

# SECONDARY READING ASSESSMENT: HSPE & MSP GRADES 6-8

## UPDATES AND LESSONS LEARNED

**WERA Washington Educational Research Association**

**December 9, 2011**

*“Assessing What We Value – Valuing What We Assess”*

Presented by: Cindy Knisely

# Today's Agenda

---

- What we know from student's work
- What resources are available from OSPI
- Considering online testing
- What the future has to offer

# Statewide Student Scores: Grade 6

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11>

- Paper Pencil: 55%                      Online: 45%

- Last three years:

2009	2010	2011
72%	64.6%	70.6%

- Percentage of students who met standard in comprehension has increased
- Percentage of students who met standard in analysis and critical thinking significantly increased
- Percentage of students who met standard in literary and informational text increased

# Statewide Student Scores: Grade 7

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11>

□ Paper Pencil: 56%      Online: 44%

□ Last three years:

2009	2010	2011
59.3%	63.4%	56.5%

- Percentage of students who met standard in comprehension and critical thinking decreased
- Percentage of students who met standard in analysis stayed consistent
- Percentage of students who met standard in both literary and informational text decreased

# Statewide Student Scores: Grade 8

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11>

□ Paper Pencil: 61%                      Online: 39%

□ Last three years:

2009	2010	2011
67.5%	69.4%	68.7%

- Percentage of students who met standard in comprehension slightly increased
- Percentage of students who met standard in analysis and critical thinking slightly declined
- Percentage of students who met standard in literary and informational text was similar

# Statewide Student Scores: High School

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11>

- Paper Pencil version only

- Last three years:

2009	2010	2011
81.2%	78.9%	82.6%

- Percentage of students who met standard in comprehension, analysis and critical thinking scores has increased
- Percentage of students who met standard in literary and informational text has increased

# Lessons Learned from Student Work

---

- Information gathered from rangefinding
- <http://www.k12.wa.us/Reading/Assessment/pubdocs/2011LessonsLearnedfromScoringStudentWork.pdf>

## Example #1

Read the sentence below and provide a synonym for the word *flock*.

The *flock* of birds flew over the grassy meadow and blocked the light from the setting sun.

Synonym: A group of animals

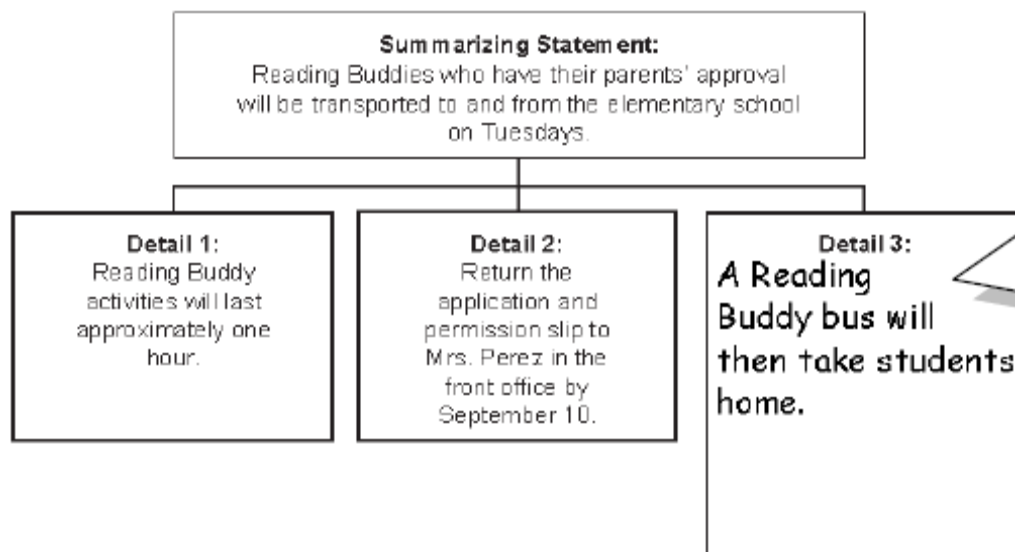
This student provided a definition instead of a synonym to replace the word.

Possible answers are:  
assembly, crowd,  
swarm, group, and  
herd.

This is an example of a completion item.

## Example #2

- 6 Read the chart below. Provide another detail from the selection that supports the summarizing statement from the **When will Reading Buddies meet?** section.



This student used information that is already mentioned in the Summarizing Statement box so does not earn a point.

This is another example of a completion item.

The complete passage and rubric for this question can be found at:  
Grade 6, "Every 'Buddy' Loves to Read!" item #6.

# Teacher Resource Tool

---

- Data from 2010 – update to 2011 coming soon
- <http://www.k12.wa.us/TeacherResourceTool2009-10/default.aspx>

### Features



**Earn college credits in High School**

- ✓ Running Start
- ✓ Tech Prep
- ✓ Advanced Placement and more . . .

### Helpful Links

- Maps of Districts and Schools
- Teacher Certification and Renewal
- Learning Standards
- Apportionment and Financial Services
- State Testing: MSP and HSPE



Online Grade Level Standards & Resources



School Safety Center

- Overview
- State Testing
- Certificate of Academic Achievement Options
- Transfer Student Waivers & CAA Direct Access
- Appeals
- WAAS-Special Education
- OSPI-Developed Assessments (formerly CBAs/CBPAs)
- Classroom Assessment Integration Program
- WELPA/WLPT-II-Language Proficiency
- NAEP-National Assessment of Educational Progress
- Assessment Coordinators
- 
- Teacher Resource Tool
- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Arts
- Health and Fitness
- Ed Tech

### About OSPI

OSPI oversees **K-12 public education** in Washington state.

- ▶ What We Do
- ▶ Priorities
- ▶ Contact Us
- ▶ Jobs | Contracts
- ▶ Newsroom



State Superintendent Randy Dorn



Offices and Programs



State Report Card



Maps & Web sites Districts



Education Recovery



Partners in Education

### Connect with us



[Public records](#) | [Jobs](#) | [Bids & contracts](#)  
[Rule-making](#) | [Laws & regulations](#)  
[Web site feedback](#) | [Text-only homepage](#)



State of Washington

# OSPI

## Office of Superintendent of Public Instruction

Languages | A - Z Index | Print Version

Home | Certification | Offices & Programs | Teaching & Learning | Assessment | Finance & iGrants | Research & Reports

- Reading
- Learning Standards
- Assessment
  - State Assessment
  - Other Assessments
- Dyslexia
- Washington Reading Corps
- Instructional Resources
- Contact Information

## Reading

**Reading** offices at OSPI provide guidance for the development and implementation of Washington learning standards and oversee assessments required by federal and state laws and regulations.

### [Learning Standards](#)

The Reading Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) describe what students should know and be able to do.

### [Assessments](#)

The state assessments are designed to help schools and districts determine whether students have met the reading learning standards.

### [Response to Intervention](#)

Response to Intervention (RTI) is a multi-level prevention system to maximize student achievement and to reduce behavior problems. RTI is funded by the State Personnel Development Grant.

### [Washington State K-12 Reading Model](#)

This guide assists schools in implementing the best practices in reading instruction for all students.

### [Dyslexia](#)

Washington state recognizes dyslexia as a specific learning disability.

### [Reading Systems Professional Learning Resource Guide](#)

The purpose of the Reading Systems Professional Learning Guide is to provide Washington's school districts with actionable steps, professional development, and support to build, implement, and enhance a comprehensive PK-12 Reading System.

### Highlights

#### [Adolescent Literacy Research: Webinar for Practitioners](#)

Education Northwest invites literacy practitioners at school, district and state levels to learn more about the recent results from the adolescent literacy research by the National Assessment of Educational Progress. [Sign up for the free, two-part webinar.](#)

#### [NATIONAL Training--LETRS](#)

[Modules 1, 2, & 3](#) January 23-26, 2012

[NATIONAL TOT--LETRS Modules 1, 2, & 3](#) March 27-30, 2012

The best in professional development for teachers of reading and spelling just got better with LETRS Second Edition. These modules incorporate all the latest in reading research and features updated and expanded activities and exercises.

[Phonemic Awareness](#)

[Phonics](#)



State of Washington

Office of  
Superintendent of Public Instruction

OSPI

Languages | A - Z Index | Print Version

Search

Home | Certification | Offices &amp; Programs | Teaching &amp; Learning | Assessment | Finance &amp; iGrants | Research &amp; Reports

## Reading

Reading

## Learning Standards

## Assessment

## State Assessment

## Other Assessments

## Dyslexia

Washington Reading  
Corps

## Instructional Resources

## Contact Information

## State Assessment

Reading Assessment involves two tests: the [Measurements of Student Progress](#) for grades 3-8, and the [High School Proficiency Exam](#). These tests replace the WASL, which was the state's assessment until 2009, and are given every spring. The state assessment is designed to help schools and districts determine whether students have met the [K-10 Reading Learning Standards](#).

Reading Assessment Resources provide examples and applications that can be used in the classroom or at home to help students understand what is being asked of them on the assessment.



Choose a grade ▾

[The Teacher Resource Tool](#) provides specific item stems featuring cognitive complexity and state performance data from the State Reading Assessment.



## More Assessment Resources

- [Reading Test and Item Specifications](#) (PDF)
- [Reading 2011 Test Map](#) (PDF)
- [Reading Assessment Development Cycle](#) (PDF) and [Development Cycle Slides](#) (PPT)

## Highlights

Check the new teacher materials added at each grade level:

[Lessons Learned from Scoring Student Work](#) (PDF)

## 2012 Updates

- [Grades 3-5](#) (PDF)
- [Grades 6-8](#) (PDF)
- [High School](#) (PDF)
- [Online Testing Teacher Tips](#) (PDF)

## Join us on a committee!

[2012 Committee Application](#)

[Committee Descriptions](#) (PDF)

Become part of our email  
distribution list

## RAVE

- If you have applied for committee work you are automatically on this distribution list.

# Reading



Choose a grade ▾

## Contact Information

[Cindy Knisely](#)

Secondary Reading Assessment Specialist

7, 8, High school

(360) 725-6113

## Reading Assessment - Grade 8 Sample and Released Materials

Passages and items (questions) that were used on the state reading assessment.

Year	Genre	Title	Student Material	Teacher Material	Strands and Targets	PowerPoint
2006-2011		<b>General Directions and Information for Sample and Released Materials</b>		<a href="#">Directions</a>		
2011	Informational and Literary	<b>Excerpt from Iditarod Dream / On Your Mark, Get Set...Mush</b>	<a href="#">Student</a>	<a href="#">Teacher</a>	<a href="#">Strands and Targets</a>	<a href="#">PowerPoint</a>
2011	Literary and Informational	<b>Stand-Alone Items</b>	<a href="#">Student</a>	<a href="#">Teacher</a>	<a href="#">Strands and Targets</a>	<a href="#">PowerPoint</a>
2010	Informational Functional	<b>Carl's Lawn Care</b>	<a href="#">Student</a>	<a href="#">Teacher</a>	<a href="#">Strands and Targets</a>	<a href="#">PowerPoint</a>
2010	Informational	<b>Nurses in the Wilderness</b>	<a href="#">Student</a>	<a href="#">Teacher</a>	<a href="#">Strands and Targets</a>	<a href="#">PowerPoint</a>
2010	Literary and Informational	<b>Stand-Alone Items</b>	<a href="#">Student</a>	<a href="#">Teacher</a>	<a href="#">Strands and Targets</a>	<a href="#">PowerPoint</a>

# OSPI Assessment Resources

<http://www.k12.wa.us/>

## Moodle!

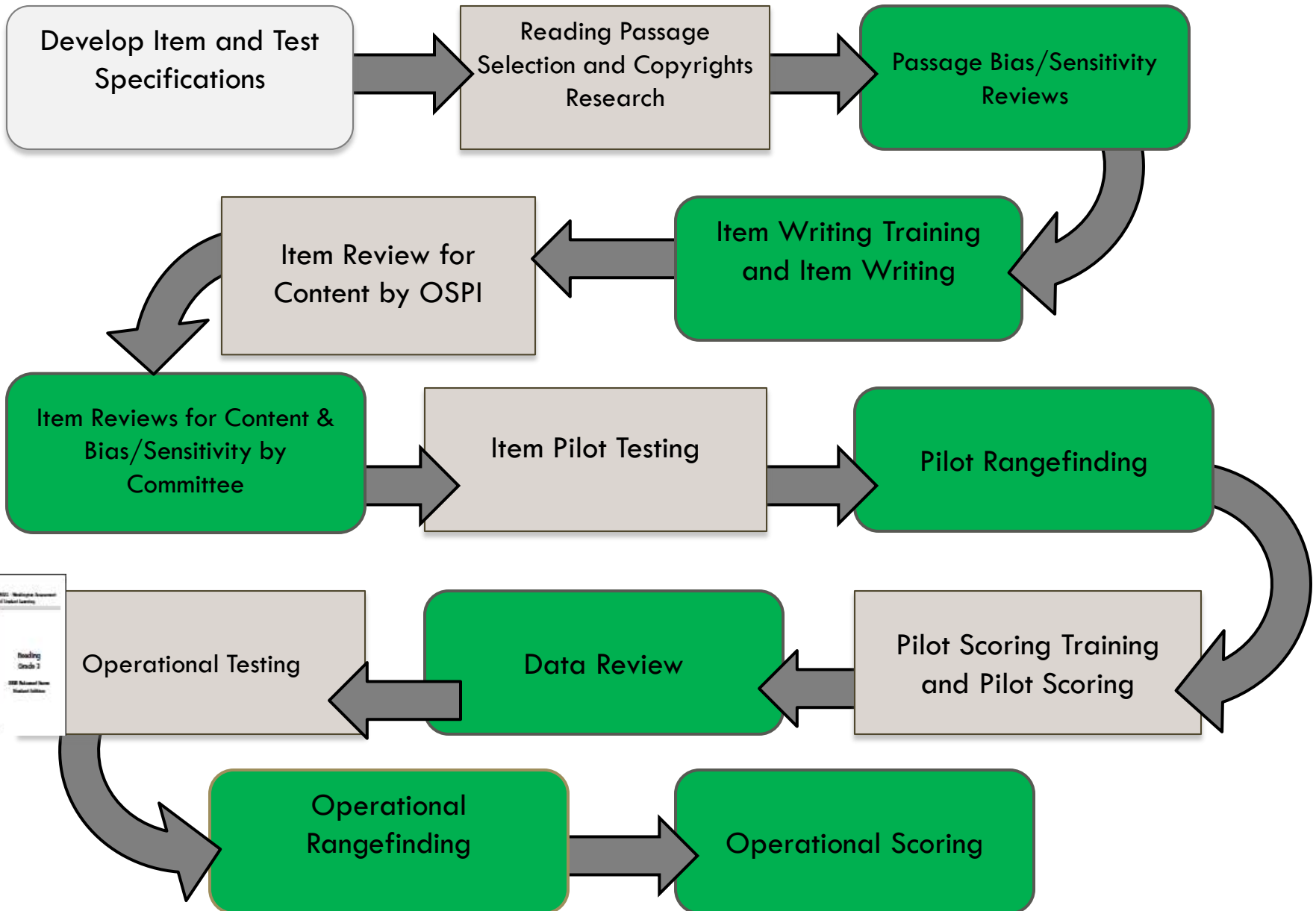
### **Reading MSP & HSPE Supports**

Welcome to the Washington Reading MSP & HSPE Supports Moodle.

This is a place for educators to share resources and collaborate as they prepare students for the Grades 3-8 Reading Measurement of Student Progress and High School Proficiency Exam. Uploaded resources will not be reviewed by OSPI staff, but instead are the responsibility of the teacher to analyze resources and determine if they suit the needs of their students. OSPI will manage the amount and organization of uploaded materials. If there are questions regarding the use of this site, please email [terese.otto@k12.wa.us](mailto:terese.otto@k12.wa.us)

<http://moodle.ospi.k12.wa.us/>

# Reading Assessment Development Cycle



## Strands and Targets Grades 6 - High School

### ● Rectangular Snip

Targets may be assessed using literary passages, informational passage or functional documents.

Strand: Comprehension 4 targets	<b>01</b>	Demonstrate understanding of theme/ message/ main idea and supporting details <a href="#">(Reading GLE 2.1.2)</a>
	<b>02</b>	Summarize with evidence from the text <a href="#">(Reading GLE 2.1.7)</a>
	<b>03</b>	Make or confirm inferences or predictions based on the text <a href="#">(Reading GLE 2.1.6)</a>
	<b>04</b>	Understand and apply content vocabulary critical to the meaning of the text <a href="#">(Reading GLE 1.2.2)</a>
Strand: Analysis 4 targets	<b>05</b>	Literary Specific: Demonstrate understanding of authors' use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.) <a href="#">(Reading GLEs 2.2.2, 2.2.3, 2.2.8)</a>  Informational/Functional Specific: Demonstrate understanding of authors' use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.) <a href="#">(Reading GLE 2.2.2)</a>
	<b>06</b>	Compare and contrast using elements of the text(s) <a href="#">(Reading GLEs 2.3.1, 2.4.0)</a>
	<b>07</b>	Make connections (cause and effect) within a text <a href="#">(Reading GLE 2.2.1)</a>
	<b>08</b>	Analyze usefulness of resources <a href="#">(Reading GLEs 2.2.2, 2.1.1)</a>
Strand: Critical Thinking 3 targets	<b>09</b>	Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion; author's point of view, tone, and use of persuasive devices) <a href="#">(Reading GLEs 2.4.2, 2.4.3, 2.4.4)</a>
	<b>10</b>	Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text <a href="#">(Reading GLEs 2.4.1, 2.4.5)</a>
	<b>11</b>	Extend information beyond text, (make generalizations beyond the text to a broader idea or concept), or apply information to other texts and situations, and support the generalization with details from the text) <a href="#">(Reading GLEs 2.4.1, 2.4.5)</a>

Functional Documents Include:

Hobby Magazines, E-mail  
Friendly Letters, Letters to the Editor  
Newsletters, Schedules  
Brochures, Advertisements  
Catalogs, Web Sites, Credit and Job Applications  
Purchased goods and services  
Contracts, Procedures, Directions

Informational Passages Include:

Historical Documents  
Nonfiction Magazines  
Newspaper Articles  
Excerpts or Articles from Social Studies  
Or Science Narratives

Literary Passages Include:

Stories  
Poems  
Novel Excerpts  
Biographies  
Autobiographies  
Literary Essays



# Reading Assessment Test Characteristics 2011

Total number per assessment	Grade Level	3, 4, and 5	6, 7 and 8	HS
	<b>Approximate time (adjust as needed)</b>	One 75 minute session	One 90 minute session	One 120 minute session
	<b>Operational passages</b>	4-5 passages Approximately 1,200-2,200 words per test	4-6 passages Approximately 2,500-4,000 words per test	5 passages Approximately 4,500-6,000 words
	<b>Total Items</b>	30	35	40
	<b>Total points possible</b>	34	40	45
	<b>One-point items</b>	26	30	35
	<ul style="list-style-type: none"> <li>Multiple Choice</li> <li>Completion</li> <li>Stand-alone</li> </ul>			
	<b>Two-point items</b>	4	5	5
	<ul style="list-style-type: none"> <li>Short answer items</li> </ul>			
	<b>Learning strands</b>	4	6	6
<ul style="list-style-type: none"> <li>Comprehension (Literary and Informational)</li> <li>Analysis (Literary and Informational)</li> <li>Critical Thinking (Literary and Informational) (6-HS only)</li> </ul>				
<b>Percentage of one-point*</b>	76%	75%	80%	
<b>Percentage of two-point *</b>	24%	25%	20%	
<b>Pilot items**</b>	2-3	6	6	

\*Percentages vary across grade levels due to total points possible and total number of items on the assessment.

\*\* This will be a combination of one and two-point items. Performance on pilot items does not impact overall score. Pilot passage and items are not considered part of the operational test.

# Considering Online Testing

<http://www.k12.wa.us/assessment/StateTesting/OnlineTesting.aspx>

## Six Easy Steps to Online Testing in Your District

- 1 Register for online testing by Friday, December 16<sup>th</sup>
- 2 Join in and watch the online training webinars
- 3 Prepare your computers for testing by downloading the test engine
- 4 Schedule time for your students to watch the demo and practice with the Online Tools Training (OTT)
- 5 Print out test tickets prior to testing
- 6 Test

Be sure to visit  
our online  
demonstration  
station

# Advantages to Online Testing

<http://www.k12.wa.us/Reading/Assessment/default.aspx>





- **Efficiency**
  - Fewer materials to distribute and manage
  - Receiving, unpacking, securing, counting, sorting and distribution of test booklets are eliminated
  - Improved security
- **Positive Feedback**
  - 81.9% of students indicated they preferred the online test
- **Future Enhancements**
  - Multimedia and enhanced technology
  - Meeting the needs of different populations
  - 21<sup>st</sup> century learners
- **Flexibility**
  - Allows for real-time updates
  - Easier to test newly enrolled students

# Rollout Schedule for Online Testing

The following online rollout schedule is the suggested guide for schools and districts to transition to online state testing.

READING	Measurements of Student Progress						High School Proficiency Exams
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	
2010	P/P	P/P	P/P	Online	Online	Online	P/P
2011	P/P	Online	Online	Online	Online	Online	P/P
2012	Online	Online	Online	Online	Online	Online	P/P
2013	Online	Online	Online	Online	Online	Online	P/P (*)
2014	Online	Online	Online	Online	Online	Online	P/P (*)

KEY

	= 25% Online
	= 50% Online
	= 75% Online
	= 95% Online
(*)	= Research Online

**November 2011**

# Technology in the Classroom

CenturyLink provided \$90,000 to OSPI to promote technology integration and the development of 21st century skills. Teachers & Technology grants are designed to fund projects that use real world technologies to enrich standards-based curriculum and support student-centered instruction.

- The grant application is the first step in a competitive process that will award \$10,000 each to nine teachers or teacher teams who propose a learning project that:
  - Meets the requirements of the program.
  - Is selected for funding by a state-level review panel.
  
- The grant application deadline is **Tuesday, February 7, 2012.**

OSPI will consider one teacher or teacher team per application. Previous awardees of the Qwest Foundation Teachers & Technology Grant Program are not eligible to apply.

## Grant Deadlines & Activities

Date	Activity
Monday, November 14, 2011	Grant instructions and application form publish on the OSPI Web site, <a href="http://www.k12.wa.us/EdTech/Grants/Competitive/CenturyLink/default.aspx">http://www.k12.wa.us/EdTech/Grants/Competitive/CenturyLink/default.aspx</a>
Wednesday, December 7, 2011 <b>OR</b> Tuesday, January 10, 2012	Grant application Q&A webinars, 3:30-5:30 p.m.  Dates, registration information and technical specifications, <a href="http://www.k12.wa.us/EdTech/Grants/Competitive/CenturyLink/Webinars.aspx">http://www.k12.wa.us/EdTech/Grants/Competitive/CenturyLink/Webinars.aspx</a>
Tuesday, February 7, 2012	Grant application deadline <ul style="list-style-type: none"><li>• Postmark your completed application package no later than <b>Tuesday, February 7, 2012.</b></li><li>• Hand-delivered applications must arrive at OSPI by <b>3:00 p.m. February 7, 2012.</b></li></ul>

Grants will be available after July 1, 2012

# C4K- Computers for Kids

<http://www.k12.wa.us/EdTech/Computers4kids/default.aspx>

- **C4K Program**

C4K makes it possible to distribute state computers identified for surplus to needy public schools across Washington

- 45% free and reduced

- ▣ More than is free, less than is a fee of \$16-\$26

# 2013 and Beyond

---

- MSP will continue to be administered through spring 2014.
- 2014/2015 School Year the SMARTER Balanced Assessment will be used.

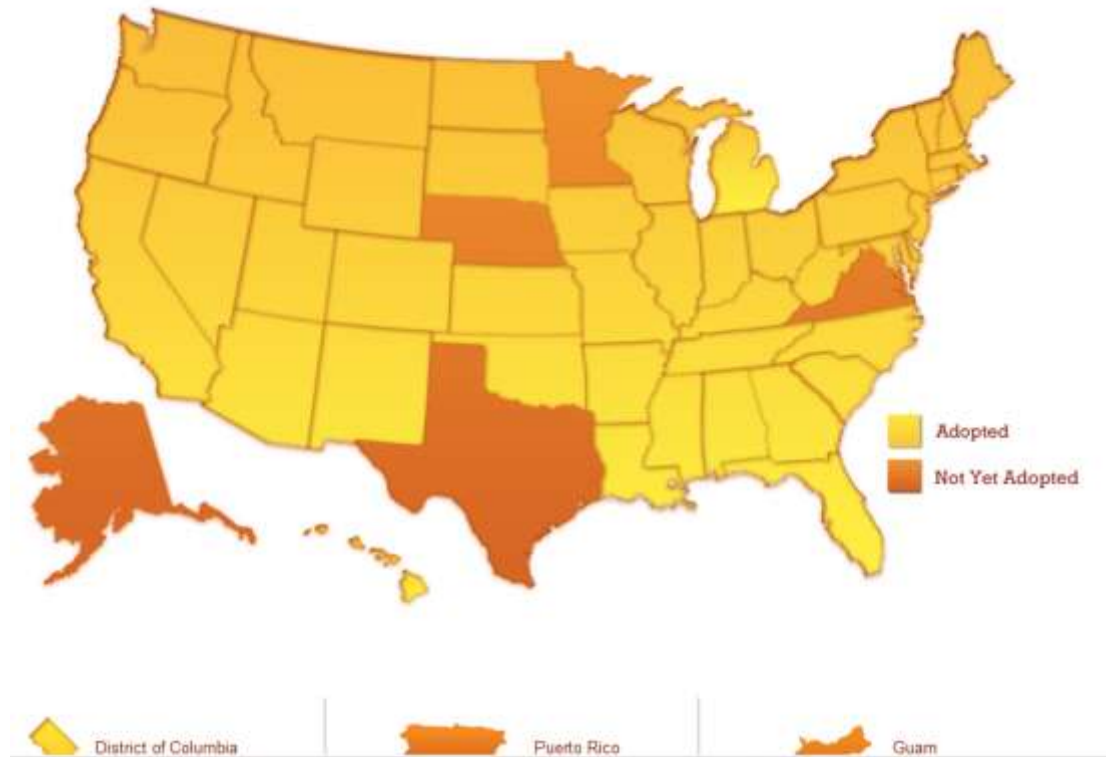
# MSP / HSPE Testing Windows

---

- Reading Grades 3-8
  - ▣ April 25- May 17<sup>th</sup> - paper/pencil
  - ▣ April 25 - June 1<sup>st</sup> - online
  
- Reading HSPE: March 15, 2012
  
- Reading HSPE Retake: August 16, 2012

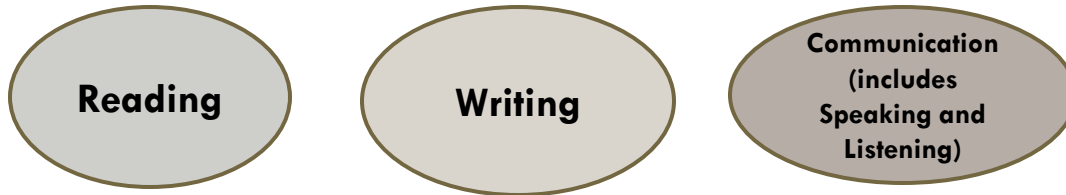
# Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/Literacy and mathematics

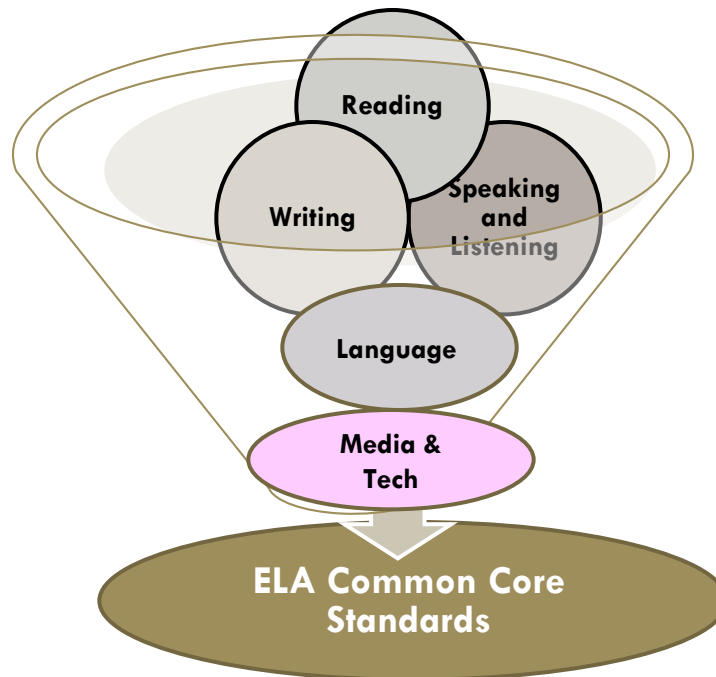


Source: [www.corestandards.org](http://www.corestandards.org)

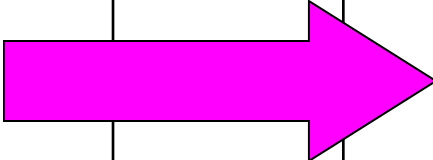
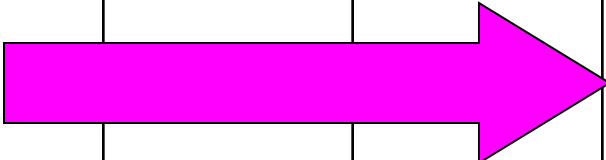
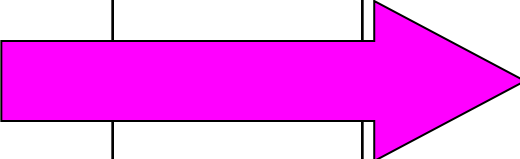
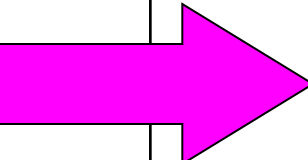
# Current WA Standards (GLEs) – Grades K-10



# Common Core ELA Standards – Grades K-12

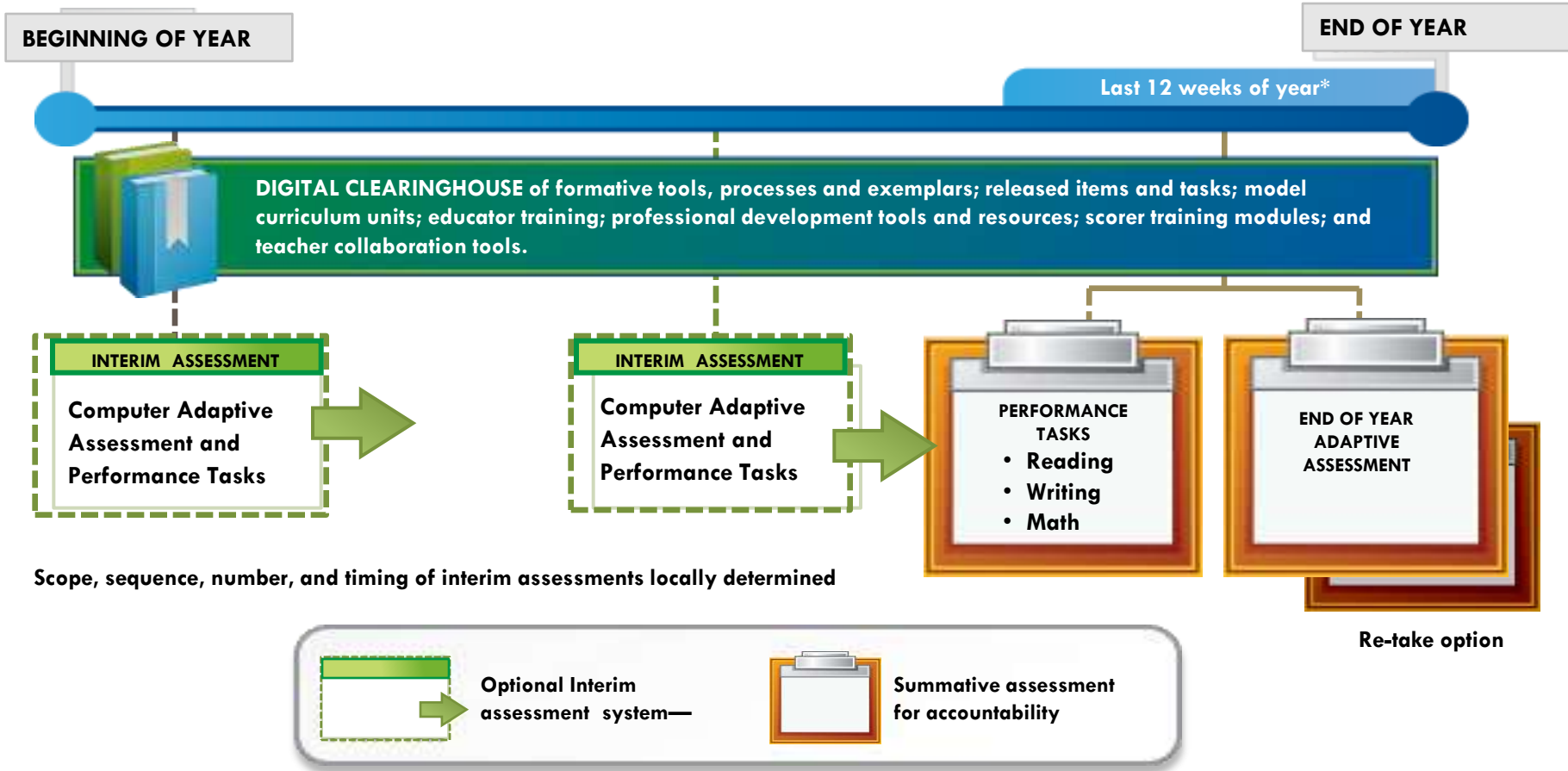


# Washington State's Implementation Timeline

	2010-11	2011-12	2012-13	2013 -14	2014-15
Phase 1: Awareness and Understanding, Alignment, and Adoption					
Phase 2: Build Statewide Capacity, Collaboratively Develop and Align Resources and Materials					
Phase 3: Classroom Transitions					
Phase 4: Statewide Implementation through the Assessment System					

# System Highlights

English Language Arts and Mathematics, Grades 3–8 and High School



\* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

# Balance of Reading Text Type

Grade Level	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

## Literature includes

- Stories
- Drama
- Poetry

## Informational Text includes

- Literary Nonfiction
  - Personal essays
  - Speeches
  - Opinion pieces
  - Biographies
  - Memoirs

# Balance of Writing Text Types

Grade Level	To Persuade (Argumentative)	To Explain (Informative)	To Convey Experience (Narrative)
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

- In grades K-5, the term opinion refers to persuasive/argumentative writing
- Argumentative is a form of persuasion but brings in evidence from both sides of the issue
- Narrative strategies are important component to developing both argumentative and explanatory writing
- Technology will be used to create, refine and collaborate writing

# Where Can I Find More Information Regarding the Common Core State Standards?

- Common Core Website:

  - <http://www.corestandards.org/the-standards>

- Common Core Questions:

  - Email: [corestandards@k12.wa.us](mailto:corestandards@k12.wa.us) OR

  - Greta Bornemann, OSPI CCSS Project Director, E-mail: [Greta.Bornemann@k12.wa.us](mailto:Greta.Bornemann@k12.wa.us)

- Hunt Institute Videos

  - [http://www.youtube.com/watch?v=9IGD9oLofks&feature=player\\_detailpage](http://www.youtube.com/watch?v=9IGD9oLofks&feature=player_detailpage) (overview)

# Who Do I Contact If I Have a Question Regarding a Different Subject Area?

- Math
  - [tracy.godat@k12.wa.us](mailto:tracy.godat@k12.wa.us)
- Science
  - [jessica.cole@k12.wa.us](mailto:jessica.cole@k12.wa.us)
- Writing
  - [linda.rebitzer@k12.wa.us](mailto:linda.rebitzer@k12.wa.us)
- Common Core State Standards
  - [Sherrie.cornett@k12.wa.us](mailto:Sherrie.cornett@k12.wa.us)

# THANK YOU!

Cindy Knisely: Secondary Reading Assessment Specialist [Cynthia.knisely@k12.wa.us](mailto:Cynthia.knisely@k12.wa.us)

Beth Simpson: Elementary Reading Assessment Specialist [Beth.simpson@k12.wa.us](mailto:Beth.simpson@k12.wa.us)

Terese Otto: Reading Support Staff [Terese.otto@k12.wa.us](mailto:Terese.otto@k12.wa.us)

We hope to see you again!