

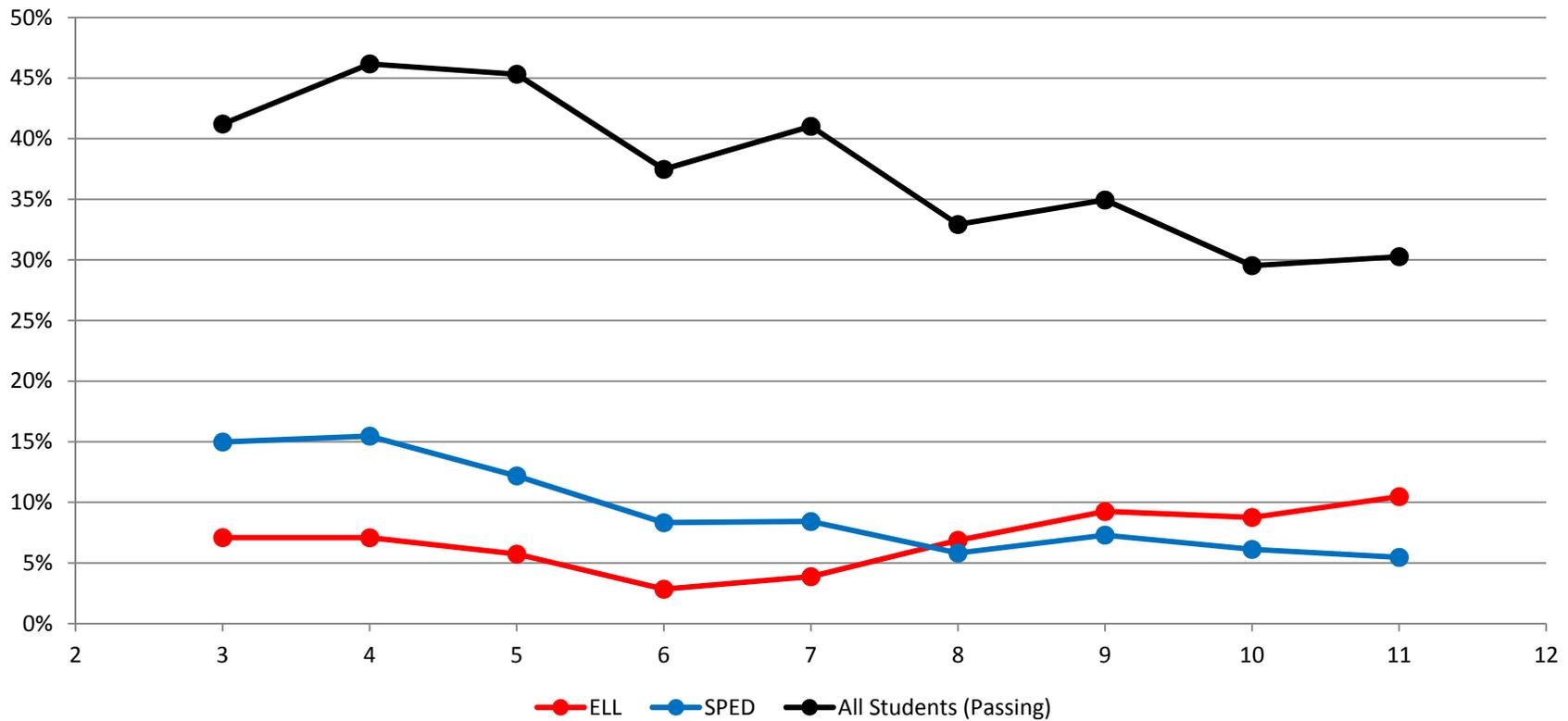
# Supporting Struggling Readers and Writers on AzMERIT

## Today's Session

- How do students perform on AzMERIT ELA?
  - How many are passing?
  - Literary and Informational Reading
  - Writing Score Levels
- How can you help your students?
  - Support Tools
  - Sample Item Types
  - Creating Test Items

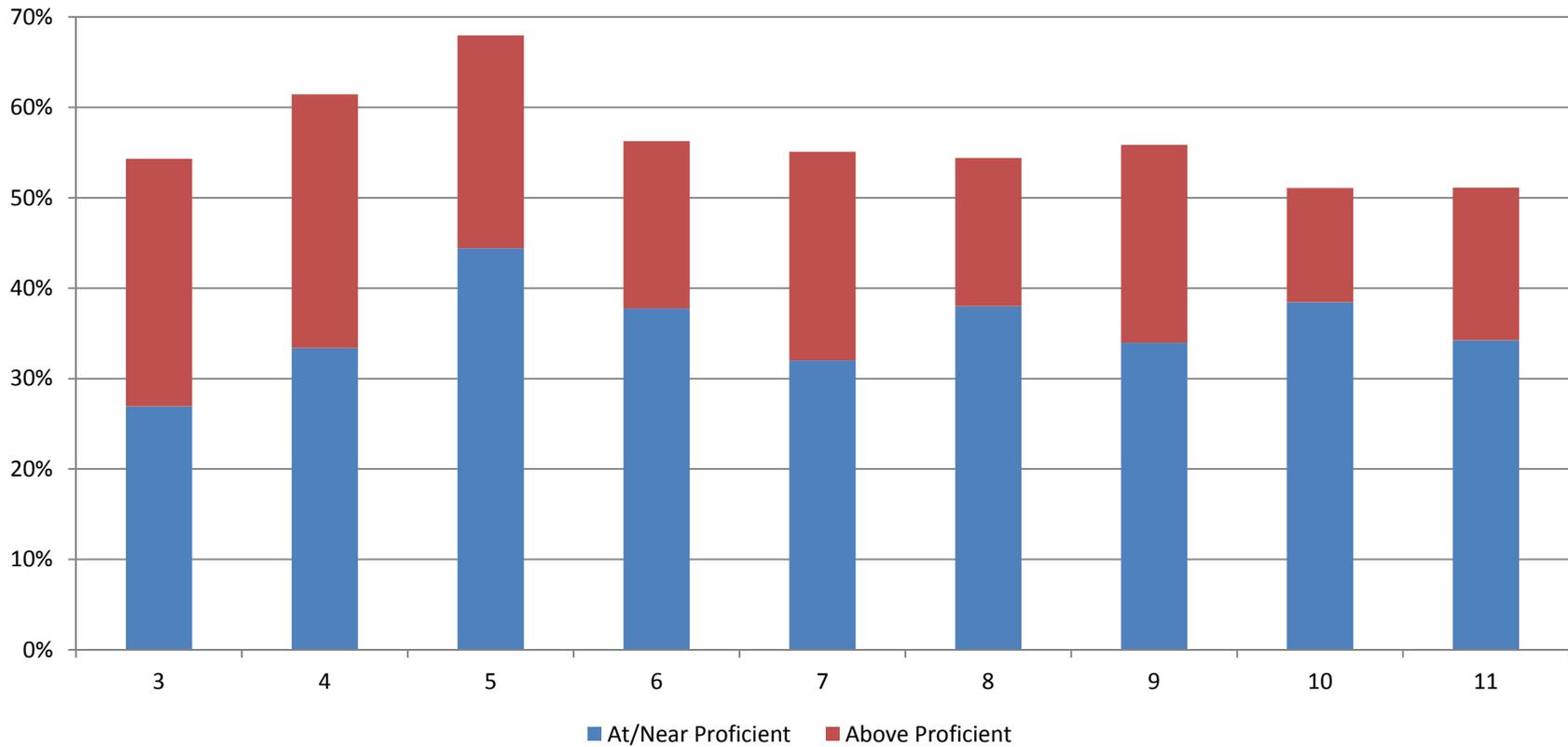
# How did students do?

**Percent of Students Passing by Need  
AzMERIT ELA 2016**



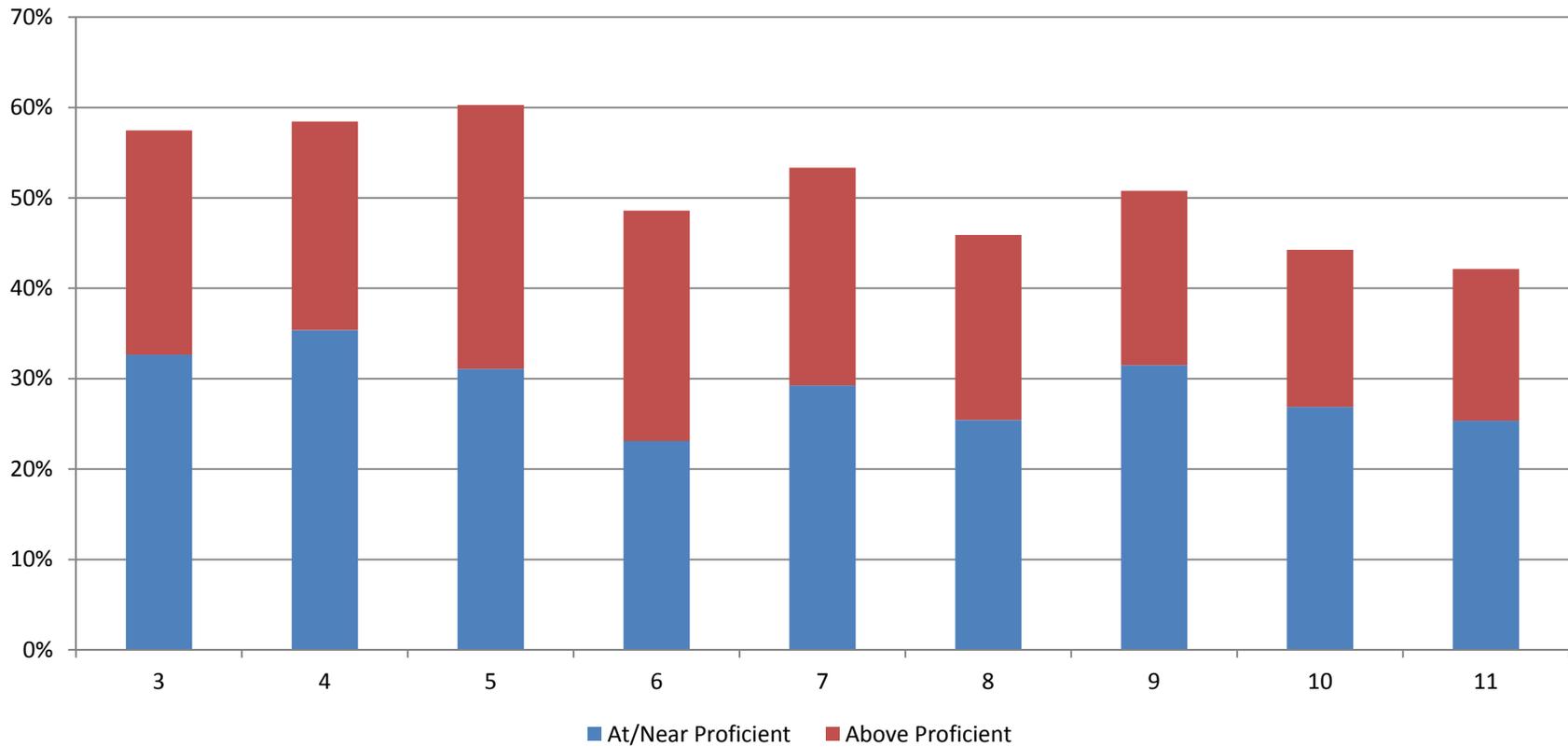
# % All Students at Least Near Proficient – Reading

## Literary Reading



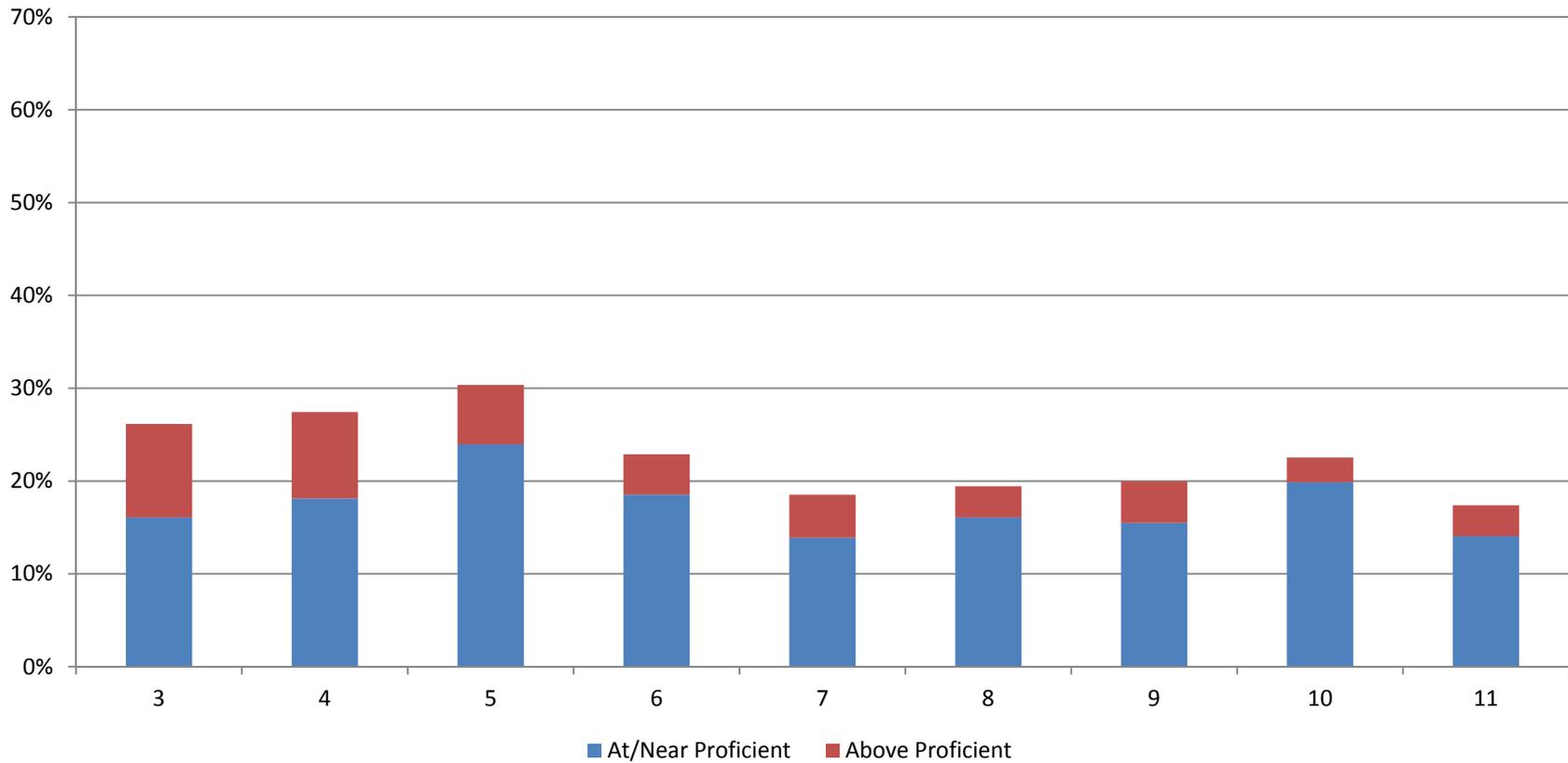
# % All Students at Least Near Proficient – Reading

## Informational Reading



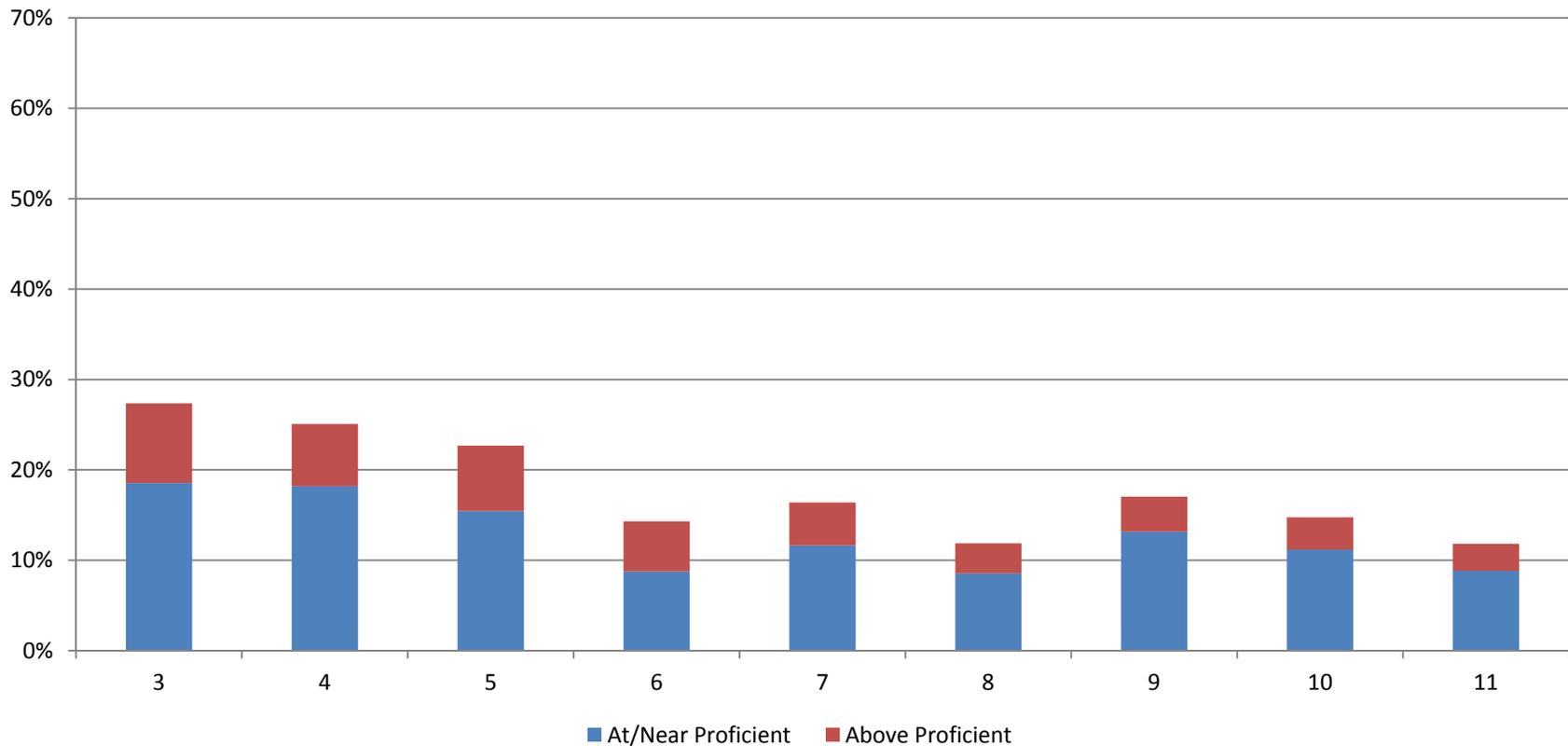
# % SPED at Least Near Proficient – Reading

## Literary Reading



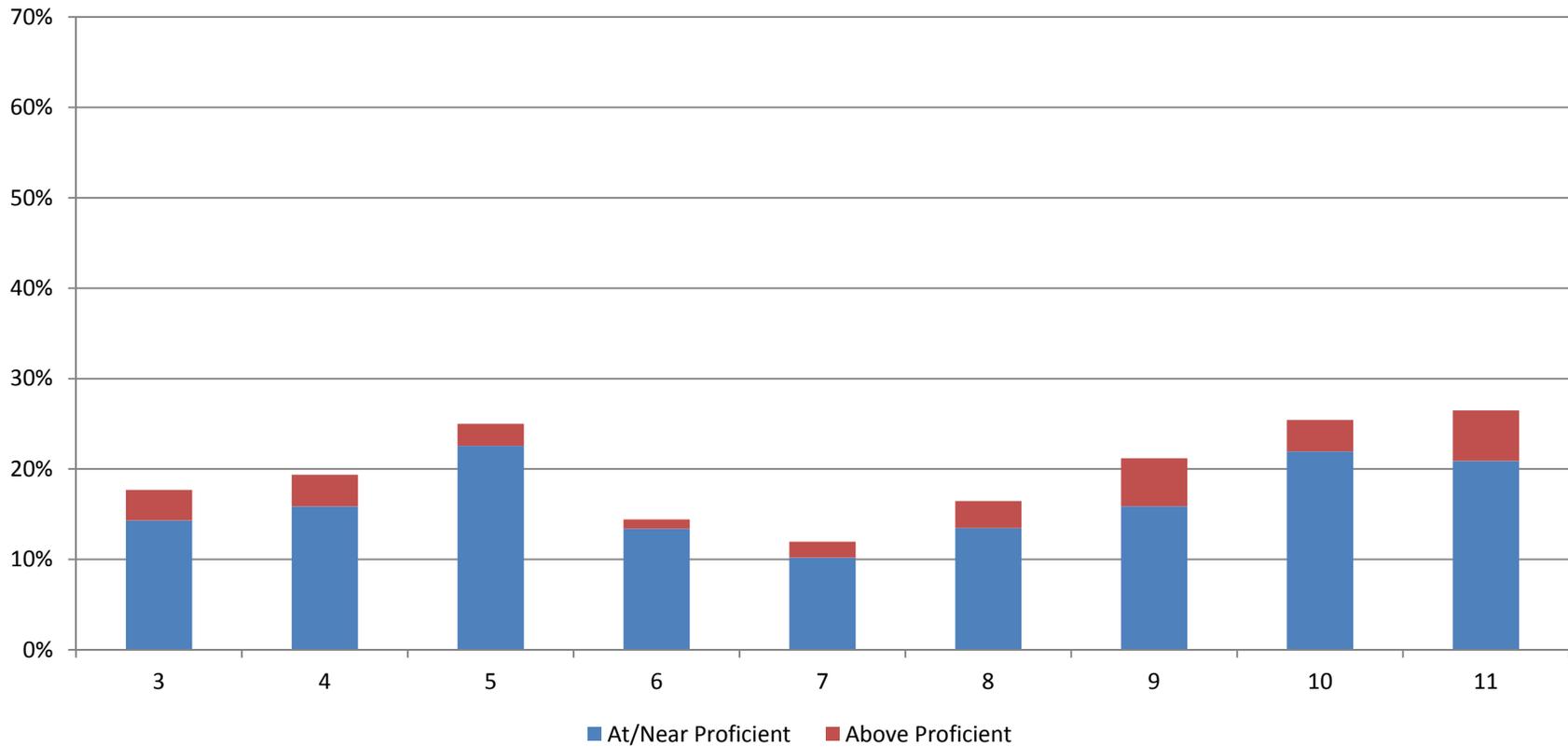
# % SPED at Least Near Proficient – Reading

## Informational Reading



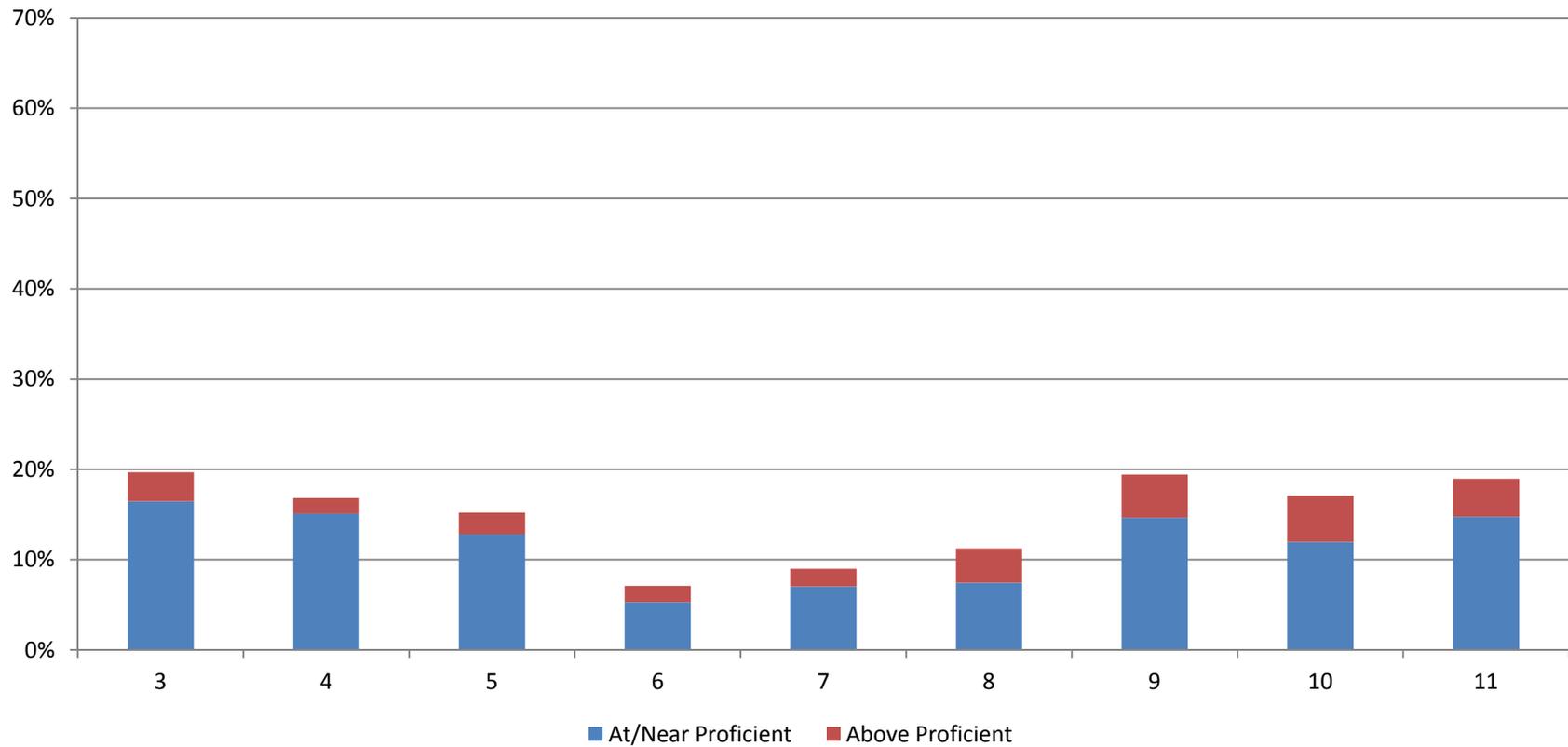
# % ELL at Least Near Proficient – Reading

## Literary Reading

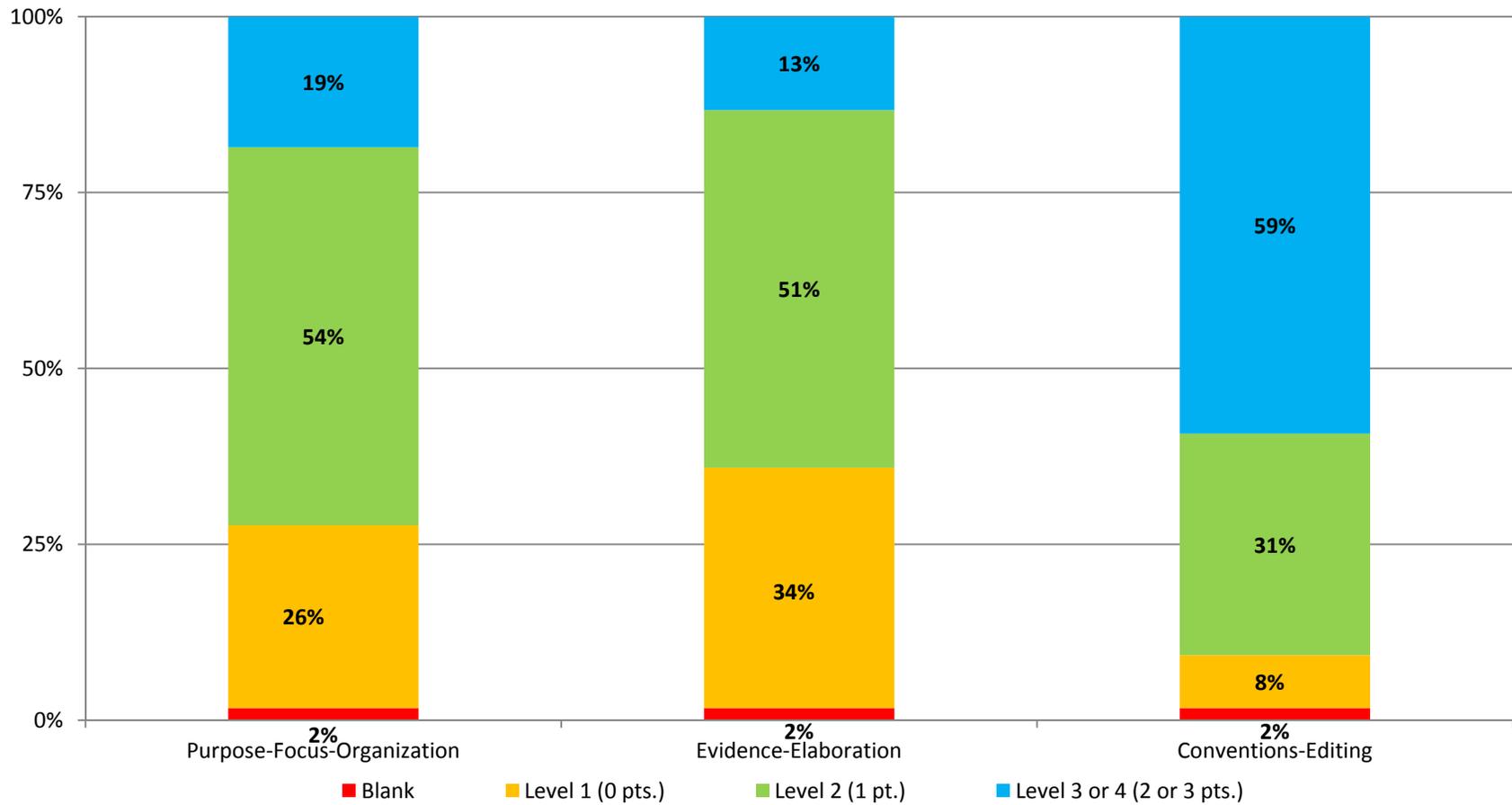


# % ELL at Least Near Proficient – Reading

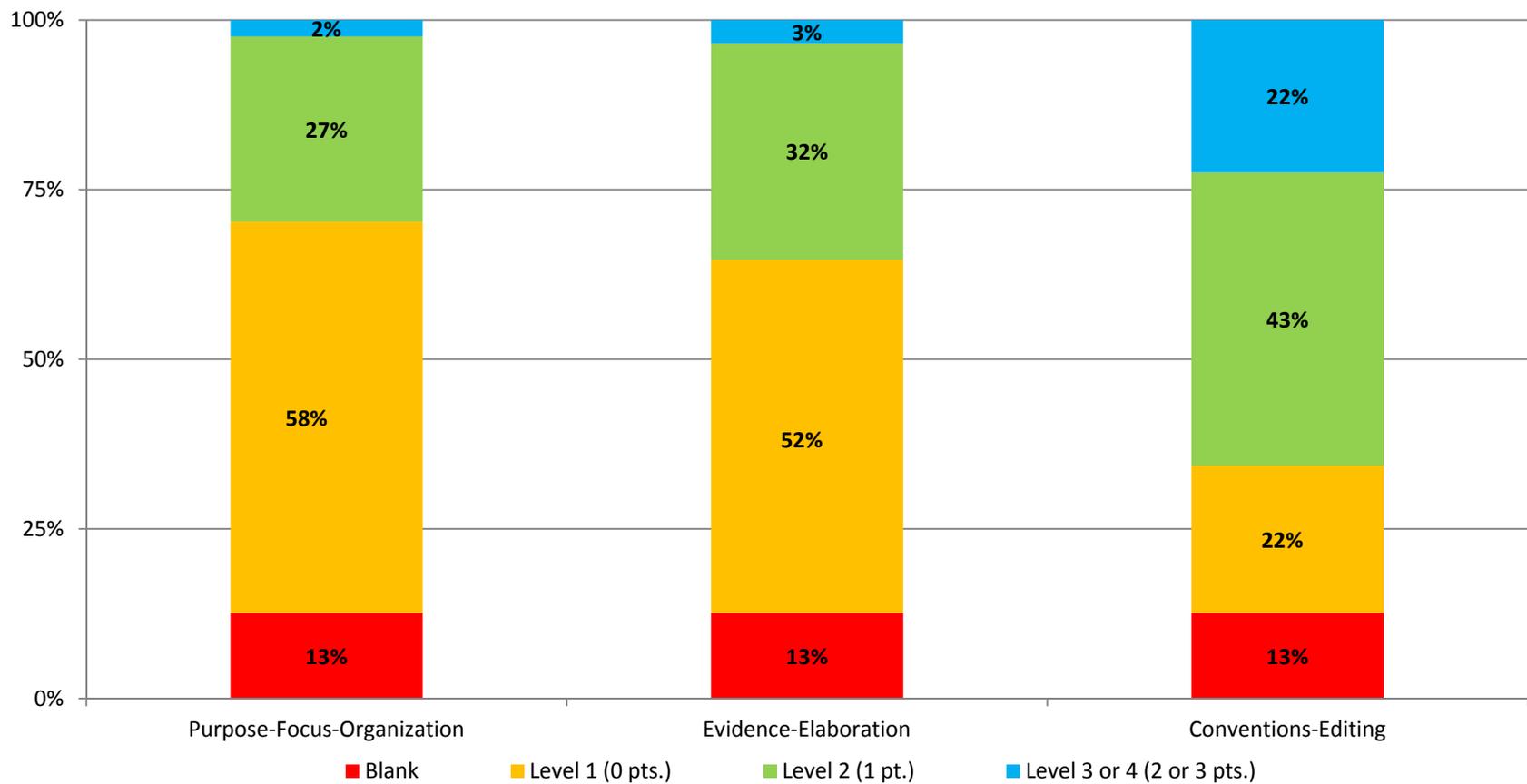
## Informational Reading



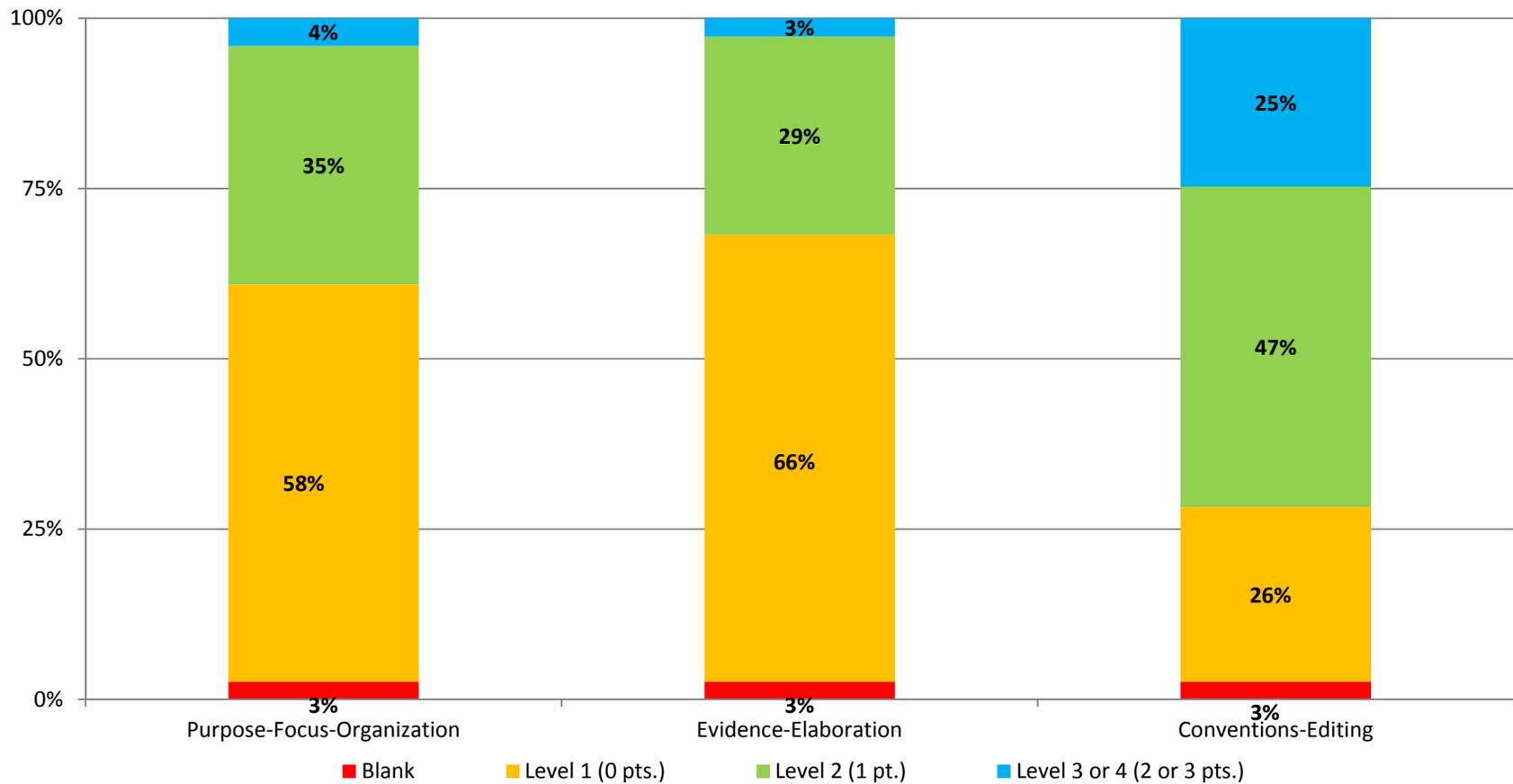
## % All Students at Each Trait Score Level – Writing Prompt



## % ELL at Each Trait Score Level – Writing Prompt



## % SPED at Each Trait Score Level – Writing Prompt





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# SUPPORTING STUDENTS

## Support Tools

Now that we have seen the data from AzMERIT, let's look at how we can use this along with AzMERIT support materials to assist students in the classroom.

- Performance Level Descriptors
- Item Specifications
- Sample Item Types
- Create AzMERIT Test Items

# Performance Level Descriptors

## English Language Arts Grade 5

### Reading: Informational Text

Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RI.2	identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the loose meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of basic academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

# Performance Level Descriptors

## English Language Arts Grade 5

### Reading: Informational Text

Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
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Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the loose meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of basic academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

# Performance Level Descriptors

## English Language Arts Grade 5

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Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the loose meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of basic academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

# ELA Item Specifications

<b>Content Standard</b>	<b>AzCCRS.ELA.Informational.5.RI.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on words and phrases that are central to the meaning of text.	
<b>Common Item Formats</b>	<ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>	
	<b>Task Demand</b>	<b>Common Response Types</b>
	<p>Determine the meaning of domain-specific words or phrases that are central to the text.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> <li>• Requires the student to select words or phrases from the text that show the meaning of words or phrases used in the text</li> <li>• Requires the student to select from four choices the meaning of a word or phrase AND to select words or phrases from the text that show the meaning</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select from four choices the meaning of words or phrases used in the text</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>• Requires the student to explain in words the meaning of words and phrases as used in a text</li> </ul>

# ELA Item Specifications

<b>Content Standard</b>	<p><u>AzCCRS.ELA.Writing.9-10.W.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<b>Stimuli Type</b>	Reading Passages (may be informational, argumentative, or literary)
<b>Content Limits</b>	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.
<b>Common Item Formats</b>	• Writing Prompt
<b>Task Demands and Response Type</b>	
<b>Directions Templates</b>	
Write an informational/explanatory essay about . . . . Use information from the passages in your essay.	
<p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	

# ELA Item Specifications

## Task Demands and Response Type

### Directions Templates

Write an informational/explanatory essay about . . . . Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to

- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.



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# SAMPLE ITEM TYPES

## Passage

### Judicial Branch

- 1 The judicial branch of government is made up of the court system. The Supreme Court is the highest court in the land. Article III of the Constitution established this Court and all other Federal courts were created by Congress. Courts decide arguments about the meaning of laws, how they are applied, and whether they break the rules of the Constitution.
- Used with permission

## Multiple Choice

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- a. celebrated
- b. denied
- c. finished
- d. started

## Evidence Based Selected Response

### Part A

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- a. celebrated
- b. denied
- c. finished
- d. started

### Part B

Which phrase from the passage supports the meaning of the word **established**?

- a. “... made up of the court system.”
- b. “... courts were created by Congress.”
- c. “... about the meaning of laws...”
- d. “... they break the rules...”

## Hot Text

### Part A

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- a. celebrated
- b. denied
- c. finished
- d. started

### Part B

Which phrase from the passage supports the meaning of the word **established**?

- a. “... made up of the court system.”
- b. “... courts were created by Congress.”
- c. “... about the meaning of laws...”
- d. “... they break the rules...”

## Open Response

- What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

Acceptable answers might include:

started

initiated

originate

found

began

commenced

launched

instituted

## Combination items

Some items may use two different types – for example, an Evidence Based Selected Response item may have a multiple choice selection in Part A and hot text in Part B.

### Part A

What does the word **established** mean as it is used in the first paragraph of “Judicial Branch”?

- celebrated
- denied
- finished
- started

### Part B

Which phrase from the passage supports the meaning of the word **established**?

- a. “... made up of the court system.”
- b. “... courts were created by Congress.”
- c. “... about the meaning of laws...”
- d. “... they break the rules...”



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# CREATING TEST ITEMS

## Creating EBSR Items

EBSR items are developed through the use of paired questions. The first part measures reader accuracy and comprehension of text(s) (RI or RL.2–9) and the second part measures the textual evidence a reader has used to develop that accurate comprehension (RI.1 or RL.1).

In this first example, we see a two–part question where students draw an inference in Part A and connect this with text from the passage in Part B.

### Example 1:

Part A—What theme is revealed in the passage?

Part B—Which paragraph from the passage best shows this same theme?

## Creating EBSR Items

In the next examples, the level of difficulty increases as students are asked to identify multiple correct responses and to identify specifically where the evidence is found.

### Example 2:

Part A – Which of the following sentences best describes a character trait that is revealed when Character A does X?

Part B—What two details from the passage best show additional evidence of this character trait?

### Example 3:

Part A—What is the point of view/perspective in this passage?

Part B—Select two pieces of evidence from the passage that support this same point of view/perspective (or the opposite point of view/perspective)?

## Creating Vocabulary Items

When writing vocabulary items, here is one basic format:

**Part A** – “What is the meaning of the word XXX as it is used in [paragraph 13, or line, or text]?—Part A wording

**Part B** – “Which of the phrases from the excerpt helps the reader understand the meaning of XXX?”

The vocabulary standards cover more than determining the meaning of words and phrases as they are used in a text. You may need to use a different format to assess the other vocabulary standards.

# Creating Vocabulary Items

Vocabulary items should:

- target Tier 2 academic vocabulary
  - Words with wide use across academic subjects
  - Words that are important for students to know
- have distractors in the same part of speech as the assessed word
- elicit evidence from at least one language standard and from reading standard RI1 or RL1.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## Distractors

- Distractors must be plausible responses to item stems.
- The written style of all distractors in an item should be similar to that of the correct response(s), but need not be “perfectly parallel” in length, grammatical function, or in use of punctuation.
- Put distractors in a logical order.
- Limit the use of negatives.
- Limit the use of “all of the above” or “none of the above.”
- Reduce the chance of guessing correctly.
- Avoid an alternative that is significantly longer or shorter than the rest.

## Distractors (continued)

- If answer responses are quotations or paraphrased textual evidence, place the answers in the order they appear in the passage.
- Particular care must be taken for Part B in EBSR items so all of the answer choices have the **same type of citation** of evidence (e.g. all quotes or all paraphrases).
- All answer choices for Part B (distractors) must be **accurate/relevant/from the passage** (whether exact citations or paraphrases).



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**YOUR TURN**

## Group/Partner Procedures

- Review the ELA Item Development Checklist
- Read the sample passage
- Note where questions naturally arise
  - Tier 2 academic vocabulary
  - Requires close reading
  - Requires complex, analytical thinking
- Select a standard to assess
- Determine what item type would best assess this standard
  - Multiple Choice
  - Evidence Based Selected Response
  - Hot Text
  - Open Response
  - Combination Item

# Reading Information Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RI.1)
- Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.RI.3)
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (4.RI.4)
- Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. (4.RI.5)
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.RI.6)
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4.RI.7)
- Explain how an author uses reasons and evidence to support particular points in a text. (4.RI.8)
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4.RI.9)

## Group/Partner Procedures

- Read the sample passage
- Note where questions naturally arise
  - Tier 2 academic vocabulary
  - Requires close reading
  - Requires complex, analytical thinking
- Select a standard to assess
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Questions?

**MARGARET BOWERMAN**  
ACHIEVEMENT ASSESSMENT COORDINATOR

[AZMERIT@AZED.GOV](mailto:AZMERIT@AZED.GOV)