ENGLISH LANGUAGE ARTS
FALL & WINTER DISTRICT ASSESSMENT DATA

Progress towards standards mastery (ELA Benchmarks)

K-2 Culminating Tasks

3-12 NJSLA style Research Simulation, Literary Analysis, and Narrative Tasks

3 Major types of assessments
Reading Inventories, Benchmarks, and Performance Tasks

We use readablity progress monitor assessments like the **Reading Inventory** to measure how a student is reading relative to the demands of the grade level.

as well as

We use **Benchmarks** and **Performance Tasks**

to assess a student's progress towards **New**

Jersey Student Learning Standards mastery.

ELA Benchmark 1- PCR Standards GRADE K

Benchmark I
Standards: RL.1, RL.2, W.2, L.5

Students had to address the following critical knowledge and skills:
- W2 - Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic. (1)
- RL1 - Answer when prompted and use key details from the text
- RL2 - Ask and answer questions about key details when prompting with who, what, where, when, why and how
- RL2 - Provides a retelling of a familiar story, including key details.
- L5 - Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. (3)

Benchmark II
Standards: RL.1, RL.7, W.2, L.5

Students had to address the following critical knowledge and skills
- W2 - Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic. (1)
- RL1 - Answer when prompted and use key details from the text
- RL2 - Ask and answer questions about key details when prompting with who, what, where, when, why and how
- RL7 - Describe how the illustrations explain the story or text, with support
- L5 - Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. (3)

ELA BENCHMARK DATA SY'20 -21 GRADE K

Grade K Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	233/290	80%	80	34%	General Ed	202/311	65%	109	54%
Students w/ Disabilities	19/24	79%	2	11%	Students w/ Disabilities	7/16	44%	4	57%
English Language Learners	52/84	62%	7	13%	English Language Learners	21/30	70%	8	38%
Total	312/392	80%	89	29%	Total	275/418	66%	121	44%

FINDINGS & NEXT STEPS

- Findings
  - Testing Kindergarteners in this virtual environment is difficult
  - Promoting revising has contributed to the challenge of student completions
  - Students who are actively participating in revising are improving; there is growth in each grade level from Benchmark I to Benchmark II

- Next Steps

  - Promote students talking to peers (when we able to articulate our ideas it is easier to write).

  - Students utilizing the various resources within the learning platform more.

  - Teachers continuing writing conferences

  - Teachers promoting independent reading

ELA Benchmark 1- PCR Standards GRADE 1

Benchmark I
Standards: RL.1, W.2, L.1

Students had to address the following critical knowledge and skills

- Introduce a topic that is well known
- Include some facts about a topic
- Determine what key details are in a text
- Ask and answer questions about key details
- Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking
- Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking
- Use common adjectives in writing
- Use common conjunctions in writing
- Use determiners in writing

Benchmark II
Standards: RL.1, W.2, L.1

Students had to address the following critical knowledge and skills:

- Introduce a topic that is well known
- Include some facts about a topic
- Determine what key details are in a text
- Ask and answer questions about key details
- Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking
- Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking
- Use common adjectives in writing
- Use common conjunctions in writing
- Use determiners in writing

ELA BENCHMARK DATA SY'20 -21
GRADE 1

Grade1 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	147/218	67%	55	37%	General Ed	138/230	60%	80	58%
Students w/ Disabilities	24/33	73%	5	21%	Students w/ Disabilities	11/26	42%	6	55%
English Language Learners	57/85	67%	20	35%	English Language Learners	53/90	59%	27	51%
Total	223/326	68%	80	36%	Total	207/355	58%	113	55%

FINDINGS & NEXT STEPS

- Findings
  - Testing First grade students in this virtual environment is difficult
  - Promoting revising has contributed to the challenge of student completions
  - Students who are actively participating in revising are improving; there is growth in each grade level from Benchmark I to Benchmark II

- Next Steps

  - Promote students talking to peers (when we able to articulate our ideas it is easier to write).

  - Students utilizing the various resources within the learning platform more.

  - Teachers continuing writing conferences

  - Teachers promoting independent reading

ELA Benchmark 1- PCR Standards GRADE 2

Benchmark I
Standards: RL.1, RI.1, RI.4, W.2, W.5, L.1, RF.3, RF.4

Students had to address the following critical knowledge and skills:

- Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic. (1)
- Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar
- Utilize textual evidence to support thinking when asking and answering general questions
- Respond to questions asked to demonstrate understanding of key details
- Define words and phrases specific to grade 2
- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding two-syllable words in texts
- Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
- Understand grade-level text when reading
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Benchmark II
Standards: RL.1, RI.1,RI.4, W.3, L.1, RF.3, RF.4

Students had to address the following critical knowledge and skills

- Tell, draw and write a story about something that happened
- Show what happens first
- Put the pages in order
- Tell what happens last
- Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question
- Take notes
- Utilize textual evidence to support thinking when asking and answering general questions
- Respond to questions asked to demonstrate understanding of key details
- Define words and phrases specific to grade 2
- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- Identify typical vowel combinations
- Demonstrate ability to pronounce and spell words with vowel teams
- Utilize strategies for decoding two-syllable words in texts
- Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
- Understand grade-level text when reading
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

ELA BENCHMARK DATA SY'20 -21 GRADE 2

Grade 2 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	207/247	84%	68	33%	General Ed	202/265	76%	108	41%
Students w/ Disabilities	17/21	81%	4	24%	Students w/ Disabilities	17/28	61%	10	59%
English Language Learners	67/101	66%	14	21%	English Language Learners	65/105	62%	18	28%
Total	309/393	79%	86	28%	Total	295/414	71%	136	46%

FINDINGS & NEXT STEPS

- Findings
  - Testing Second grade students in this virtual environment is difficult
  - Promoting revising has contributed to the challenge of student completions
  - Students who are actively participating in revising are improving; there is growth in each grade level from Benchmark I to Benchmark II

- Next Steps

  - Promote students talking to peers (when we able to articulate our ideas it is easier to write).

  - Students utilizing the various resources within the learning platform more.

  - Teachers continuing writing conferences

  - Teachers promoting independent reading

Grades 3-11 Benchmarks - Follow the NJSLA format

There are three task types: Research Simulation Task (RST), Literary Analysis Task (LAT), and Narrative Writing Task (NWT).

Research Simulation Task (RST) - students are asked to analyze an informational topic presented through several texts or multimedia stimuli. Students engage with the texts by answering a series of questions and writing an analytic response to a prompt, synthesizing information from multiple sources. (Grade 3 sample)

Narrative Writing Task (NWT) - students read a literary text from a grade-appropriate short story, novel, poem, or other type of literature. Students write a narrative response to a prompt based on this literary text. (Grade 6 sample)

Literary Analysis Task (LAT) - students read and analyze two pieces of literature. Types of texts include short stories, novels, poems, or other types of literature. Students write an analytic response to a prompt based on the literary texts. (Grade 11 sample)

Test Format

1. Readings/texts - two or more (can include various types of media)

2. Evidence Based Selected Response questions (EBSR) -seven or more

3. Technical Enhanced Constructed Response questions (TECR) -two or more

4. Prose Constructed Response (PCR) -one

ELA Benchmark 1- PCR Standards GRADE 3

Benchmark I
Standards: RI.1, RI.2, RI.9, W.2, L.1. L2. L3

Students had to address the following critical knowledge and skills:

- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Analyze how the details of the text help to support and reveal the central idea or theme
- Closely read the text to identify the important details of a text
- Find similarities and differences about important details when reading about two texts that share the same topic
- Introduce a topic
- Organize information to support the topic
- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose
- Differentiate between regular and irregular plural nouns
- Identify regular and irregular plural nouns in reading and use them when writing or speaking
- Apply comma rules to addresses in writing
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Purposefully select words or phrases to create effect when writing or speaking
- Identify similarities and differences between spoken and written English
- Acknowledge those differences when writing and speaking

Benchmark II
Standards: RL.1, RI.2,RI.7, RI.9, W.2, L.1, L.2, L.3

Students had to address the following critical knowledge and skills

- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Determine writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)
- Provides references to details and/or examples in a text when explaining the basis for the answers. (2)
- Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence/or cause/effect.
- Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.
- Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.
- Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words ina text to show understanding of the text (e.g., where, when, why, and how key events occur).
- Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.
- formulate and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Identify the words in titles that should be capitalized
- Consistently apply rules for capitalization in titles
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Use knowledge of language and its conventions when writing, speaking, reading, listening
- Choose words and phrases for effect

ELA BENCHMARK DATA SY'20-21 GRADES 3

Grade3 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	184/290	63%	25	14%	General Ed	181/324	56%	56	31%
Students w/ Disabilities	9/23	39%	1	11%	Students w/ Disabilities	8/17	47%	2	25%
English Language Learners	29/67	43%	1	3%	English Language Learners	27/60	45%	3	11%
Total	222/383	58%	27	12%	Total	216/401	54%	61	28%

FINDINGS & NEXT STEPS

- Findings
  - Participation and percentage passing are increasing in the general ed population
  - Students with identified needs and students acquiring English the English language are showing growth as they work to be grade level proficient (SWD going from 5% to 7% reading on grade level; ELLs moving from 13% to 23%)
  - Students are responding positively to the new engagement platforms being employed by teachers

- Next Steps
  - Promote student discussions (verbal and nonverbal)
  - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
  - Continue to use the assessments to focus on student areas of need
  - Strenghten teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21
GRADES 4

Grade4 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	234/306	76%	48	21%	General Ed	261/309	84%	76	29%
Students w/ Disabilities	15/28	54%	2	13%	Students w/ Disabilities	21/27	78%	3	14%
English Language Learners	13/29	45%	1	8%	English Language Learners	10/30	33%	0	0%
Total	262/363	72%	51	19%	Total	301/366	82%	79	26%

FINDINGS & NEXT STEPS

- Findings
    - Participation and percentage passing are increasing in the general ed population
    - Students with identified needs and students acquiring English the English language are showing growth as they work to be grade level proficient (SWD going from 8% to 10% reading on grade level; ELLs have maintained a 33% on grade level proficiency rate)
    - Students are responding positively to the new engagement platforms being employed by teachers

- Next Steps
    - Promote student discussions (verbal and nonverbal)
    - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
    - Continue to use the assessments to focus on student areas of need
    - Strenghten teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21 GRADES 5

Grade5 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	177/300	59%	46	26%	General Ed	145/185	78%	43	29%
Students w/ Disabilities	14/24	58%	1	7%	Students w/ Disabilities	13/17	76%	3	18%
English Language Learners	4/21	19%	0	0%	English Language Learners	8/21	38%	0	0%
Total	195/339	58%	47	24%	Total	167/223	75%	46	28%

FINDINGS & NEXT STEPS

- Findings
  - Participation and percentage passing are increasing in the general ed population
  - Students with identified needs and students acquiring English the English language are showing growth as they work to be grade level proficient (SWD going from 2% to 7% reading on grade level; ELLs moving from 11% to 16%)
  - Students are responding positively to the new engagement platforms being employed by teachers

- Next Steps

  - Promote student discussions (verbal and nonverbal)

  - Continue to monitor the progress of students within the subgroups of ELLs and SWDs

  - Continue to use the assessments to focus on student areas of need

  - Strengthen teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21 GRADES 6

Grade 6 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	282/344	82%	55	20%	General Ed	201/290	69%	76	38%
Students w/ Disabilities	16/20	80%	0	0%	Students w/ Disabilities	9/19	47%	0	0%
English Language Learners	8/21	38%	1	13%	English Language Learners	5/14	36%	2	40%
Total	306/385	79%	55	18%	Total	215/323	67%	78	36%

FINDINGS & NEXT STEPS

- Findings
  - Must work to increase the number of students
    - taking the assessment
    - submitting prose constructed responses
  - Students with identified needs and students acquiring English the English language are showing growth as they work to be grade level proficient (SWD going from 3% to 7% reading on grade level; ELLs moving from 23% to 26%)
  - Students have to increase the frequency of reading inside and outside of the classroom

- Next Steps

  - Work with teachers to raise the level of reading engagement during and beyond the class period

  - Engage in activities that promote students sharing their ideas through print

ELA BENCHMARK DATA SY'20-21 GRADES 7

Grade 7 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	225/313	72%	51	23%	General Ed	180/240	75%	92	51%
Students w/ Disabilities	28/40	70%	4	14%	Students w/ Disabilities	26/35	74%	4	15%
English Language Learners	14/20	70%	4	29%	English Language Learners	12/26	46%	0	0%
Total	267/373	72%	56	21%	Total	218/301	72%	96	44%

FINDINGS & NEXT STEPS

- Findings
  - Must work to increase the number of students
    - taking the assessment
    - submitting prose constructed responses
  - Students with identified needs and students acquiring English the English language are showing growth as they work to be grade level proficient (SWD going from 2% to 9% reading on grade level; ELLs moving from 25% to 45%)
  - Students have to increase the frequency of reading outside of the classroom

- Next Steps

  - Work with teachers to raise the level of reading engagement during and beyond the class period

  - Engage in activities that promote students sharing their ideas through print

ELA BENCHMARK DATA SY'20-21 GRADES 8

Grade 8 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	259/277	94%	61	24%	General Ed	238/269	88%	92	39%
Students w/ Disabilities	39/44	89%	1	3%	Students w/ Disabilities	35/39	90%	7	20%
English Language Learners	29/36	81%	0	0%	English Language Learners	30/36	83%	1	3%
Total	328/358	92%	62	19%	Total	304/344	88%	100	33%

FINDINGS & NEXT STEPS

- Findings
  - Must work to increase the number of students
    - taking the assessment
    - submitting prose constructed responses
  - Students have to read more

- Next Steps

  - Work with teachers to raise the level of reading engagement during and beyond the class period

  - Engage in activities that promote students sharing their ideas through print

ELA BENCHMARK DATA SY'20-21
GRADES 9

Grade 9 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	109/242	45%	41	38%	General Ed	147/233	63%	81	55%
Students w/ Disabilities	13/41	32%	4	31%	Students w/ Disabilities	21/41	51%	4	19%
English Language Learners	19/38	50%	1	5%	English Language Learners	31/40	78%	3	10%
Total	141/321	44%	46	33%	Total	199/314	63%	88	44%

FINDINGS & NEXT STEPS

- Findings
  - Must work to increase the number of students
    - taking the assessment
    - submitting prose constructed responses
  - Students have to read more

- Next Steps

  - Work with teachers to raise the level of reading engagement during and beyond the class period

  - Engage in activities that promote students sharing their ideas through print

ELA BENCHMARK DATA SY'20-21 GRADES 10

Grade 10 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	59/183	32%	17	29%	General Ed	123/196	63%	21	17%
Students w/ Disabilities	5/40	13%	1	20%	Students w/ Disabilities	14/38	37%	1	7%
English Language Learners	0/9	0%	0	0%	English Language Learners	6/9	67%	0	0%
Total	64/232	28%	18	28%	Total	143/243	59%	22	15%

FINDINGS & NEXT STEPS

- Findings
  - Must work to increase the number of students
    - taking the assessment
    - submitting prose constructed responses
  - Students have to read more

- Next Steps

  - Work with teachers to raise the level of reading engagement during and beyond the class period

  - Engage in activities that promote students sharing their ideas through print

ELA BENCHMARK DATA SY'20-21 GRADES 11

Grade 11 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	84/108	78%	22	26%	General Ed	45/142	32%	14	31%
Students w/ Disabilities	9/30	30%	2	22%	Students w/ Disabilities	13/26	50%	1	8%
English Language Learners	20/29	69%	3	15%	English Language Learners	16/24	67%	1	6%
Total	123/189	65%	27	22%	Total	74/192	66%	16	22%

FINDINGS & NEXT STEPS

- Findings
  - Must work to increase the number of students
    - taking the assessment
    - submitting prose constructed responses
  - Students have to read more

- Next Steps

  - Work with teachers to raise the level of reading engagement during and beyond the class period

  - Engage in activities that promote students sharing their ideas through print

MOVING FORWARD

- Supporting the implementation of Writing Folder as we work on improving feedback and efficacy of writing conferences.
- Strengthen engagement with text (Students have to do the work of **reading!**)
  - Comprehension and application of the critical knowledge and skills
  - Vocabulary
  - Expression of ideas in Writing – organization and beyond
  - Fluency
  - Strengthening reasoning
- Increase participation during the small group sessions overall
- Individualized support by school for professional development will be predicated on data