Preparing Our Students for STAAR English EOC Success

Connie Lindsey

ESC 15

Back to School 2011
STAAR will test knowledge and skills in a deeper way.

- Tests will contain a greater number of items that have a higher cognitive complexity level.
- Items will be developed to more closely match the cognitive complexity level evident in the TEKS.
- In reading, greater emphasis will be given to critical analysis than to literal understanding.

TEA. “A New Assessment Model.” Sept. 2010
EOC Test Administration Changes

• **Subject test**, NOT grade level test.
• **4-hour** time limit.
• **2-day** test.
• Students will write **two one-page compositions** (as well as one embedded field test prompt).
• Students **will have access to dictionaries** on the entire test beginning with Grade 7 STAAR.
TEA has identified a set of knowledge and skills eligible to be assessed for each grade or course.

**Readiness Standards will be emphasized** on the assessments.

Supporting standards are the remaining knowledge and skills that will be tested.
Readiness Standards

• They are essential for success in the current grade or course.
• They are important for preparedness for the next grade or course.
• They support college and career readiness.
• They necessitate in-depth instruction.
• They address broad and deep ideas.

TEA. “A New Assessment Model.” Sept. 2010
Supporting Standards

• Although introduced in the current grade or course, they **may be emphasized in a subsequent year**.

• Although reinforced in the current grade or course, they **may be emphasized in a previous year**.

• They **play a supporting, not central, role** in preparing students for the next grade or course.

• They address more **narrowly defined** ideas.

TEA. “A New Assessment Model.” Sept. 2010
On any given STAAR test, assessment of Readiness Standards will make up 65% of the test, whereas the remaining 35% of the test will assess students’ mastery of supporting standards.

TEA. “A New Assessment Model.” Sept. 2010
Documents Available on TEA Website

• Assessed Curriculum Document
  – Eligible TEKS
  – Readiness & Supporting Standards

• Blueprint Document
  – Number of Readiness & Supporting Standards by Reporting Category
  – Number of Questions by Reporting Category

• English I Expository & Literary Writing Rubrics

• Short Answer Rubrics (identical for English I, II, III)

• Test Design Schematic
English I EOC

**DAY 2 - READING**

**BASE TEST**
- 2–3 SINGLE SELECTIONS (DEPENDENT UPON LENGTH)
- PAIRED SELECTION
- PAIRED SELECTION

- MC ITEMS
- 1 SA ITEM
- THEMATICALLY LINKED
- MC ITEMS
- 1 CONNECTING SELECTIONS SA ITEM

**FIELD TEST**
- SINGLE SELECTION
- PAIRED SELECTION

- MC ITEMS
- 1 SA ITEM
- THEMATICALLY LINKED
- MC ITEMS
- 1 CONNECTING SELECTIONS SA ITEM

**GENRES ASSESSED:**
- LITERARY
  - FICTION
  - LITERARY NONFICTION
  - POETRY
  - DRAMA
  - MEDIA LITERACY (EMBEDDED)

- INFORMATIONAL
  - EXPOSITORY
  - PERSUASIVE
  - PROCEDURAL (EMBEDDED)
  - MEDIA LITERACY (EMBEDDED)

**TOTAL READING LOAD:**

**BASE TEST**
- MAXIMUM – APPROX. 3,100 WORDS

**FIELD TEST**
- MAXIMUM – APPROX. 1,200 WORDS

(LENGTH OF SELECTIONS MAY VARY; READING LOAD IS CONSTANT)
English II EOC

**Day 1 - Writing**

**Composition**
- **Base Test**
  - Expository
  - Persuasive

**Multiple Choice**
- **Base Test**
  - Revision Skills
  - MC Items
  - Editing Skills
  - MC Items
- **Field Test**
  - Revision or Editing Skills
  - MC Items

**Advanced High School Course Readiness Measure**
English II EOC

**DAY 2 - READING**

**BASE TEST**
- 2–3 SINGLE SELECTIONS (DEPENDING UPON LENGTH)
- PAIRED SELECTION
- PAIRED SELECTION

  - THEMATICALLY LINKED

  - MC ITEMS 1 CONNECTING SELECTIONS SA ITEM

**FIELD TEST**

  - SINGLE SELECTION

  - MC ITEMS 1 SA ITEM

  - THEMATICALLY LINKED

  - MC ITEMS 1 CONNECTING SELECTIONS SA ITEM

**ADVANCED HIGH SCHOOL COURSE READINESS MEASURE**

**GENRES ASSESSED:**
- LITERARY
  - FICTION
  - LITERARY NONFICTION
  - POETRY
  - DRAMA
  - MEDIA LITERACY (EMBEDDED)
- INFORMATIONAL
  - EXPOSITORY
  - PERSUASIVE
  - PROCEDURAL (EMBEDDED)
  - MEDIA LITERACY (EMBEDDED)

**TOTAL READING LOAD:**
- **BASE TEST**
  - MAXIMUM – APPROX. 3,300 WORDS

- **FIELD TEST**
  - MAXIMUM – APPROX. 1,200 WORDS

  (LENGTH OF SELECTIONS MAY VARY; READING LOAD IS CONSTANT)
English III EOC

DAY 2 - READING

BASE TEST

2–3 SINGLE SELECTIONS
(DEPENDENT UPON LENGTH)

PAIRED SELECTION

PAIRED SELECTION

THEMATICALLY LINKED

MC ITEMS
1 SA ITEM

MC ITEMS
1 CONNECTING SELECTIONS SA ITEM

FIELD TEST

SINGLE SELECTION

MC ITEMS
1 SA ITEM

THEMATICALLY LINKED

MC ITEMS
1 CONNECTING SELECTIONS SA ITEM

OR

PAIRED SELECTION

PAIRED SELECTION

TOTAL READING LOAD:

BASE TEST  MAXIMUM – APPROX. 3,500 WORDS

FIELD TEST  MAXIMUM – APPROX. 1,200 WORDS

(LENGTH OF SELECTIONS MAY VARY; READING LOAD IS CONSTANT)

GENRES ASSESSED:

LITERARY
  • FICTION
  • LITERARY NONFICTION
  • POETRY
  • DRAMA
  • MEDIA LITERACY (EMBEDDED)

INFORMATIONAL
  • EXPOSITORY
  • PERSUASIVE
  • PROCEDURAL (EMBEDDED)
  • MEDIA LITERACY (EMBEDDED)
Writing Rubrics

Compositions assessed in three areas:
  – Organization and Progression
  – Development of Ideas
  – Use of Language and Conventions

Rated Across four proficiency levels:
  – Limited (score point: 1)
  – Basic (score point: 2)
  – Satisfactory (score point: 3)
  – Accomplished (Score point: 4)
### Organization/Progression

#### Form and Structure

<table>
<thead>
<tr>
<th>Score Points: The essay represents a/an</th>
<th>1: Very limited</th>
<th>2: Basic</th>
<th>3: Satisfactory</th>
<th>4: Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Progression</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organizing structure of the essay is either <strong>inappropriate</strong> or not evident. If a structure is evident, it may reflect the writer's confusion about the purpose or the specific demands of the prompt. The writer may present ideas in a random or illogical way, causing the essay to lack clarity and direction.</td>
<td>The organizing structure of the essay is <strong>evident</strong> but may not always be appropriate to the stated purpose or the specific demands of the prompt. The organizational strategy or strategies the writer uses contribute only marginally to the clarity and quality of the explanation.</td>
<td>The organizing structure of the essay is appropriate to the stated purpose and is <strong>for the most part</strong>, responsive to the specific demands of the prompt. The organizational strategy or strategies the writer chooses enhance the clarity and quality of the essay.</td>
<td>The organizing structure of the essay is appropriate to the stated purpose and is <strong>responsive</strong> to the specific demands of the prompt. The organizational strategy or strategies the writer chooses enhance the clarity and quality of the essay.</td>
<td></td>
</tr>
<tr>
<td>Thesis statement and coherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most ideas generally relate to the topic, but the thesis statement may be missing, unclear, or illogical. Because the essay lacks a clear thesis, the writer may include extraneous information or shift abruptly from idea to idea, weakening the focus and coherency of the essay.</td>
<td>Most ideas are generally related to the topic, but the thesis statement may be weak or somewhat redundant. The lack of a clear, effective thesis statement interferes with the essay.</td>
<td>Most ideas are related to a clear thesis statement and are focused on the topic. The writer is able to develop an essay that is coherent, though it may not always be clear due to minor lapses in focus.</td>
<td>All thesis statements are related to the topic. Through this sustained focus, the writer is able to develop an essay that is unified and coherent.</td>
<td></td>
</tr>
<tr>
<td>Progression of ideas and transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer's progression of ideas is weak. Repetition or wordiness sometimes causes disruptions in the essay. At other times the lack of transitions and sentence-to-sentence connections makes one or more ideas unclear or illogical.</td>
<td>The writer's progression of ideas is consistent. Sometimes repetition or wordiness causes minor disruptions in the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to clearly show relationships among ideas.</td>
<td>The writer's progression of ideas is consistent and well controlled. Meaningful transitions and strong sentence-to-sentence connections clearly show the relationships among ideas through most parts of the essay.</td>
<td>The writer's progression of ideas is coherent and well controlled. Meaningful transitions and strong sentence-to-sentence connections clearly show the relationships among ideas throughout the essay.</td>
<td></td>
</tr>
</tbody>
</table>
# Development of Ideas

<table>
<thead>
<tr>
<th>Details and examples</th>
<th>1: Very limited</th>
<th>2: Basic</th>
<th>3: Satisfactory</th>
<th>4: Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer's development of ideas is weak because the details and examples are inappropriate, vague, or insufficient.</td>
<td>The development of ideas is minimal because the details and examples are inappropriate or are too briefly presented.</td>
<td>The development of ideas is sufficient because the details and examples are specific and appropriate, adding some substance to the essay.</td>
<td>The development of ideas is effective because the details and examples are specific and well chosen, adding substance to the essay.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth and understanding of task</th>
<th>1: Very limited</th>
<th>2: Basic</th>
<th>3: Satisfactory</th>
<th>4: Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>The essay is thin and insubstantial. The writer's approach to the prompt may be vague or confused, demonstrating a lack of understanding of the expository writing task.</td>
<td>The essay reflects little or no depth of thought. The writer's approach to the prompt is sometimes formulaic and demonstrates only a limited understanding of the expository writing task.</td>
<td>The essay is thoughtful and engaging. The writer may approach the topic from a personal perspective, may use his/her experiences or view of the world, or may connect in insightful ways. The writer demonstrates a deep understanding of the expository writing task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Use of Language/Conventions

<table>
<thead>
<tr>
<th>USE OF LANGUAGE/CONVENTIONS</th>
<th>1: Very limited</th>
<th>2: Basic</th>
<th>3: Satisfactory</th>
<th>4: Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word choice</strong></td>
<td>The writer’s word choice may be general and imprecise or unsuitable for the purpose. For these reasons the word choice may impede the clarity of the essay.</td>
<td>The writer’s word choice may be basic or simplistic. It reflects a limited awareness of purpose and does little to establish an appropriate tone. For these reasons the word choice may not contribute to the clarity of the essay.</td>
<td>The writer’s word choice is, for the most part, effective. It reflects a general awareness of purpose and establishes an appropriate tone. For these reasons word choice usually contributes to the clarity of the essay.</td>
<td>The writer’s word choice is very effective. It reflects a keen awareness of purpose and establishes an appropriate tone. For these reasons word choice contributes to the clarity of the essay.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Sentences may be simplistic, awkward, or uncontrolled, weakening the effectiveness of the essay.</td>
<td>Sentences may be somewhat uncontrolled, contributing for most to the effectiveness of the essay.</td>
<td>Sentences are varied and generally controlled, contributing for the most part to the effectiveness of the essay.</td>
<td>Sentences are varied, and well controlled, contributing for the most part to the effectiveness of the essay.</td>
</tr>
<tr>
<td><strong>Command of conventions; occurrence of errors</strong></td>
<td>The writer has little or no command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Serious and persistent disruptions in the fluency, and sometimes interference with the meaning.</td>
<td>The writer demonstrates a general command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the essay.</td>
<td>The overall strength of the conventions contributes to the rhetorical effectiveness of the essay. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay.</td>
<td>The strength of the conventions contributes to the rhetorical effectiveness of the essay. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence boundaries. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay.</td>
</tr>
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Short Answer Rubrics

• Identical rubrics for English I, II, & III

• **SINGLE** selections & **CONNECTING** selections

• **Four categories:**
  – 0: Insufficient/very limited
  – 1: Partially sufficient/basic
  – 2: Sufficient/satisfactory
  – 3: Exemplary/accomplished
Steps to Academic Success

- **Standards:**
  What to teach

- **Instruction:**
  How to teach the standards

- **Assessment:**
  How to measure what students have learned
Effective Instruction Requires Balance

- **State Standards (ELAR TEKS)**
- **Student Assessment Data**
- **Curriculum**
- **Monitor student progress**
- **Adjust (differentiate) instruction**
What challenges do we face?
Challenging Writing Concepts

• Form and Structure of Genres (personal narrative, literary, expository, analytical, persuasive)
• Thesis Statements
• Effective Use of Stylistic Devices
• Effective Word Choice (Diction)
• Deep Revision
• Control of Conventions
DEVELOPING A NATION OF READERS
The Education Challenge: A New Educational Paradigm For The 21st Century

"I didn't do my homework because my attorney advised me never to put anything in writing."
Is Not Our World!

http://webpages.scu.edu/ftp/bdonaldson/images/classroom.jpg
Characterization

Quotation Marks

Use quotation marks to enclose a DIRECT Quote:

Example: “My work will be completed on time,” the student promised.

DO NOT USE quotes with an indirect quote.

Example: The teacher said she wanted all of the students to pass her class.

Explain why they aren’t needed in the second example.

Use quotation marks when words are used in a special sense, such as to indicate sarcasm or irony.
Even our attempts to engage them sometimes fail…
How can we add authenticity to student learning in our classrooms?
By Respecting Our Students Rights as Writers:

• To be Reflective
• To choose personally important topics
• To personalize the process
• To be assessed well
• To go beyond formula
• To find their own voices
By Keeping It Real:
• Current Published Texts
• Student Choice
• Thematic Connections
• Models of Good Writing
By Framing the Conversations: Writing & Reading

Writer/Author

Reader
Listener/Viewer

Message (written, visual, oral)
By inviting students to join the conversation

READ. BE INSPIRED. WRITE BACK.

Skype an Author Network
The Daring Librarian

http://www.lettersaboutliterature.org

http://3.bp.blogspot.com/-SVbj8eJ7cNQ/TbbVek4S8bI/AAAAAAAABSE/IBpnmbjduCo/s1600/AuthorInterview.png
Welcome to the Authors Who Skype with Classes & Book Clubs List! I’m Kate Messner, the children’s author and middle school teacher who maintains this site. I started it because I’ve found that virtual author visits are a great way to connect authors and readers, and I realize that many schools facing budget troubles don’t have the option of paid author visits. With that in mind, this is a list of authors who offer free 20-minute Q and A sessions with classes and book clubs that have finished reading one of their books. As an author, I offer free Skype chats for the following titles:

(Please check book release dates! Upcoming titles are also listed; Skype visits available upon book’s release!)
How do readers join the conversation?

- Video Book Reviews
- Podcast episodes
- Glogster Interactive Poster
SIRS Podcast Contest: Win iPods!

SIRS Researcher® is all about Leading Issues, and now you can be too! Think you know something? Got an opinion? Submit a podcast on your favorite Leading Issue and you could win an iPod. The current contest closed to new entries on April 11, 2008.

Who can Enter
Entry is open to any student or group of students.
Based on a 1950s radio program of the same name, Americans from all walks of life share the personal philosophies and core values that guide their daily lives. Hear previous features and read more from the archives below.

Celebrating Four Years Of 'This I Believe'

During its four-year run on NPR, This I Believe engaged listeners in a discussion of the core beliefs that guide their daily lives. We heard from people of all walks of life — the very young and the very old,
Teachers, improve the future with a new way of teaching!

Glogster EDU Premium is a collaborative online learning platform for teachers and students to express their creativity, knowledge, ideas and skills in the classroom.

Features:
- Glog – interactive poster
- Collaborative class projects
- School-level teacher management of students and classes
- Private and safe student environment
- Engage students in fun and creative activities
- National educational standards

“K12, Higher Ed, Home Education, Distance Learning”

Glogster EDU Ambassadors

Become an Ambassador to join our worldwide network of forward-thinking educators.
How do readers join the conversation?

Online Student Anthologies

wikispaces
wikis for everyone

Youth* POETRY* Slam

— Now Available —

Voice 2 Youth Anthology from the 4th Annual Poetry Slam

Quantities limited.

Online Book Clubs
Edublogs lets you easily create & manage student & teacher blogs, quickly customize designs and include videos, photos & podcasts - it's safe, easy and secure so try out an Edublog today!

Free, Pro or Campus?

Ways to use your Edublog
- Facilitate fantastic discussions
- Replace your paper newsletter
- Get your students blogging
- Post videos, podcasts and documents
- Create a class publication

How does Edublogs compare?

Not sure which Edublogs service is right for you? We've created a quick guide to help.

View the guide »

10 ways to use your Edublog to teach...
Check the discussion page, where we are working on our own versions of this scene.

To write your adaptation of Act 1, Scene 3, Click here, then:

- Select All
- Copy
- Click the Discussion Tab
- Click the Add Tab
- Paste

A few things you can do

1. Re-write a version that is up already.
2. Click the edit button just below the blue rectangle in the box to the right...
   - Copy all of the text and punctuation there.
   - On the discussion page, click the add (+)

Act 1, Scene 3

A heath. Edit

[Thunder. Enter the three Witches.]

FIRST WITCH.

Where hast thou been, sister?

SECOND WITCH.

Killing swine.

THIRD WITCH.

Sister, where thou?
IN THE SPOTLIGHT

Welcome to Our New Site!

Welcome to the new and improved Poetry Out Loud website, just in time for the 2011-2012 season! Our new site has an updated design including easier navigation to help you find information you need faster. Read more

More news & articles →
Get Lit! Youth and Teen Poetry Slams

Poetry Slam is the competitive art of performance poetry. It puts a dual emphasis on writing and performing, encouraging poets to focus on what they're saying and how they're saying it. A poetry slam is a spoken word poetry event in which poets perform their work and are judged, both for content and delivery, by audience members who volunteer for this role.

Teen Poetry Slam

Teen Poetry Slam to be held Wednesday April 16, 6:30 p.m.

Audience: free
Entrants: $2 plus can of food each.

- Teen poets are ages 13-19.

The first place Teen team or solo poet will perform at the Get Lit! Evening of Poetry on Friday, April 18, at 7:30 PM in Showalter Auditorium on the EWU campus in Cheney.

Teen Poets performing at the Get Lit! 2005 Poetry Slam
Young Poets Make Change with Spoken Word

“There’s no time to be wasted, dig this equation: dedication, plus hard work, equals your future.” No, this advice doesn’t come from a sagely teacher, but instead from a young poet named Alex. You can’t help but be moved by his sublime use of imagery and metaphor in this video:

Alex Santiago: Education
from poetsantiago (more)
Challenging Writing Concepts

• Form and Structure of Genres (personal narrative, literary, expository, analytical, persuasive)
• Thesis Statements
• Effective Use of Stylistic Devices
• Effective Word Choice (Diction)
• Deep Revision
• Control of Conventions
Expository Writing Mini-lessons

Lesson That Change Writers:

• Topic Generation:
  – Itches to Scratch
  – Writing Territories

• A Course of Study: Essays
  – Criteria
  – Scratching the Itch
  – Ordering the Information
  – Leads & conclusions
Teaching Expository Text Structure

- Cause-Effect
- Chronological Order/Temporal Sequencing
- Compare/Contrast
- Description/Categorization
- Problem-Solution
- Position-Reason

Chapter 6: Identifying Text Structures
Free Download from Meadows Center

- Before Writing Begins
- The Pieces of an Analytical Essay
- Drafting the Essay
- Tips for Writing Essays (using each of the 6 text structures)
- Rubrics for Assessment

www.lightbulblearning.net
Teaching Grammar in Context
Young Writers Workshops

Write a collaborative novella in 6 weeks with fellow writers
Deep Revision

Effective Editing
Genre Study

Writing Outside Your Comfort Zone
Helping Students Navigate Unfamiliar Genres
Foreword by Heather Lattimer

Expository

Drama

Short Story

Poetry

Narrative

Tell It Slant
Writing and Shaping Creative Nonfiction
Brenda Miller & Suzanne Paula

Analytical

Persuasive

Procedural

Narrative Writing
Learning a New Model for Teaching
George Hillocks, Jr. Foreword by Carol Lee