

Writing Assessment Series Session 1 Facilitation Guide

Understanding Claim 2 Writing & ELA Performance Tasks

This optional facilitation guide was designed to assist in the presentation of the Overview Session of the Writing Assessment Series; *Examining Claim 2 Writing: Writing Performance Tasks & Condition Codes - Understanding Claim 2 Writing & ELA Performance Tasks* and provide an opportunity to orient users to supplemental resources.

Session Slide Narrative and Animations	Supplemental Resources or Suggestions
Slide 1: Title Slide This is the first session in the writing assessment series presented by the Oregon Department of Education which focuses on Examining Claim 2 Writing: Writing Performance Tasks, and Condition Codes. Session 1: Understanding Claim 2 Writing and ELA Performance Tasks	Reminder to participants this is Session 1 of 3.
Slide 2: Session Overview The Writing Assessment Series includes the following three sessions... The focus during this session will be Understanding Claim 2 Writing and the ELA Performance Task included in the Oregon Statewide Summative Assessment for English language arts.	
Slide 3: State of Oregon, 2018-2019: Overall Performance on the ELA Oregon Statewide Summative Assessment by Grade The following table includes information on the overall performance for the ELA Oregon Statewide Summative Assessment by grade during the 2018-2019 administration year. The middle column contains the overall percentage of students identified as proficient on the Oregon Statewide Summative Assessment for English language arts. The third column provides the percent of students identified as proficient by looking at only Claim 2 Writing of the Oregon Statewide Summative Assessment for English language arts.	- Condition Codes are mentioned in Slide 3, but will be covered in the Slide 4. - Optional pause point to all participants to view and discuss data trends or observations.

Animation

When examining the table in grades three, four, and five... the percent of students identified as proficient on Claim 2 Writing is slightly lower than the percentage of students identified as proficient on the overall ELA composite score.

One contributing factor that will be explored in the writing assessment series Will be the impact of condition codes being assigned to students during the scoring process on the ELA performance task.

It is important to note that Claim 2 writing scores contribute to the overall ELA composite score.

Slide 4: Percentage of Students Receiving a Condition Code in Claim 2 Writing

The following definition and table provide additional background information on the topic of condition codes associated with the ELA performance task included in claim 2 writing.

Animation

If a student writing sample receives a condition code as identified in the smarter balanced hands scoring rules, Animation this results in a default zero score in all measured writing components of the ELA performance task.

Animation

Animation

The following table provides the percent of students that received a condition code score on the ELA performance task and thus scored a zero in all domains of the ELA performance task.

Statewide the overall percentage of students who received a condition code on the ELA performance task was identified at 20.5% with the highest percentages of condition codes being assigned at grade 3 and grade 4.

As noted in the previous slide grades three, four, and five had a claim 2 writing percentage of students demonstrating proficiency that was slightly lower than the percentage of students demonstrating overall ELA proficiency.

- Condition Codes are mentioned in Session 1, but explored in more depth in Session 2 with additional definition descriptors.
- Optional pause point to all participants to view and discuss data trends or observations.
- If the District Curriculum Director or DTC has obtained on ODE / District Performance Task Infographic

Slide 5: ELA- Oregon Statewide Summative Assessment It is important to understand the overall design of the ELA Oregon statewide summative assessment which is based on the four following claims: claim 1 reading, claim 2 writing, claim 3 listening, and claim 4 research The focus of this session is on claim 2 writing: Animation Animation Claim 2 writing this comprised of items from the ELA computer adaptive test (CAT) which are machine-scored items, and Animation the writing extended response or full write from the ELA performance task which is a human scored item. This session will focus on the ELA performance task Animation	• Presenter may expand this slide by sharing and discussing either the ELA Assessment Blueprint or the ELA Claim, Target, Standards Crosswalk Documents. • Oregon ELA Assessment Claim, Target, and Standards Crosswalk: These documents align the Oregon ELA Assessment claims and targets with the Oregon CCSS - English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document provides Claim Achievement Level Descriptors and serves as a guide in understanding the Oregon ELA Assessment reports. - o Grade 3 - o Grade 4 - o Grade 5 - o Grade 6 - o Grade 7 - o Grade 8 - o High School
Slide 6: What is the ELA Performance Task? To understand how condition codes impact claim 2 writing scores, it is important to understand what is the ELA performance task. Animation A performance task is any learning activity or assessment that asked students to perform in order to demonstrate their knowledge understanding and proficiency. The Oregon ELA performance task is also known as the writing extended response for full write item from the Oregon Statewide summative assessment and require students to integrate research from reading sources which are to be included in a student's writing response.	• Presenter may want to provide sample ELA Performance Task prompts available on the OSAS Portal after presenting information included in presentation as an extension.
Slide 7: Characteristics of Performance Tasks It is equally important to understand the characteristics of Performance tasks to better support students during instruction. Animation Performance tasks require planning and managing information from a variety of sources and materials Animation	• Presenter can refer to the Achievement Level Descriptors in the Oregon ELA Assessment Claim, Target, and Standards Crosswalk documents.

Performance tasks involve extended responses, specific the Oregon Statewide summative assessment for English language arts these responses are in the form of writing extended responses. Animation Performance tasks are multi-stepped items and contain real-world scenarios.	
Slide 8: Full Write Purposes and Scoring ELA performance task on the Oregon statewide summative assessment will include either a narrative writing prompt or purpose in grades 3rd through 8th, informational/ explanatory in grade 3 through high school or opinion/ argumentative in grade 3 through high school. It is important to note... there is no narrative writing performance task at the high school level. In addition, the writing extended response for the ELA performance task is scored on the following 3 domain traits: Organization and purpose, evidence and elaboration, and conventions. Both organization and evidence are scored on 4 point scales, while conventions are scored on a 2 point scale.	• Directions on accessing student level scores on the ELA Performance Task are included in Session 3.
Slide 9: Performance Task Scoring Animation Organization and purpose include skills like, how well did you state your thesis? And how effective were your introduction and your conclusion? Animation Evidence and elaboration include skills like, how well did you integrate information, and how well did you state ideas using precise language. Animation Conventions include skills like punctuation, capitalization, and spelling	• ELA Performance Task rubrics are located on the ODE ELA Assessment website. • Oregon ELA Performance Task Scoring Rubrics Includes Performance Task Scoring Rubrics for the purpose of Oregon’s ELA Assessment. - o Narrative (3 – 8) - o Informational (3 – 5) - o Explanatory (6 - 11) - o Opinion (3 – 5) - o Argumentative (6 – 11)

Slide 10: Contact Information and Additional Resources:

For more information and additional resources please visit the English language arts assessment webpage at www.oregon.gov/ode or the Oregon Statewide Assessment Systems Portal at www.osasportal.org

The ODE Assessment team can be contacted by either visiting the ODE Assessment webpage on the Oregon Department of Education website or emailing the ODE Assessment Support Team at ode.asmt-team@ode.state.or.us

In the next session will further explore condition codes by types and causes. In addition we will present some strategies to support instructional practices and student learning.

- The Office of Teaching, Learning, and Assessment is available to provide additional professional development opportunities for Oregon educators. Please contact your Regional ESD to coordinate a session.