Pearson

Kentucky Spring 2020 Item Review Committee

Writing

15 October 2019

Kentucky Academic Standards

Kentucky Department of Education

Our Children, Our Commonwealth

Editing and Mechanics

Agenda

- "Housekeeping"
- Welcome and Introduction

I. Assessment Overview

Components of the Writing Assessment

Evidence-Centered Test Design

Standards

Item Types

II. Item Review Committee Meetings

Reviewer Role

Review Process, Materials

Item Review Guiding Questions and Criteria

III. ABBI Training

"Housekeeping"

Non-Disclosure/Security

- Process vs. Specifics
- Materials
- Cell Phones

Schedule

Dates	Activity
July 14-15	Training sessions for Editing and Mechanics reviewers
July 17	ABBI access activated for all reviewers and review begins
July 21	Optional Review Office Hours #1 (11:00 – 11:30 am Eastern time)
July 23	Optional Review Office Hours #2 (3:00 – 3:30 pm Eastern time)
July 27	Optional Review Office Hours #3 (3:00 – 3:30 pm Eastern time)
July 30	Optional Review Office Hours #4 (10:00 – 10:30 am Eastern time)
August 3	Review window closes and ABBI access ends at 5 pm Eastern time
??	Reviewer feedback?

Welcome and Introductions

Reviewer Role

The role of each reviewer is to offer your professional perspective for all items across all three grades for Editing and Mechanics. The work is self-paced and independent, but there will be opportunities for discussion during optional office hours.

- Be focused
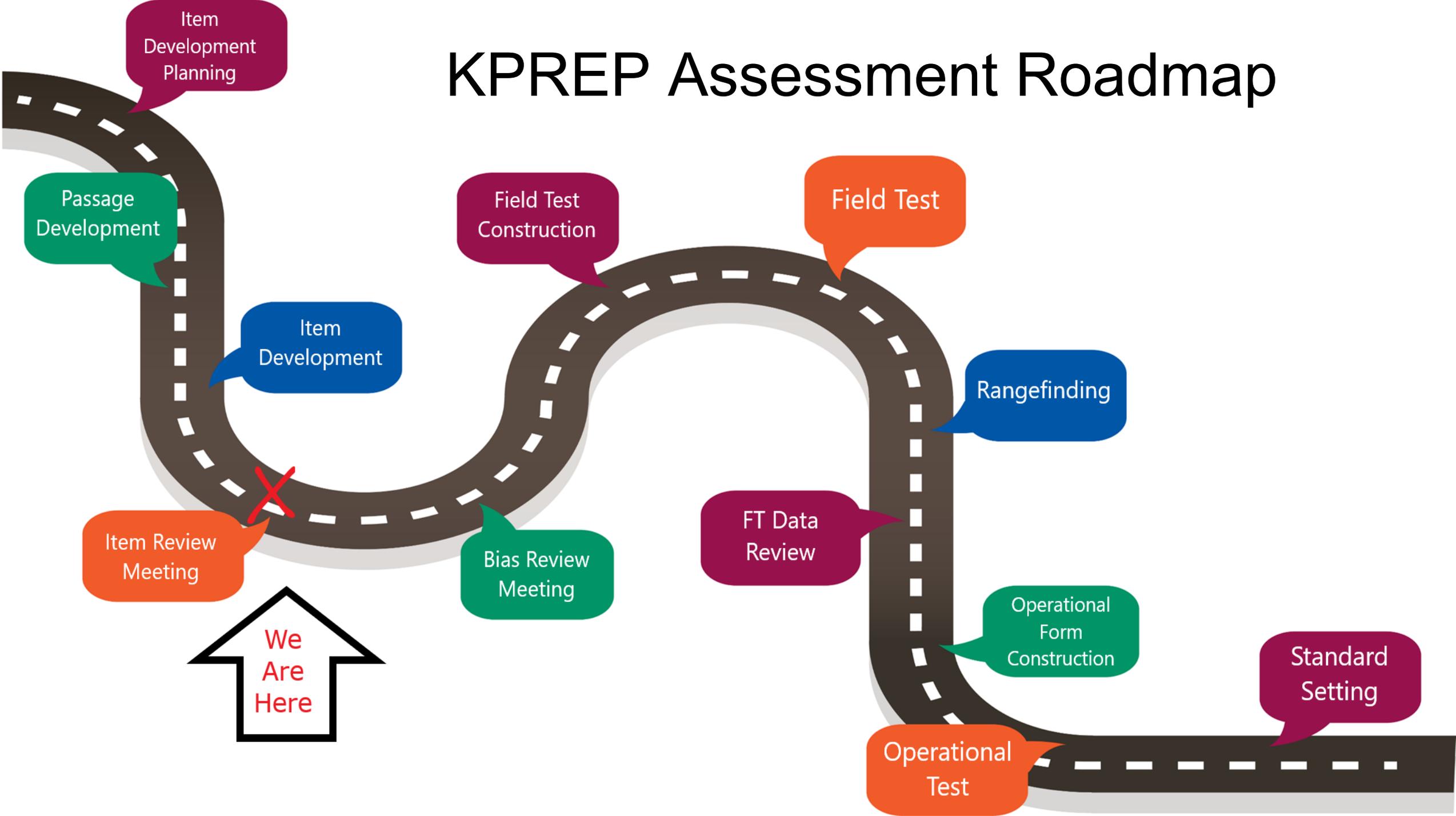- Provide a vote for **each** item and comment as needed

If you wish to attend an optional office hours session:

- Ask clarifying questions as needed
- Participate in discussions
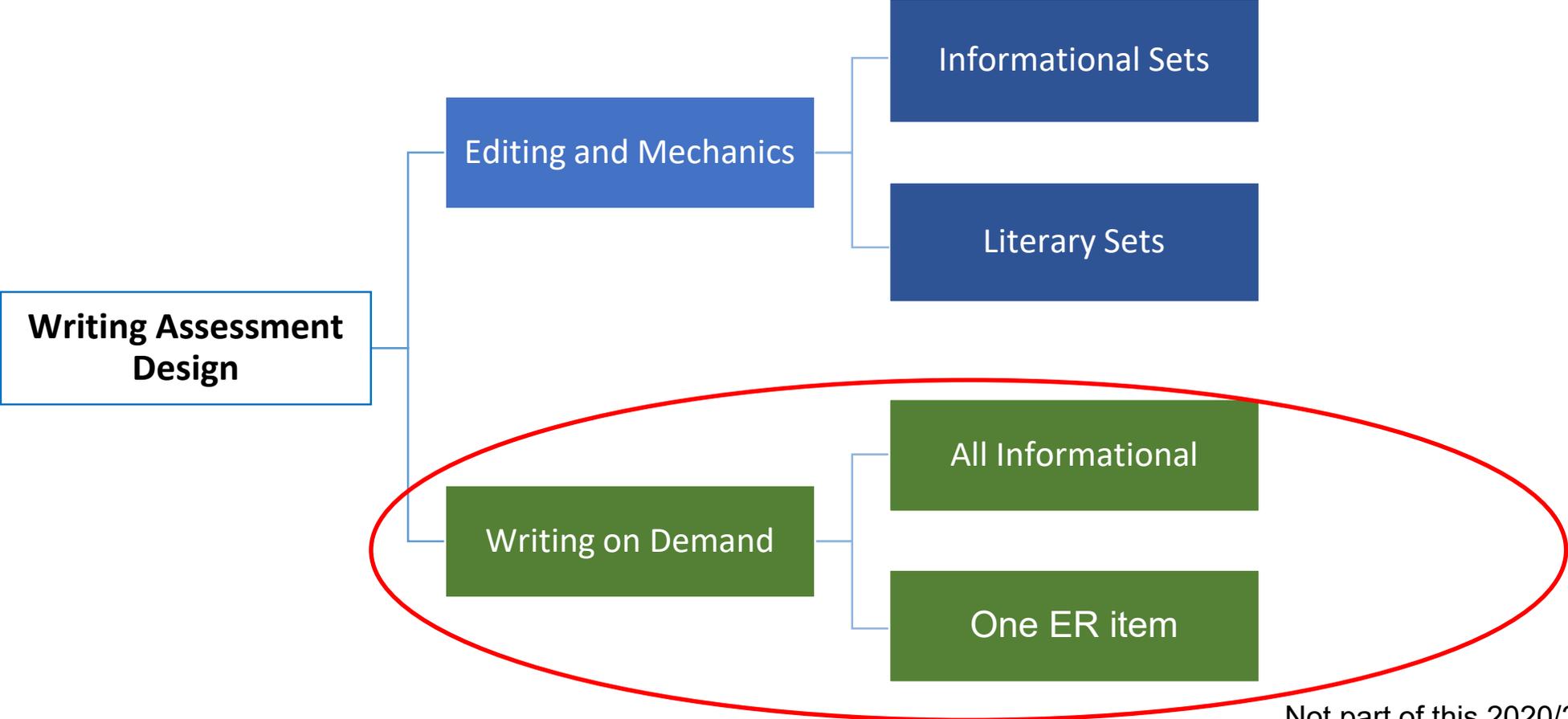- Respect the opinions of all involved

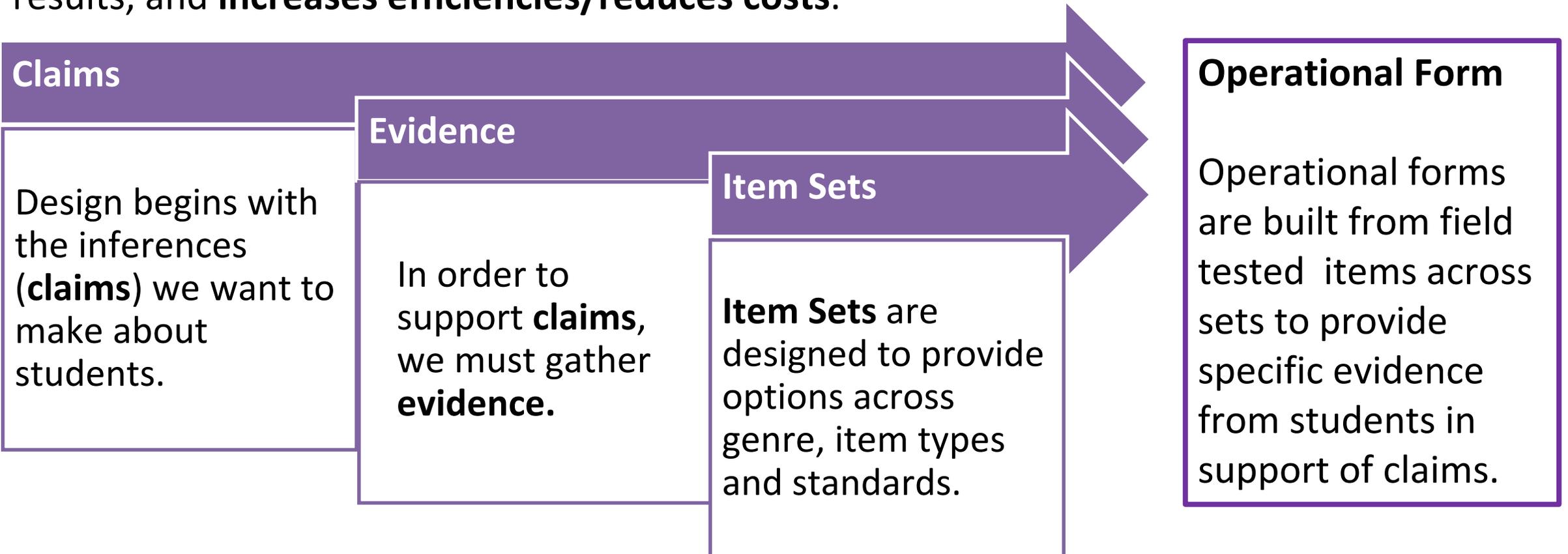# Assessment Overview

Assessment Overview

Components of the Writing Assessment

Not part of this 2020/2021 development or review.

Evidence-Centered Design (ECD)

ECD is a deliberate and systematic approach to assessment development that **establishes the validity** of the assessments, **increases the comparability** of year-to-year results, and **increases efficiencies/reduces costs**.

Claims

Design begins with the inferences (**claims**) we want to make about students.

Evidence

In order to support **claims**, we must gather **evidence.**

Item Sets

Item Sets are designed to provide options across genre, item types and standards.

Operational Form

Operational forms are built from field tested items across sets to provide specific evidence from students in support of claims.

Standards

KAS: What are the Writing Standards?

- Describe what a student needs to be able to do to show mastery
- Support Language and Composition claims
- Targeted to both literary and informational passages
- Provide for a range of teaching and assessment options

Discipline area →

Grade Level →

Standard →

Composition - Grade 8

Text Types and Purposes

C.8.1

Compose arguments to support claims with clear reasons and relevant evidence.

a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.

c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.

e. Establish and maintain a task appropriate writing style.

f. Provide a concluding statement or section that supports the argument presented.

g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

C.8.2

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotationsor other information and examples.

d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

f. Establish and maintain a formal style.

g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Kentucky Item Types

- **Multiple Choice Items (MC)**

- **Multiple Select Items (MS)**

- **Short Answer Items (SA)**

- **Extended Response Items (ER)**

Not included in this development or review.

Item Types

Multiple Choice (MC) Items

Directions: Read the passage and answer the following questions.

NASA Unveils Sustainable Campaign to Return to Moon, on to Mars

In December of 2017, President Donald Trump signed Space Policy Directive-1, in which the president will direct (1) NASA "to lead an innovative and sustainable program of exploration with commercial and international partners to enable human expansion across the solar system and to bring back to Earth new knowledge and opportunities."

In answer to that bold call, and consistent with the NASA Transition Authorization Act of 2017, NASA recently submitted to

What is the best revision for underlined phrase 1?

- A. NO CHANGE
- B. directed
- C. was going to direct
- D. would have directed

Item Types

Multiple Select (MS) Items

In answer to that bold call, and consistent with the NASA Transition Authorization Act of 2017, NASA recently submitted to Congress a plan to revitalize and add direction to NASA's enduring purpose. The National Space Exploration Campaign calls for human and robotic exploration missions that expanded (2) the frontiers of human experience and scientific discovery of the natural phenomena of Earth, other worlds and the cosmos.

Which are the **best** choices for underlined phrase 2? Select **two** correct answers.

- A. NO CHANGE

- B. to expand

- C. which expanded

- D. that will expand

- E. which were expanding

Item Types

Short Answer (SA) Items

exploration missions that expanded (2) the frontiers of human experience and scientific discovery of the natural phenomena of Earth, other worlds and the cosmos.

The Exploration Campaign builds on 18 continuous years of Americans and our international partners living and working together on the International Space Station. It leverages advances in the commercial space sector, robotics; and other technologies and accelerates in the next few years with the launch of NASA's Orion spacecraft and Space Launch System (SLS) rocket. (3)

Source: https://www.nasa.gov/feature/nasa-unveils-sustainable-campaign-to-return-to-moon-on-to-mars

Rewrite underlined sentence 3 so it is punctuated correctly.

Enter your answer in the space provided.

| **B** | *I* | <u>U</u> | ☰ | ☷ | ↰ | 1000 |

➔ abc✓

Emphasis on Item Simplification

- This program is currently in the process of creating an item bank at all grade levels
- We are focused on increasing the number of both accessible and complex items, targeting performance levels 2 and 3
- Item simplification includes:
  - straightforward language in stems and answer choices
  - concise ER and SA prompts; reducing wordiness
  - MS items limited to five options with two keys

Content Review: Role of the Reviewer

The role of the Content Reviewer is to provide expert content review of items within assigned passage sets.

- Review all Editing and Mechanics item sets using Item Review Criteria
- Enter your vote in ABBI:
  - Accept— Recommend the item be approved as it is
  - Accept with Edits— Recommend the item be approved with edits suggested for improvement:
    - Could be a content edit, edit to standards, edit to functionality, etc.
  - Reject— Recommend the item NOT be approved; fatal flaws prevent any ability to revise

Content Review: Role of the Reviewer

Please note what is NOT the role of the Content Review committee

- Bias/Sensitivity Item Review committees will review all items next week using bias/sensitivity guidelines; that is not the responsibility of this committee

- Texts cannot be rejected/revised at this stage
  - Reviewers may note egregious errors/typos within passages
  - Reviewers may note concerns with passage content, but review focus must be on items themselves

Item Review: Materials

The following documents will be available to reviewers:

- ELA Item Reviewer Training PowerPoint
- Guiding Questions/Item Review Criteria
- Kentucky Standards Document
- SA Scoring Rubrics

Item Review: Process

Committee Item Review Process

1. ABBI access will be activated July 17 at 8 am Eastern time.
2. Navigate in ABBI to your grade level and sort items (details to follow).
3. For each item, consider in context. Vote and, if needed, enter comments.
4. If you would like to discuss any specific items or have questions or comments to share with KDE or the group, you may attend optional office hours.
5. Review window will close at 5 pm Eastern time August 3.
6. DEBRIEF PROCESS??

Item Review Criteria/Guiding Questions

1. Standard Alignment:
   - Does the item allow for students to demonstrate mastery of the aligned standard(s)?

2. Content Appropriateness:
   - Is the content of the item clear, concise, and appropriate for the intended grade level?

3. Key and answer options:
   - Is the keyed answer the only correct option?
   - Are distractors plausible and mutually exclusive?

4. Item construction and functionality:
   - Is the item constructed with appropriate grammar and syntax across all elements?
   - Does the item function and score correctly?

Criterion 1: Alignment to the Standards

Items should:

- Align to a significant part or all of a standard
- Reflect the language of the standard as appropriate
- Assess only one standard
- Note: It may require multiple items to assess the full standard

Criterion 2: Content Appropriateness

Items should:

- Reflect the reading level for the tested grade
- Require appropriately complex thinking and problem solving
- Assess topics and concepts that adhere to grade-level learning

Criterion 3: Key and Answer Options

Items should avoid **internal** clueing or miscues:

- answer options should NOT repeat or echo a word used in the stem

Items should avoid **external** clueing or miscues:

- items should not be answerable using other items in the set
- other items in the set should not mislead students toward selecting the wrong answer option for any given item

Criteria 4: Item construction and functionality

All items:

- Are conceptually, grammatically, and syntactically consistent between the stem and answer choices, and among answer choices
- Function and score correctly in ABBI

Next Step

- ABBI Training