



OAKS

Oregon Assessment of Knowledge and Skills



Multi-Purpose ELA Task Design

Addressing the Common Core, Essential Skills,
and the Smarter Balanced ELA Assessment

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SESSION OBJECTIVES

- Recognize that elements of the Common Core exist within the expectations related to the Essential Skills of Reading and Writing.
- Preparing students for Smarter Balanced Performance Tasks can also produce potential Work Samples for Essential Skills documentation.
- Work Samples can be scored against the criteria contained in a variety of scoring guides/rubrics.
- Effective task design can create efficiencies for teachers and opportunities for students to demonstrate a variety of skills.



ASSESSMENT GUIDANCE

TYPE	PURPOSE	TYPES OF DECISIONS TO BE INFORMED
Summative	Used to provide culminating evidence of performance against a defined learning target	<ul style="list-style-type: none">• What standards has each student mastered?• What grade does each student receive?
Interim	Mid-cycle Results can be meaningfully aggregated and reported alongside summative	<ul style="list-style-type: none">• Predictive: What performance can be anticipated on the summative assessment?• Evaluative: Is the curricular program or strategy effective?• Instructional: How should the instruction and curriculum be adapted to better meet student needs?
Formative	Used to identify how teachers can adjust instruction to increase learning	<ul style="list-style-type: none">• Where can we improve instruction right away?• Which students need specific help?

ASSESSMENT GUIDANCE

Criteria	
1. Clear Purpose	Why am I assessing?
2. Clear Learning Target(s)	What am I assessing?
3. Quality Assessment	How can I assess it well?
4. Proper Test Administration	How will I ensure test conditions do not interfere with a student's ability to perform well on a test?
5. Effective Communication of Results	How will I share results for maximum impact?

Performance Tasks and Common Core Skills

Reading Anchor Standards

Key Ideas and Details

- Cite specific textual evidence to support conclusions drawn from the text
- Determine central ideas or themes and analyze their development in a text

Craft and Structure

- Analyze the structure of texts and how point of view/ purpose shapes the content and style of text



Performance Tasks and Common Core Skills

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively
- Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



Performance Tasks and Common Core Skills

Writing Anchor Skills

Text Types and Purposes

- Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

Production and Distribution of Writing

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



Performance Tasks and Common Core Skills

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.



Essential Skills Work Samples

Reading Work Samples

- **One** of the **alternatives** for students not yet meeting on the State Reading Assessment
- **Two** Reading Work Samples are **required**; **at least one** of the two must be based on an **informational text**.
- Scored in three dimensions or traits on the Official Reading Scoring Guide: **Demonstrate Understanding**, **Develop an Interpretation**, and **Analyze Text**
- To meet, samples must receive a score of **12** across the three traits, no individual score less than a 3.



Essential Skills Work Samples

Writing Work Samples

- **One** of the **alternatives** for students not yet meeting on the State Writing Assessment
- **Two** Writing Work Samples are required; **at least one** of the two must be **expository or persuasive**.
- Four “required” traits on the Official Writing Scoring Guide: **Ideas and Content**, **Organization**, **Sentence Fluency**, and **Conventions**
- To meet, samples must receive a score of **4** in each of the “required” traits.



TRANSITION

Oregon Administrative Rule 581-22-0615

The Assessment of the Essential Skills

1. Students will be able to use Essential Skills assessment evidence collected prior to the transition to Smarter Balanced (as long as it comes from the approved list of assessment options).
2. The approved assessment options will remain in place through the transition to Smarter Balanced (state test, other standardized tests, work samples)

12th Grade Retest opportunities for 2014-15,
Reading (3), Writing (1), Math (3)



WORK SAMPLES

- Late fall 2014-15 ODE will release secure Essential Skills work sample tasks: 35 reading, 35 writing and 35 math.
- Five of the tasks will include student exemplars for training purposes
- Accessed through a secure Assessment Portal
- Blended work samples – reading/writing, science/writing, and science/math
- Smarter Balanced-"Like" Work Samples



Smarter Balanced Performance Tasks

- Require student-initiated planning, management of information and ideas, interaction with a variety of other materials.
- Require production of extended responses, such as oral presentations, exhibitions, and other scorable products, including more extended writing responses which might be revised and edited.
- Reflect a real-world task and/or scenario-based problem; tasks are multi-stepped and allow for reflection and revision.



Smarter Balanced Performance Tasks

- Allow for multiple approaches to developing and organizing ideas
- Measure capacities such as depth of understanding, research skills, complex analysis, and identification/providing of relevant evidence
- Represent content that is relevant and meaningful to students



SB Performance Task Structure

Session 1: Classroom Activity

- Purpose is to “level the playing field” or “ground” students in the topic
- Introduce a stimulus or stimuli (article, film clip, recording, graphic, etc.)
- Allow time to view/read and reflect independently
- Divide into small groups for scripted small group activity
- Report out small group findings to full group



SB Performance Task Structure

Session 2: Consulting Resources and Scaffolding

- Read/review/reflect upon 3 to 5 resources related to the central topic; sources should represent a variety of perspectives and viewpoints
- Respond to several (2 or 3 recommended) scaffolding questions relating to the resources which can be used in the culminating essay or "full write."
- If time, begin planning/drafting of the "full write" argumentative or explanatory essay.



SB Performance Task Structure

Session 3: Final Essay or “Full Write”

- Students should have continued access to the source materials through the writing process as well as to their responses to the scaffolding questions.
- Although students may be given a general topic or theme, they should develop their own thesis or topic statement.
- Essays should be multi-paragraph and draw directly from at least two or more of the source materials. Source attributions should be made within the student work.



Smarter Balanced Rubrics

Three Attributes

- Purpose/Organization (4-point scale)
- Evidence/Elaboration (4-point scale)
- Conventions (2-point scale)

Individual attribute scores contribute to the overall score on the summative assessment.



SB Rubrics: Purpose/Organization

Key Elements:

- Strong main idea or claim and focus is maintained; appropriate to audience and purpose
- Variety of transitions used to clarify relationships between and among ideas
- Introduction and conclusion are present
- Logical progression with strong connections; “syntactic variety”
- For argumentative mode, opposing arguments are acknowledged or addressed



SB Rubrics: Evidence/Elaboration

Key Elements:

- Effective use of sources, facts and details as support for ideas or claims
- Effective elaboration of ideas using precise language (elaboration may include the use of personal experiences relevant to the main idea)
- References to sources are relevant and specific and effectively integrated into the essay
- Vocabulary is appropriate for the audience and purpose
- Style enhances content



SB Rubrics: Conventions

Key Elements:

- Correct sentence formation
- Correct capitalization and spelling
- Correct grammar/usage

Scoring is affected by:

- Variety or range of errors
- Severity of errors (Basic errors are more heavily weighted than higher-level errors)
- Density of errors (Proportion of errors to the amount of writing/length of the essay)



Smarter Balanced Performance Tasks

Grades 3-5

Writing (Narrative, Informational/Explanatory, Opinion)
+Research
+Possibly Reading

Grades 6-8

Writing (Narrative, Informational/Explanatory, Argumentative)
+Research
+Possibly Reading

Grade 11

Writing (Informational/Explanatory, Argumentative)
+Research
+Possibly Reading



Creating a “Multi-Purpose” Task

Step 1: Identify a Topic or Theme

Step 2: Locate Resources/Build a “Text Set”

Step 3: Draft the Task

Step 4: Format the Task

Step 5: Administer the Task

Step 6: Score the Task

Step 7: Analyze the Results

Step 8: Revise the Task



Creating a “Multi-Purpose” Task

Step 1: Identify a Topic or Theme

Questions for Consideration:

- Curriculum-embedded? Part of a thematic unit?
- Is the topic high interest?
- What are the available resources?
- What would be appropriate for this grade level?
- Does the topic/theme allow for multiple perspectives?



Creating a “Multi-Purpose” Task

Step 2: Locate Resources/Build a “Text Set”

Considerations:

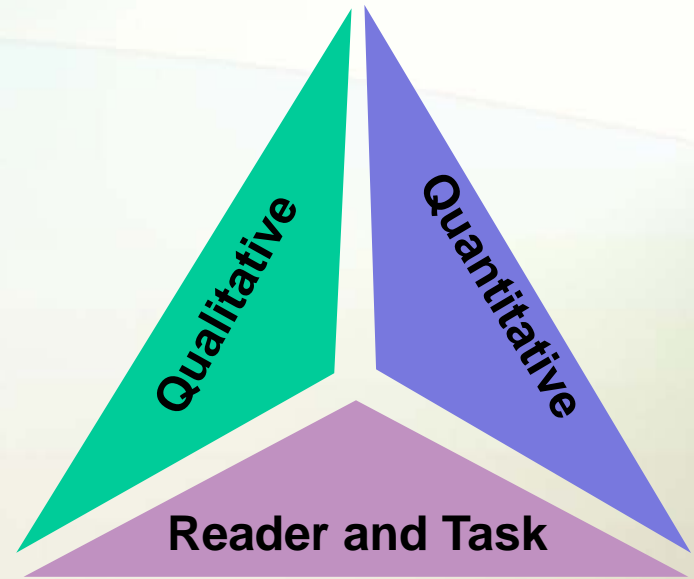
- Texts should be of a suitable length and number.
- Texts should be at an appropriate level of complexity (use **Quantitative** and **Qualitative** measures).
- Stimuli from a variety of digital or media resources (traditional text, audio, video, graphics)
- A balance with multiple perspectives



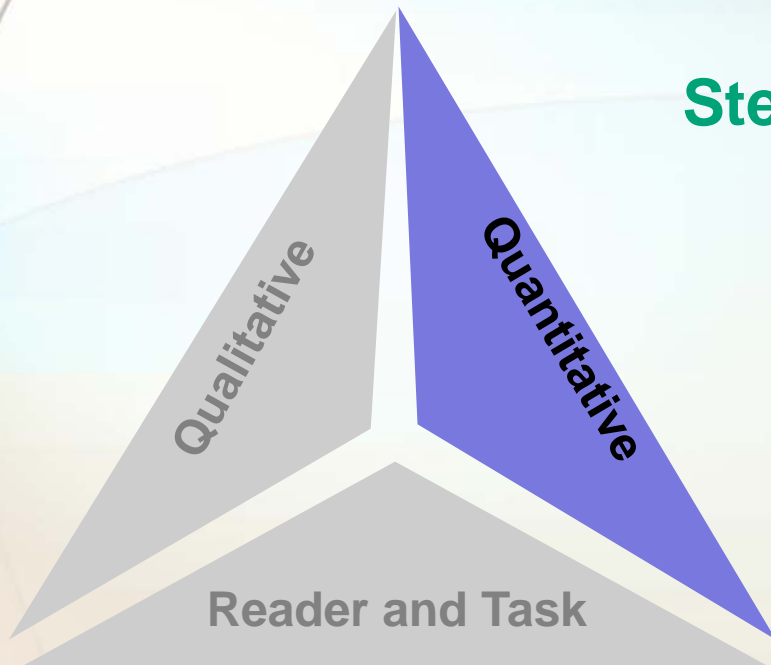
Determining Text Complexity

Text complexity is determined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Determining Text Complexity



Step 1: Quantitative Measures

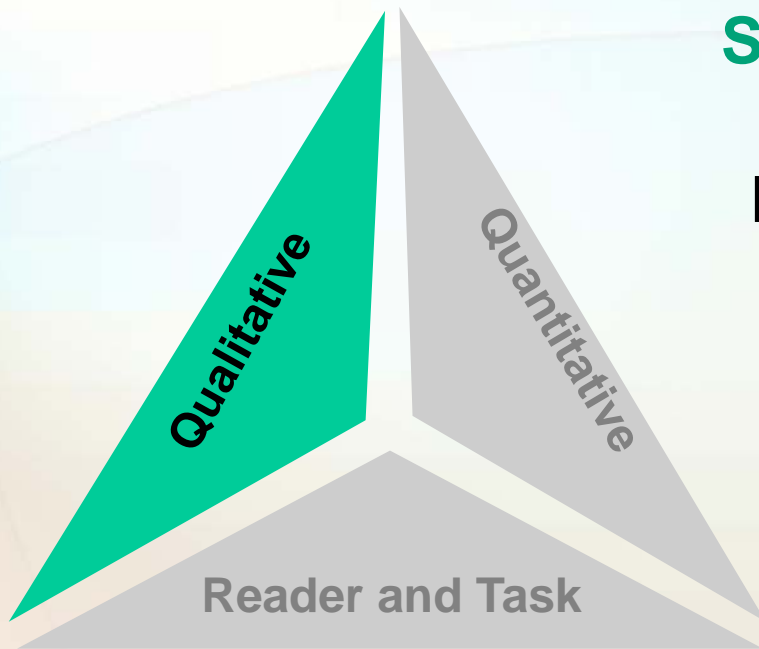
Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion



Determining Text Complexity

Step 2: Qualitative Measures

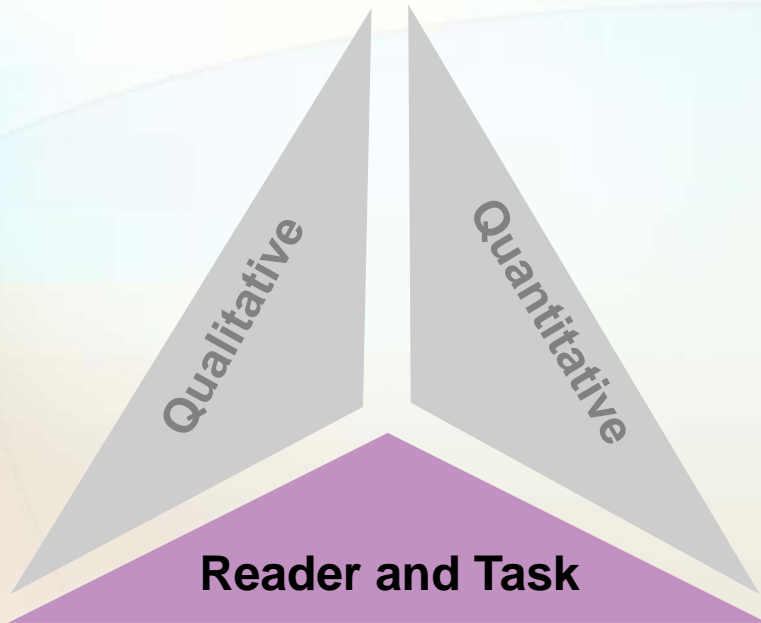


Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands



Determining Text Complexity



Step 3: Reader and Task

Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text



Creating a “Multi-Purpose” Task

Step 3: Draft the Task

Considerations:

- Include a classroom activity?
- Determine order of selections
- Draft scaffolding questions (consider *purpose*)
- Select graphics/clip art/pictures to break up text
- Define parameters of the task (wording of the assignment)



Creating a “Multi-Purpose” Task

Step 4: Format the Task

Considerations:

- Craft the directions and brief introductions
- Select an appropriate font style and size
- Use formatting as a cue to comprehension
- Allow margin space for margin notes
- Include graphic organizers as appropriate for responses to questions
- Allow adequate space for responses



Creating a “Multi-Purpose” Task

Step 5: Administer the Task

Considerations:

- Timed vs. Power Tests (SB is NOT timed)
- Spread over multiple sessions, as needed
- Determine if accessibility options might be appropriate to allow students to engage in the task
- Certain resources might be allowable (dictionary, thesaurus, spell check)



Creating a “Multi-Purpose” Task

Step 6: Score the Task

Considerations:

- Determine skills/purpose for your evaluation
- Select the appropriate rubric/scoring guide
- Review exemplar papers or anchor sets to recalibrate, as needed
- Consider, as appropriate, all responses provided by the student (margin notes, short answer, essay)



Creating a “Multi-Purpose” Task

Step 7: Analyze the Results

Questions for Consideration:

- Are there some items/aspects students consistently struggled with? Is this an instructional issue?
- Are there questions students seem to consistently misinterpret or misunderstand? What revision(s) might clarify what is being asked?
- Is there a lack of evidence in order for students to match the criteria on one of the scoring guides? Do you need an additional question or questions?



Creating a “Multi-Purpose” Task

Step 8: Revise the Task

Considerations:

- Add additional questions, as needed, to elicit evidence from student responses that was missing.
- Revise questions which turned out to be imprecise or ambiguous.
- Replace questions that didn't work with better ones.
- Revise directions so students have clear targets/ expectations.



Additional Performance Task Guidance

- Within a school, multiple readings tasks should be used to prevent students from sharing information about reading selections between test sessions.
- Students can be given some choice among reading selections to address interest and accessibility.
- Prose selections for reading work samples should be approximately 1000-2000 words.
- The recommended Lexile level for text difficulty for HS work samples is around 1070, but a range 950-1200 is reasonable.



Sample 1 “Multi-Purpose” Performance Task

On-Demand Performance Task: Argumentative

A Roundabout Way to Relieve Traffic Congestion

- Classroom Activity: Video Clip as Stimulus
- Four articles for use as resource materials
- Three “scaffolding” questions (two graphic organizers)
- One argumentative essay prompt



Classroom Activity Video Clip: Mythbusters



Sample 2 “Multi-Purpose” Performance Task

Curriculum-Embedded Performance Task: Explanatory

The Crucible: Salem Witch Trials and McCarthyism

- Classroom Activity: Video Clip as stimulus
- Five Resource Articles to use as source materials
- Four “scaffolding” questions
- Essay Prompt



Classroom Activity Stimulus: Video Clip



Links to Resources

Smarter Balanced Assessments

<http://www.smarterbalanced.org/smarter-balanced-assessments/>

<http://www.smarterbalanced.org/practice-test/>

Common Core Home Page

<http://www.corestandards.org/>

Text Complexity

http://www.ccsso.org/Navigating_Text_Complexity.html

<http://achievethecore.org/page/642/text-complexity-collection>

Essential Skills Assessment

<http://www.ode.state.or.us/search/page/?id=2042>

