

Alaska Measures of Progress English Language Arts Summative Assessment Framework

The Alaska English Language Arts Standards is a set of specific, rigorous expectations that build students' skills across grades in reading and analyzing a variety of complex texts, writing with clarity for different purposes, and presenting and evaluating ideas and evidence. The standards are designed to develop a logical progression of fluency, analysis, and application, moving students toward college and career readiness.

Building on the Alaska English Language Arts Standards, test development for the AMP assessment is focusing item development on broader skills and strategies rather than individual standards and discrete skills—a method more reflective of both the holistic approaches teachers use to teach and the ways students learn. This document includes information about the content emphases and the item specifications of AMP. While documents such as these are typically created for the teams of test developers and content specialists who write and review test questions, they can also provide helpful information for teachers. The Summative Assessment Framework combines test development documents and adapts the information for use by educators. The Framework provides an overview of the assessment for each grade, using tables to identify accompanying Claims and thoroughly define Targets, including statements of the evidence required.

The Summative Assessment Framework

The AMP Summative Assessment Framework shows the percentage and Relative Emphasis for Claims and Targets for the summative assessments. The AMP Summative Assessment Frameworks for both Mathematics and English Language Arts (ELA) do three very specific things:

1. Organize the standards around big ideas (Claims). A Claim is a broad statement that outlines the outcomes that demonstrate mastery of the standards.
2. Describe the specific skills required of students in order to be successful on AMP through Targets. Targets are groups of related standards.
3. Create a content emphasis to form a bridge between standards, assessment, and instruction. This bridge can help educators analyze how a lesson or unit engages a student's cognitive process and what level of cognitive rigor (Depth of Knowledge) it requires.

AMP

The Alaska Measures of Progress assessment is a computer-based assessment for grades 3-10 aligned to the Alaska English Language Arts and Mathematics Standards (adopted in 2012).

Claims and Targets

Claims are broad statements about student mastery of the standards.

Targets are groups of related standards that can be measured.

Claims

The Claims are the broadest categories of knowledge, skills, and abilities that can have inferences drawn about them. These broad statements outline outcomes that demonstrate mastery of the standards. In ELA, Claims contain several foci that concentrate on particular skills or areas of the larger content. The distribution of texts and items is relatively equal among the foci for each Claim.

There are three Claims in English Language Arts that will be assessed by the AMP:

Claim 1: Reading (60-65%). Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. The reading section of the test is divided approximately equally between literary texts from different genres and informational texts that cover a broad range of academic and non-academic topics.

Claim 2: Writing (25-30%). Students can produce effective writing for a range of purposes and audiences. While AMP will not require students to compose text for the 2014-2015 school year, students will be required to revise, organize, and edit examples of writing, among other tasks. Because students during the 2014-2015 school year are not required to compose text, not all writing standards are addressed in this assessment year.

Claim 3: Listening (10-15%). Students can employ effective speaking and listening skills for a range of purposes and audiences. Listening will not be assessed this year, but in the future will make up approximately 10-15% of the test.

For the 2014-2015 school year, approximately 65% of the test will be from Claim 1 and approximately 35% of the test will be from Claim 2.

Targets

The Alaska English Language Arts Standards are organized into Content Domains and Anchor Standards, which are the same across all grades, and grade-specific standards indicated by a number. The numbered standards are the most specific level and define what students should understand and be able to do.

Targets (or Assessment Targets) break the Claims down into groups of similar standards. Each Target within a Claim is followed by evidence statements, which outline the skills students need to master. Arranging standards into Targets more accurately reflects how students learn and teachers teach. For example, as students interact with a novel, they use skills related to multiple standards. They consider the author's use of vocabulary and figurative language in addition to analyzing the theme. The Claims are built from Targets, which are drawn from groups of the Alaska Standards. In addition, groupings of standards are given for each Target.

Blueprint

A test blueprint is used by test creators to ensure that multiple forms of the test cover the same content

Although the numbered standards are listed with the Targets and Claims, the test blueprint cannot be derived by counting up the number of times a particular standard is listed. There are cases where part of a standard is in one Target, and another part of the standard is in another Target. **While not all Targets will be equally emphasized in the test, all of the content described by the standards is important.** Some of the content in a Target may also be reflected in another Target, or the content in a Target in the current grade may be a critical foundation skill for success in subsequent grades. Thus, attempts to pattern instruction on the perceived or actual numbers of items in a test may not adequately serve students' needs.

Evidence Statements

Specific, observable activities that provide students an opportunity to show mastery of a Target.

In Claim 1, Targets are divided between reading literary text and reading informational text. Although many of the skills are similar, different text types have different features which lead to different Targets and evidence requirements. In Claims 2, and 3, not all Targets for each Claim will be included in the machine-scorable portion of the test, or in the summative assessment. For example, Claim 3, Targets 1-3, address speaking, which cannot currently be reliably assessed in a machine-scorable, objective fashion. Many of the Claim 2 Targets address text composition, which is not included in the machine-scorable portion of the assessment.

Assessing at the Target level, rather than the individual standard level, makes it possible to highlight student understanding through a more meaningful and holistic grouping. Individual standards, while important, are impossible to sufficiently measure with limited testing time. By assessing at the Target level, it is possible to highlight student understanding of the connected material contained in the standards through this meaningful grouping.

Targets are drawn from one or more of the numbered standards and are accompanied by descriptions of evidence required, or evidence statements. These evidence statements are used to guide item writers in creating test questions that will give students the opportunity to demonstrate mastery of that Target. For example, for Grade 3, Target 2: Central Ideas, one evidence statement is, "The student will identify and/or sequence key events in a text" (Grade 3, Claim 1, Target 2, Evidence Statement 2).

Relative Emphasis

The focus, coherence, and rigor of the Alaska Standards are captured through the emphases of High, Medium, or Low on particular Targets, as shown on the Summative Assessment Framework. Relative Emphasis is related to the frequency with which items aligned to that Target would appear on an item-adaptive test. It should NOT be interpreted as a basis for making curricular decisions. Targets with a Low Relative Emphasis should be considered important for instruction because they may include skills associated with Medium or High Targets in the same grade, or they may be important building blocks and are key to success in later grades. For example, Target 6: Text Structures & Features—Relate knowledge of text structures, genre-specific features, or

formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text has Low Relative Emphasis. However, the skills in Target 6 are important for students to locate and organize the information needed to build reasoning and identify evidence from a text, which are skills identified as having a High Relative Emphasis in Target 4: Reasoning and Evidence—Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences.

Depth of Knowledge

The Summative Assessment Framework also identifies the cognitive rigor expected of students for the Targets by providing a Depth of Knowledge (DOK) level. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. By using DOK, tasks can be categorized according to the complexity of thinking required to successfully complete them. The categories are defined below:

DOK 1: Recall & Reproduction

Tasks at this level require recall of facts or rote application of simple procedures. An ELA example is memorizing the spelling of words or direct meaning of vocabulary words.

DOK 2: Skills and Concepts

Tasks at this level require more than one mental step and expect students to apply knowledge to compare, organize, summarize, or predict. An ELA example is using context to identify the meanings of words or phrases.

DOK 3: Strategic Thinking

Tasks at this level require the use of planning and evidence to support more abstract thinking. An ELA example is analyzing interrelationships among concepts, issues, or problems.

DOK 4: Extended Thinking

Tasks at this level involve the synthesis of information from multiple sources, often over an extended period of time, or the transfer of knowledge from one domain to solve problems in another.

The DOK in the Framework is provided as a general reference for the projected maximum DOK of items on AMP. Typically, machine-scorable items are DOK 1, 2, or 3 as supported by the content being measured and by the complexity of the text. DOK 4 is generally reserved for performance tasks such as composition.

The maximum DOK of items is typically determined by the depth of cognitive complexity suggested by the content standards. **While this is the maximum DOK for summative test items, it**

DOK

Depth of Knowledge is a way to categorize the cognitive complexity of a content standard, a Target, or a test question.

should not be interpreted as a limit to the Depth of Knowledge for instructional activities. When assessments are used in a high-stakes environment, it would be unfair to include items that tap into higher levels of DOK than indicated by the state's content standards. Similarly, in order to accurately measure achievement for all students, some items will be included at lower DOK levels than indicated by the state's content standards.

For example, if a standard said, "Students will be able to jump over a three-foot-high obstacle," mastery could be measured by determining if students were successful in jumping over something three feet high. Students who were unsuccessful at three feet could have their performance measured by including obstacles of lower heights, to provide information for possible remediation. However, when receiving instruction for this activity, the students should practice jumping over obstacles at different heights, starting off with lower heights and building up to heights greater than three feet. Furthermore, it would be unfair to have the actual test be to jump over something five feet high, since the expectation of the standard is three feet.

How to Read This Document: This document is organized by grade. An excerpt from Grade 3 is provided as an example.

Claim: a short description of the Claim that summarizes its main topic

Target: **Targets in ELA describe an overall theme of a group of related standards.**

Grade: the grade level the Framework describes.

%: the proportion of the machine-scorable part of the assessment that will be drawn from each Claim

Grade 3 English Language Arts

Claim 1: Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Literary Text	<p>1. Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>Evidence Required 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</p>	RL-1	2	Medium	60-65%

Focus: **information on the types of texts the students will engage with and for what purpose**

Standards: a list of the standards which are addressed by the Target.

Goal DOK: the maximum Depth of Knowledge for assessment suggested by the Target and its associated standards

Grade: the grade level the Framework describes

Claim: a short description of the Claim that summarizes its main topic

- Explanatory text describes in detail what students will have mastered to make this Claim about student learning.

Focus: provides additional information on the type of texts the students will engage with (e.g. literary or informational) and for what purpose (e.g. revising or editing).

Target: Targets in ELA describe an overall theme of a group of related standards.

- Targets are followed by statements of Evidence Required, describing the types of things a student could do to demonstrate mastery of the skills that contribute to the indicated Target. Items may address more than one Evidence requirement.

Standards: a list of the standards which are addressed by the Target. The references to the standards show how the Target is connected to the Alaska Standards.

Goal DOK: the maximum Depth of Knowledge for assessment suggested by the Target and its associated standards

Relative Emphasis: categorizes Targets as High, Medium, or Low emphasis for item development. However, this should not be interpreted as a reflection of or suggestion for a pattern of emphasis for instruction.

- The Relative Emphasis column may also include comments about the tested content specific to the machine-scorable part of the assessment.

%: the proportion of the machine-scorable part of the assessment that will be drawn from each Claim. Again, this should not be interpreted as a reflection of or suggestion for a pattern of emphasis for instruction.