CRESST Integrated Literacy Assessments

Joan Herman, Julia Phelan, Abby Reisman

CCSSO Annual Assessment Conference
Minneapolis, Minn- June 27, 2012
Overview

• Overarching model: Learning-based assessment and evaluation

• Integrated Learning Assessments

• Conclusions: benefits and challenges
Classroom Instruction

Instruction + Assessment

Well-Defined

On Track to College Readiness

Student Outcomes

Tools

Learning Goals

Student Characteristics

Teacher Characteristics
ILA Functions. . .

If LDC’s goal is to help teachers integrate literacy into instruction and to help teachers collect evidence of whether students are on track for college readiness. . . How will teachers know? How will we know? (if LDC is working?)
Twin Goals

• Rigor: Validity in design and measurement
• Relevance: Data for decision-making
  ✓ Foundation
  ✓ Teachers
  ✓ District/school leaders and administrators
CRESST ILA: Basic Structure

• Key subject matter content (social studies, science, ELA)

• 3-4 documents
  ✓ Range of genres, perspectives
  ✓ Attention to text complexity

• Reading comprehension questions (tied to CCSS)

• Short answer questions (1 per document)

• Writing prompt: argument or explanation
Types of comprehension

- **Background knowledge**: concepts; chronology; basic facts; genre knowledge

- **Reading comprehension**: what the text is saying/inferring

- **Content-based reasoning**: author’s perspective/purpose; placing document in historical context/reasoning about scientific evidence; comparing to other accounts
Background Knowledge

• Assumption of basic familiarity with topic
• Essential information provided in task materials
• Examples:
  ✓ History: timelines, maps
  ✓ Science: diagrams, definitions
1. Based on the information in the map, what is one reason why Octavian might have been a popular leader?

A. He took over the power of the legislature.
B. He was called “Augustus.”
C. He was born in Rome.
D. He expanded the territory of the Roman Empire.
Background Knowledge: Photosynthesis

2. In which part of a plant does most photosynthesis take place?

A) root  
B) stem  
C) leaf  
D) flower
1. Cite specific evidence to support analysis
2. Determine central ideas; provide summary
3. Follow description of process; understand connections between parts of text
4. Determine meaning of words/phrases
5. Understand structure of text
6. Determine author’s purpose, point of view
14. Distinguish between facts, opinions, reasoned judgment
15. Compare two or more texts on the same topic
3. What does Roosevelt mean when he says, “The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation” (lines 11-12)?

- A. Americans already know they will intern the Japanese.
- B. Americans already hate the empire of Japan.
- C. Americans realize that the attack means the U.S. will declare war on Japan.
- D. Americans realize that the attack means the Japanese will join World War II.
8. What does the following line mean: “I believe,” said the first lady, “that our souls are in our hands.” (line 26)

A. That the women use embroidery to strengthen their souls.
B. A hard day’s work will stir the mind and enrich the soul.
C. Human nature is revealed in how we choose to use our hands.
D. A person’s soul depends upon the hands of others.
Content-Based Reasoning

- Domain-specific ways of thinking about and reading texts

- Example: Science RS.9-10.8
  - Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

- Example: History RH.11-12.8
  - Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
Content-based Reasoning: Science

Genetic Disease Persistence

3. In the last sentence, Sarah says, “If my son had [the gene], it would mean I absolutely had it.” Given that Huntington’s is caused by a dominant allele, what must be true for Sarah’s statement to be correct?

A. Her sister has the Huntington’s allele.
B. Her mother and father both have the Huntington’s allele.
C. Her daughter (David’s sister) also has the Huntington’s allele.
D. Her son’s father does not have the gene.
Content-based reasoning: Social Studies

Reconstruction

4. Harriet’s story best supports which of Frederick Douglass’s (Reading 4) claims?

A. “By law and the Constitution, the Negro is a man and citizen”
B. “the Fourteenth and Fifteenth Amendments are virtually nullified”
C. “he is a poor student of the human heart”
D. “They were sent away empty-handed . . . without a foot of land upon which to stand”
Content-based Reasoning: Science

Genetic Disease Persistence

3. In the last sentence, Sarah says, “If my son had [the gene], it would mean I absolutely had it.” Given that Huntington’s is caused by a dominant allele, what must be true for Sarah’s statement to be correct?

A  Her sister has the Huntington’s allele.
B  Her mother and father both have the Huntington’s allele.
C  Her daughter (David’s sister) also has the Huntington’s allele.
D  Her son’s father does not have the gene.
Content-based reasoning: Social Studies

Reconstruction

4. Harriet’s story best supports which of Frederick Douglass’s (Reading 4) claims?

A. “By law and the Constitution, the Negro is a man and citizen”
B. “the Fourteenth and Fifteenth Amendments are virtually nullified”
C. “he is a poor student of the human heart”
D. “They were sent away empty-handed . . . without a foot of land upon which to stand”
# CCSS Writing Standards: Argument

<table>
<thead>
<tr>
<th>6-8 Grade</th>
<th>11-12 Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write arguments focused on discipline-specific content.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
</tbody>
</table>
### CRESST ILA Writing Prompts: Argument

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Beginning in 1860, southern states began to secede from the Union. Abraham Lincoln felt that the secession of the southern states from the Union would destroy democracy and was not a reasonable way to dispute the differences between the North and the South. **From the southern perspective, write an essay arguing that secession was a reasonable course of action.</td>
<td><strong>On April 2, 1917, Wilson urged Congress to declare war on Germany. He claimed that the United States should enter the war to make the world safe for democracy. Others felt that the U.S. entered the war for different reasons than those set forth in Wilson’s speech. Write a formal essay arguing whether or not the preservation of democracy was the primary reason for U.S. entry into World War I.</strong></td>
</tr>
</tbody>
</table>
# Scoring Rubric - DRAFT

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Content understanding</td>
<td>This is a measure of overall how well the student has demonstrated that they understand the materials and the topic in their essay.</td>
</tr>
</tbody>
</table>
| B         | Rhetorical structure/quality | **Argument:** establishes a claim, acknowledging alternate or opposing claims, and supports it consistently with relevant evidence and logical reasons  
**Explanation:** establishes a thesis, previews the main points, thoroughly develops the topic with well-chosen information, examples, and analysis |
| C         | Organization                | Consistent focus, logical progression of ideas, structure is appropriate for the task                                                    |
| D         | Reference/support with text | This is a measure of how well statements in the essay are supported by references to text details. A text detail is a quotation, paraphrase, or any other reference to information and ideas in the texts provided. |
| E         | Grammar and Conventions     | The essay is written with a command of standard English conventions: proper English usage and control of grammar, appropriate tone, paragraph and sentence structure. |
ILA: Current Status

• 99 tasks developed
  ✓ ELA, US history, world history, life science, and earth science
  ✓ Middle and high school tasks

• Pilot testing: 17 topics, 3,000+ students

• Field testing: in process

• Explorations with teachers’ use
Conclusions

• Challenge of studying interventions that are still evolving

• Benefits of rich partnerships and multiple perspectives

• Challenge of resolving different perspectives, unified message for teaching and learning
National Center for Research on Evaluation, Standards, & Student Testing

UCLA | Graduate School of Education & Information Studies

VISIT US ON THE WEB
cresst.org

herman@cse.ucla.edu

Copyright © 2012 The Regents of the University of California