text-based evidence in the development of the claim or topic;
- is effectively organized, with clear and coherent writing;
- establishes and maintains an effective style.

### **Knowledge of Language and Conventions**

N/A (starts with score point 3)

## **Score Point 3**

### **Written Expression**

The student response:

- addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience;
- uses mostly clear reasoning supported by relevant, text-based evidence in the development of the claim or topic;
- is organized with mostly clear and coherent writing;
- establishes and maintains a mostly effective style.

### **Knowledge of Language and Conventions**

The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.

## **Score Point 2**

### **Written Expression**

The student response:

- addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;
- uses some reasoning and text-based evidence in the development of the claim or topic;
- demonstrates some organization with somewhat coherent writing;
- has a style that is somewhat effective.

### **Knowledge of Language and Conventions**

The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.

## **Score Point 1**

### **Written Expression**

The student response:

- addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience;
- uses limited reasoning and text-based evidence;
- demonstrates limited organization and coherence;
- has a style that is minimally effective.

### **Knowledge of Language and Conventions**

The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.

## **Score Point 0**

### **Written Expression**

The student response:

- is undeveloped and/or inappropriate to task, purpose, and audience;
- includes little to no text-based evidence;
- lacks organization and coherence;
- has an inappropriate style.

### **Knowledge of Language and Conventions**

The student response to the prompt does not demonstrate command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

**Note:** The elements of organization and coherence are expressed in grade-level Writing standards 1, 2, and 4.

# DATA ANALYSIS AND NEXT STEPS

## ANALYZING STUDENT DATA

### Step 1: Internalize the Assessment and Examine Resources

At the beginning of the school year, educators should examine CenterPoint’s ELA Interim **Assessment Blueprints** that outline how material will be measured throughout the academic year.

Included with every CenterPoint assessment are essential companion materials to help educators understand how students are being tested. Prior to conducting any data analyses, educators should collect and review: **1) Test Maps, 2) Text Complexity Worksheets, and 3) Rubrics**, and in some cases sample student responses.

Prior to teaching a unit or evaluating student data, educators should examine the associated Test Map to better understand the following:

- How many items are on this assessment?
- What types of items are used?
- What is the distribution of rigor (DOK) for items?
- What standards are items best aligned to?
- What are the text features used in this assessment?

By answering these questions ahead of time, educators can review data keeping in mind exactly what sort of content students have interacted with and how they were asked to show evidence of learning. It is further recommended that, when possible, educators should closely review or complete the assessment themselves. Educators should annotate items and determine when and why a student might select a specific distractor. They should take note of how students are being asked to demonstrate learning, what texts or examples are being used, and keep these considerations in mind when approaching an instruction or assessment cycle. Through test internalization, educators can connect what their students have experienced in the classroom with how they were assessed.

### Step 2: Examine Standards-Level Data

All of CenterPoint’s data platforms provide a standards-level view of student performance. All items are intended to be aligned to standards; however, it would take several items to comprehensively measure an individual standard, which would require extending the assessments beyond their present length. Because of this, the ELA Interim Assessments balance the coverage of standards over the course of a year.

Therefore, educators reviewing student data should consider standard mastery but take caution in giving too much weight to any given standard-level report. Many standards have only 1 or 2

items per interim assessment. In most cases, the ELA Interim Assessments will measure RL/RI Standards 1 and 2 multiple times, but the remaining standards may only get one or two items in an assessment. As such, looking at standard-level data should only be done when also conducting an item analysis.

Standards-level data provide a cursory and broad overview when beginning data analysis but should be interpreted with an appropriate amount of nuance about whether students have mastered a specific standard. ([See our blogpost here to see an example of how to avoid this mistake.](#))

### Step 3: Re-examine the Test Map

Educators should use Test Maps to support data analysis work. Specifically, an educator should look at the Test Map and consider the following questions:

- How did students do on items based on their rigor, or DOK (1-3)?
- How did students do based on the item type (Multiple choice, multi-selection, etc.)?
- How did students do on later items in the assessment verses earlier ones; did they demonstrate test fatigue?
- How did students do based on the text itself? (See the next step below.)

By using the Test Map as a companion to a data view, educators can deduce more about student performance and begin to consider remediation, intervention, and instructional changes prior to conducting an item analysis.

### Step 4: Examine Data by Text

For each ELA Interim Assessment, students will interact with three texts. All the questions will be dependent on these texts. Consequently, it is important for educators to examine the topics, features, and characteristics of these texts as they conduct data analysis.

In many cases, educators can find patterns of student performance by text complexity rather than a specific skill. (e.g., Students may do well with Reading Standard 1—citing textual evidence—for less complex texts but have greater difficulty with the same standard applied to complex texts.)

CenterPoint organizes texts used in our assessments by three levels:

- **Readily Accessible (RA)** = Texts that should be accessible by students in a specific grade-level with less demanding features
- **Medium Complex (MC)** = Texts in the middle of the range for a specific grade-level, with some features that are readily accessible balanced by more complex features, or with all features readily accessible
- **Very complex (VC)** = Texts in the upper range for a specific grade-level, with most that have features considered to be complex, especially when considering the tasks being measured by the text and the text's purpose

Most basic features of a text are outlined in the Test Map. Further, assessments have included Text Complexity Worksheets that outline the quantitative and qualitative features of texts used in a specific assessment.

### Step 5: Conduct an Item Analysis

CenterPoint item types provide deeper opportunities for analysis ranging from multiple choice options to written responses. Below is a table of considerations that should be made when conducting a specific item analysis:

Item Type	Item Analysis Considerations
Multiple –Choice (MC)	<p>In multiple choice options, students will be provided with between 4 and 5 options to select from a list where there is one correct answer.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• What are the distractor options and why would a student select them?</li> <li>• What is the most frequently selected distractor?</li> </ul>
Multiple – Selection (MS)	<p>In multiple selection items, students are provided a list of options and asked to “Select all that apply” or a specific number of options (e.g., “Select two from the list below”).</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• Which correct option did students most frequently get correct?</li> <li>• Which correct option did students most frequently miss selecting?</li> <li>• What incorrect option did students most frequently select?</li> </ul> <p><u>Of note:</u> A student must often correctly select “All that apply” to demonstrate mastery of an item. It is rare that if a student selects some of the options, the data platform will award mastery for an item. This is because all options provided in an answer fully provide evidence of mastery of the content.</p>
TEI – Gap Match/Cloze Association/Drag and Drop (TEI)	<p>In gap match items (also known as cloze association or drag and drop items), students are asked to place items from a list in places where they belong in a question prompt. In these instances, students will need to order the items correctly and, in most cases, will have to identify items that do not apply to answering the question.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• Which correct options did students place correctly?</li> <li>• Which correct options did students place incorrectly?</li> <li>• Which incorrect options did students place?</li> <li>• Which correct options did students choose not to place?</li> </ul>

	<p><u>Of note:</u> In most cases, a student must correctly place all options correctly to demonstrate mastery of the item.</p>
TEI – Cloze Drop Down (TEI)	<p>Similar to Gap Match Items, Cloze Drop Down items require students to choose the correct word or phrase from a drop-down list to complete a sentence or set of sentences.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• What are the distractor options and why would a student select them?</li> <li>• What is the most frequently selected distractor?</li> </ul>
TEI – Text Highlight/Hot Text (TEI)	<p>Text Highlight items can be stand-alone items OR Part B of an Evidence-Based Selected Response item. For Text Highlight items, students identify and highlight the correct answer or answers from underlined sections of an excerpt from the passage. While there may be exceptions, most Text Highlight items test whether students can provide evidence to support an idea or the answer to another question.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• What are the distractor options (underlined portions of the text) and why would a student select them?</li> <li>• What is the most frequently selected distractor?</li> <li>• When there are two correct options, which correct options did students most frequently get correct?</li> <li>• When there are two correct options, which correct option did students most frequently miss selecting?</li> </ul>
TEI – Choice Matrix (TEI)	<p>Choice Matrix items require students to read a series of statements (usually 2 to 4) and determine what they refer to. For example, there might be four phrases describing characters’ traits, each in a row, with two or three characters to choose from in columns. For each phrase, students choose the character it relates to.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• Which correct options did students select ?</li> <li>• Which incorrect options did students select?</li> </ul> <p><u>Of note:</u> In most cases, a student must correctly place all options correctly to demonstrate mastery of the item.</p>

<p>Evidence-Based Selected Response (EBSR)</p>	<p>An Evidence-Based selected response (EBSR) is a two-part question:</p> <ul style="list-style-type: none"> <li>• Part A asks students to appropriately answer a question (often a multiple-choice option).</li> <li>• Part B requires students to determine which part of the text they used to determine their answer in Part A (or show evidence for their answer). Part B can be multiple-choice, multi-selection, or hot text (where a student clicks on or highlights the text they used to provide their answer).</li> </ul> <p>Educators should consult the Test Map of the assessment to determine which standard is most aligned to Part A and which standard is most aligned to Part B— usually Reading Standard 1 of every grade level.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• How often did students get Part A correct, but not Part B?</li> <li>• How often did students get Part B correct, but not Part A?</li> <li>• Which distractor did students most often select in Part A?</li> <li>• When answering Part A correctly, which distractor did students most often select in Part B?</li> </ul> <p><u>*Of note:</u> In many data platforms, a student must correctly answer Part A and Part B to demonstrate mastery. If a student correctly answers Part B but not Part A, it should not be considered evidence of learning unless there is an overwhelmingly clear pattern of students selecting the same incorrect option for Part A and correct option for Part B.</p>
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## Step 6: Examine Student Performance Across the Year

CenterPoint assessments are intended to help educators measure student learning throughout the year and comprehensively measure grade-level standards. In addition, many of CenterPoint’s data platform partners provide opportunities to collate student data throughout the year, giving educators an opportunity to step back and examine student learning over the course of the year.

Educators can look at the “bigger picture” to determine patterns in student performance (e.g., Did students struggle or succeed with specific item types, text types, or item features?). Following each interim assessment cycle, educators should examine how a specific interim assessment applies to the assessment throughout the year, particularly as students prepare for their end of year summative assessment.

## INSTRUCTIONAL NEXT STEPS

**CenterPoint’s ELA Interim Assessments** are meant to provide information about student progress toward end-of-year expectations and to identify areas of strength and improvement regarding how well students can read and respond to authentic, complex literary and informational texts and engage in performance-based tasks. Additionally, the questions on the interim assessments are like those on state summative assessments; thus, providing an indication of student progress throughout the year and a better understanding of what to expect on end-of-year assessments.

The score reports from the interims provide data that can be used to deepen educators’ understanding of their students’ learning progress toward college and career readiness and to determine patterns of student performance to diagnose students’ strengths and areas of need.

### Interim Expectations and Strategies for Supporting Students in ELA/Literacy

In **reading**, students meet expectations when they can:

- extract and build meaning during reading through oral language interactions (K-2);
- be generally accurate when asking and/or answering questions (grades K-4), or do generally accurate analyses of complex text (grades 5-11);
- show general understanding of the text when referring to explicit details and examples in the text (grades K-11);
- show general understanding of the text when explaining (grades 4-5) or supporting (grades 6-11) sound inferences drawn from the text.

#### *Reading Comprehension Supports*

When students have not yet earned scores that indicate on-track performances for reading comprehension, the following instructional supports may be provided:

<b>With Informational Texts:</b>	<ul style="list-style-type: none"><li>• Using fix-up strategies to make meaning from a text</li><li>• Visualizing text meaning</li><li>• Recounting or summarizing the text</li><li>• Determining the central or main idea(s) in a text</li><li>• Determining the key details in a text</li><li>• Explaining how the key details in a text connect to the central or main idea(s) in a text</li><li>• Determining the relationships that exist between ideas and events presented in a text and explaining and/or analyzing these relationships</li><li>• Using context cues (semantic, syntactic, and graphophonic) to make meaning of unknown words</li><li>• Determining text structure and how it may support comprehension of key ideas expressed in a text</li><li>• Determining point of view/perspective and how it impacts the ideas shared in a text</li><li>• Using graphics, images, and other non-print texts to support meaning-making from a variety of text types</li></ul>
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	<ul style="list-style-type: none"> <li>• Comparing and contrasting ideas shared in sections of texts and/or in multiple texts</li> <li>• Close reading of words, phrases, and paragraphs</li> <li>• Connecting details from a text to the overall understanding derived from a text</li> <li>• Locating details in a text that support overall understanding derived from a text</li> <li>• Determining which details are most important in helping others understand derived meaning from a text</li> <li>• Expressing a connection between words and phrases that a student has identified as ones that support derived meaning from a text</li> </ul>
<p><b>With Literary Texts:</b></p>	<ul style="list-style-type: none"> <li>• Using fix-up strategies to make meaning from a text</li> <li>• Visualizing text meaning</li> <li>• Recounting or summarizing the text</li> <li>• Determining the central message, lesson, moral, and/or theme of a text</li> <li>• Identifying and using key details that support the central message, lesson, moral, or theme in a text and how these details support the overall ideas presented in a text</li> <li>• Using context cues (semantic, syntactic, and graphophonic) to make meaning of unknown words</li> <li>• Determining text structure and how it may support comprehension during literary analysis</li> <li>• Determining point of view and how it impacts the understanding of ideas and literary figures shared in a text</li> <li>• Using graphics, images, and other nonprint texts to support meaning-making from a variety of literary text types</li> <li>• Comparing and contrasting ideas shared in sections of texts and/or in multiple texts</li> <li>• Close reading of words, phrases, and paragraphs</li> <li>• Connecting details from a text to the overall understanding derived from a text</li> <li>• Locating details in a text that support overall understanding derived from a text</li> <li>• Expressing a connection between words and phrases that a student has identified as ones that support derived meaning from a text</li> </ul>

*Additional Ways to Use Interim Data to Support Increased Learning for Reading Comprehension*

- If an educator determines an area of need for a student, it may help to have that student describe their thinking and talk through sample items while answering those types of items. An educator may use released sample selected response items from the Reading section of the end-of-year summative assessment for this purpose. Since students may be unfamiliar with how to think aloud, educators will likely want to first model the process for think aloud with a sample question. The act of listening in to students as they think aloud responses is a great means to help educators and students uncover any conceptual misunderstandings and provide insight into the nature of erroneous thinking.
- Educators may find it useful to share sample items for informational texts with those who teach contents other than English language arts and to share how content area educators can support specified students who require additional instruction and practice for identified skill gaps.
- Educators in a professional learning community (whether formal or informal) may find it helpful to share ideas on how to support students who are struggling with reading comprehension at a given grade level.

In **writing**, students meet expectations when they can:

- address the prompt and provide development of ideas, including when drawing evidence from multiple sources, demonstrating, for the most part, purposeful and mostly controlled organization;
- demonstrate command of the conventions of Standard English consistent with edited writing. Errors in grammar and usage may occasionally impede understanding but meaning is generally clear.

Student writing performance is measured using a scoring rubric provided with each constructed-response item. For students who have not yet demonstrated a Score Level 3 and above in Written Expression and Score Level 2 and above in Knowledge of Language and Conventions, educators should review the student writing product in the following areas: Development, Organization, Word Choice/Style, and Knowledge of Language and Conventions.

### *Writing Supports*

When students have not yet earned scores that indicate on-track performances for reading comprehension, the following instructional supports may be provided:

<b>Written Expression:</b>	<ul style="list-style-type: none"> <li>• Generating ideas through brainstorming or freewriting</li> <li>• Using the five senses to generate ideas</li> <li>• Using annotation to identify ideas and supporting evidence in texts</li> <li>• Discussing ideas for writing assignments with peers</li> <li>• Selecting an organizing structure appropriate to a writing task</li> <li>• Using mode-specific graphic organizers to plan and organize writing</li> <li>• Mapping or outlining to plan writing</li> <li>• Writing the controlling idea or thesis first</li> <li>• Using anchor charts and other resources, such as writing standards and rubrics</li> <li>• Reviewing writing in peer groups</li> <li>• Adding elaboration or additional textual support</li> <li>• Referring to writing prompt or writing assignment directions frequently during the writing process.</li> <li>• Focusing specifically on introductions and conclusions</li> <li>• Trying alternate structures for writing assignment</li> <li>• Reviewing sample student responses for a specific purpose (e.g., coherence, organization, supporting ideas)</li> <li>• Writing a reverse outline to improve coherence</li> <li>• Practicing effective use of repetition</li> <li>• Incorporating transitional words/phrases</li> <li>• Highlighting transitional words/phrases in writing</li> <li>• Writing for authentic purposes</li> <li>• Modeling the writing process</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reading writing aloud to self or to peers</li> <li>• Acquiring content-area and academic vocabulary</li> </ul>
<b>Knowledge of Language and Conventions</b>	<ul style="list-style-type: none"> <li>• Self and peer editing of written work</li> <li>• Using known words to figure out spelling of unknown words</li> <li>• Listing words on a word wall</li> <li>• Combining simple sentences into more complex sentences</li> <li>• Dividing run-on sentences into individual sentences.</li> <li>• Using dictionaries and spell-checkers to check for correct spelling</li> <li>• Using forward and backward references (e.g., personal and demonstrative pronouns) when writing</li> <li>• Comparing usage in oral and written language</li> <li>• Varying sentence structures</li> <li>• Writing a short piece using passive, then active voice</li> <li>• Providing an editing guide or checklist</li> <li>• Using scoring rubrics and language standards during peer editing</li> <li>• Reviewing the writing from bottom to top</li> <li>• Practicing editing and revising using sample student responses</li> <li>• Assigning different proof-reading tasks to students in peer groups</li> </ul>

#### *Additional Ways to Use Interim Data to Support Increased Learning in Writing*

- If an educator determines an area of need for a student, it may help to have that student describe their thinking and talk through how to address the constructed-response prompts. An educator may use released sample constructed-response items from the end-of-year summative assessment for this purpose. Since students may be unfamiliar with how to think aloud, educators will likely want to first model the process of thinking aloud with a sample prompt. The act of listening in to students as they think aloud responses is a great means to help educators and students uncover any conceptual misunderstandings and provide insight into the nature of erroneous thinking.
- Educators may find it useful to share sample constructed-response items for informational texts, as well as scoring rubrics, with those who teach contents other than English language arts and to share how content area educators can support specified students who require additional instruction and practice for identified skill gaps.
- Educators in a professional learning community (whether formal or informal) may find it helpful to share ideas on how to support students who are struggling with writing at a given grade level.