Pause: Literacy Scores...????

When you hear: “xx% of our students are meeting standard in ELA/literacy,”

What does that mean to you? How do you define ELA/literacy?

Results from assessment instruments are used to make CLAIMS about what students know and are able to do.
**CLAIMS**

**Overall Claim for Grades 3–8**
“Students can demonstrate progress toward college and career readiness in English language arts and literacy.”

**Overall Claim for Grade 11**
“Students can demonstrate college and career readiness in English language arts and literacy.”

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**Results from assessment instruments are used to make CLAIMS about what students know and are able to do**

**Quantitative scores are translated into qualitative descriptors of performance, intended to describe achievement**

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<table>
<thead>
<tr>
<th>Overall Claim (Composite Achievement Level Descriptors)</th>
<th>Individual Claims (Area Achievement Level Descriptors)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Standard Exceeded</td>
<td>R Above Standard</td>
</tr>
<tr>
<td><strong>3</strong> Standard Met</td>
<td>W Near Standard</td>
</tr>
<tr>
<td><strong>2</strong> Standard Nearly Met</td>
<td>SL Below Standard</td>
</tr>
<tr>
<td><strong>1</strong> Standard Not Met</td>
<td>RI Below Standard</td>
</tr>
</tbody>
</table>

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

**Claim #2 – Writing**
“Students can produce effective and well-grounded writing for a range of purposes and audiences.”

**Claim #3 – Speaking and Listening**
“Students can employ effective speaking and listening skills for a range of purposes and audiences.”

**Claim #4 – Research/Inquiry**
“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”
Overall Claim (Composite Achievement Level Descriptors)

- **4**: Standard Exceeded
- **3**: Standard Met
- **2**: Standard Nearly Met
- **1**: Standard Not Met

Individual Claims (Area Achievement Level Descriptors)

<table>
<thead>
<tr>
<th></th>
<th>All Grades</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>22.50%</td>
<td>21.26%</td>
</tr>
<tr>
<td>3</td>
<td>44.96%</td>
<td>56.31%</td>
</tr>
<tr>
<td>2</td>
<td>32.53%</td>
<td>22.43%</td>
</tr>
</tbody>
</table>

Pause: Literacy Scores...????

When you hear: “xx% of our students are meeting standard in ELA/literacy,”

What does that mean to you? What do you think students are being asked to do?

CA State Assessments for Literacy

**Current**

- **CONTENT**
  - CA Common Core State Standards for Literacy (2010)

**INSTRUMENTS**

- SMARTER Balanced Summative Literacy Assessment (2015 - present) Grades 3-8, 11

**Former**

- **1998 CA ELA Standards**
- **CAHSEE (2002-2015)** HS graduation requirement
- **CST: CA Standards Test ELA (2003-2014)** Grades 2-11
OLD CAHSEE - CA High School Exit Exam

All HS Sophomores used to take it; Graduation Requirement.

Based on the 1998 ELA 8th and 10th grade standards
The ELA portion had **80 multiple choice questions and 1-2 essays**
Reading passages: most were approximately 250 - 800 words
**MC: 4 responses: A, B, C, D; No penalty for guessing**
60% correct to pass

By 2010, 81% of 10th graders passed on the first try.
Suspended in 2015

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**Identify the Genre**

23. This passage is an example of which of the following genres of writing?
   A. a narrative short story
   B. an informational text
   C. a persuasive essay
   D. a biographical essay

---

**Conflict/Plot**

24. Which of the following sentences BEST explains Jeff’s biggest problem in the passage?
   A. He needed to face his fear of losing his father’s respect.
   B. He needed to find someone to take him to the town of Flint.
   C. He needed to climb the rock-covered hill to get to the top.
   D. He needed to face his fear in order to help his brother.

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**Character Trait**

25. What kind of person is Jeff’s father in the passage?
   A. understanding and motivating
   B. aggressive and annoying
   C. humorous and entertaining
   D. impatient and anxious
Reading Old Sample Items for 3rd grade

OLD CST - CA High Standards Test

Frog and Cross's Buzz

4 option multiple choice

Basic Comprehension

Source: 2007 CDE Released Test Questions

3rd grade Research and Inquiry

Sample item 211997

Instructions and 2 articles

Task for after reading

Astronauts Narrative Performance Task

Task:
Your class is studying space. Your teacher asks students to choose something about space they would like to learn more about. You decide you want to research space travel. You find two sources about the life of an astronaut.

Read the sources carefully so you will have the information you will need to write a story on a topic related to the sources.

Astronauts feel weak when they come back from space. Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth. Astronauts have a special view of Earth.
Some elements of the READING

- Length of Passages (1017 words)
- Sentence Complexity
- Reading level (Flesch-Kincaid) is 4.5
- Background knowledge - gravity, scuba, circulation of blood and body systems, etc.
- Language Demands of the Instructions; Shift in POV
- ComputerScrolling

The TASKS for 3rd Graders after Reading

Part 2

You will now use your notes and sources to write a story about an astronaut. Your story will be about a character who is an astronaut traveling in space, meeting new people, and experiencing various challenges.

Your Assignment:

- Develop your characters
- Use dialogues to make your story more engaging
- Include descriptive details about the setting
- Include suspenseful moments

Go to the Site: [https://sampleitems.smarterbalanced.org/BrowseItems](https://sampleitems.smarterbalanced.org/BrowseItems)